

STAR TREK
THE NEXT GENERATION®

ROLEPLAYING GAME

STARFLEET

EX ASTRIS, SCIENTIA

ACADEMY



SETTING

STAR TREK
THE NEXT GENERATION®

ROLEPLAYING GAME

STARFLEET
■ **H A N D B O O K** ■
A C A D E M Y



HANDBOOK

STARFLEET
H A N D B O O K
A C A D E M Y



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DEDICATION: TO THE FINEST GROUP OF PEOPLE I'VE HAD THE PLEASURE TO WORK WITH—CHRISTIAN MOORE, OWEN SEYLER, MATT COLVILLE, CHARLES RYAN, KENNETH HITE, STEVE LONG, INMAN YOUNG, AND JAY LONGINO. WHEN HISTORIANS LOOK BACK ON THIS DAY, THEY'LL SAY "NEVER BEFORE HAS SUCH A GROUP OF HEROES STRODE THE LAND. IT WAS AN AGE OF LEGEND!"

SPECIAL THANKS TO ALESSANDRA ISAACS AND CHRISTIAN MOORE, BOTH OF WHOM NEVER GET THANKED ENOUGH.

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LAST UNICORN GAMES
9520 JEFFERSON BLVD., SUITE C
CULVER CITY, CA 90232

PRINTED IN CANADA
FIRST PRINTING—SEPTEMBER 1999

DISTRIBUTED TO THE BOOK TRADE BY SIMON & SCHUSTER, 1230 AVENUE OF THE AMERICAS, NEW YORK, NY 10020

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STAR TREK
THE NEXT GENERATION
ROLEPLAYING GAME



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Cadet Davies stood blinking in the light of an unfamiliar, alien sun. A few moments before, he and the rest of his class had been standing in the ruins of an ancient D'Arsay village. They had been on a field trip to Ramalla IV as part of Professor Ticc's archaeology class. But this looked radically different from where he'd been standing before the bright flash. Now he found himself in some sort of town square, surrounded by buildings of cyclopean design. Confusion turned to fear in the pit of Davies' stomach, and he began looking around for the others.

Over by an oddly cantilevered column of purple marble stood Amy Beach, already looking at her tricorder. Chernigov stood on the balls of his feet, prepared for a fight, in typical Andorian fashion. Cadets Meyers, Holman, and Chetra Gom looked a bit dazed and confused, but unharmed. The only one missing was their teacher, Prof. Ticc, which made Davies feel uneasy.

Walking toward the others, he tapped his combadge. Nothing happened. He tapped it again, confusion mixing with annoyance. "Davies to Seine, come in," he said. There was no answer. Considering the change in the landscape—they had been standing in an underground cave, surrounded by D'Arsay ruins—they were far from Ramalla IV and their runabout.

Amy punched the buttons on her tricorder. Her face screwed up into a mask of confusion.

"What's wrong?" Davies asked.

She continued with the tricorder for a moment. "These readings make no sense. It looks like a temporal reversion," she said, "but I can't be sure. I haven't taken Temporal Mechanics yet."

Davies refused to accept what Beach told him, even though the Academy trained cadets to keep open minds. "Look at the sun, it's too bright," he countered. "Ramalla IV orbits a brown star. That star is yellow, and bright."

"That would make sense," Chernigov interjected. He'd taken Professor Telek's class the previous semester. "Look around us. Do you recognize that pillar? It's the one Amy was standing by before we were transported here. The building over there, it was a pile of rubble before, but it looks similar. And the monolith, it's glowing, and looks significantly newer than when we first saw it."

"If that's the case, then we're millions of years in the past," Davies countered.

The cadets looked at each other, unsure what to do next. Davies tried to recall the last thing he remembered before the flash. Prof. Ticc had touched the monolith, when suddenly lights appeared beneath the surface. Prof. Ticc had disappeared instantly in a flash. Then Davies had felt a tingle all over his body, like someone tickling his spine. He looked at the monolith with a combination of anxiety and interest.

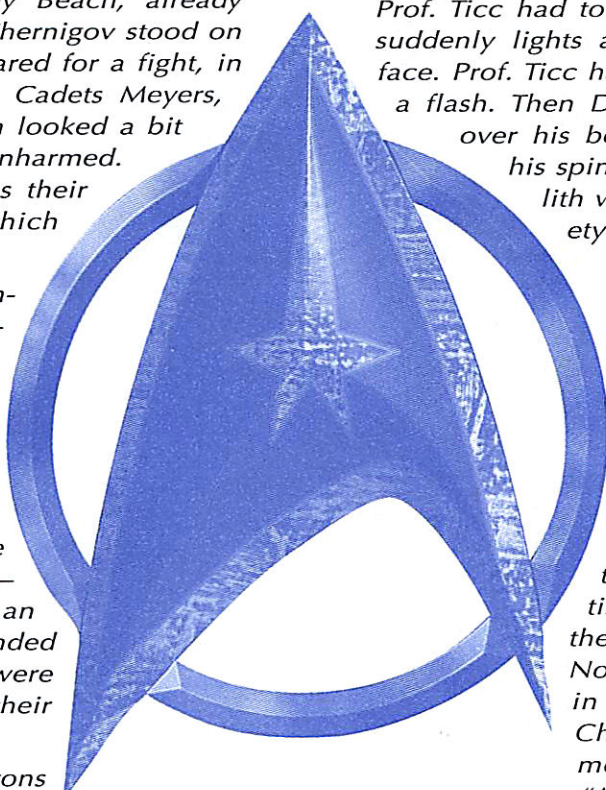
"The barrier of the effect is half a kilometer in that direction," Amy said, pointing to the east.

"Then why don't we go through it?" Holman suggested. He didn't appear to like it, either.

"There's no guarantee that we can return to this time once we pass through the barrier into our own time. Nor do we know if we'd arrive in our own time at all." Chernigov considered the monolith from a distance.

"And we don't know what Prof. Ticc did to activate the monolith, so we shouldn't do that, either."

Something inside Davies, some hidden reserve, quieted the doubts he felt; someone needed to be in charge, to give them a sense of direction. He mustered his strongest, most authoritative voice. "In that case, we have to find Prof. Ticc." Davies said. "We're on an alien planet, millions of years before we were born. Our teacher is missing, and we know little about the D'Arsay. Let's move out."



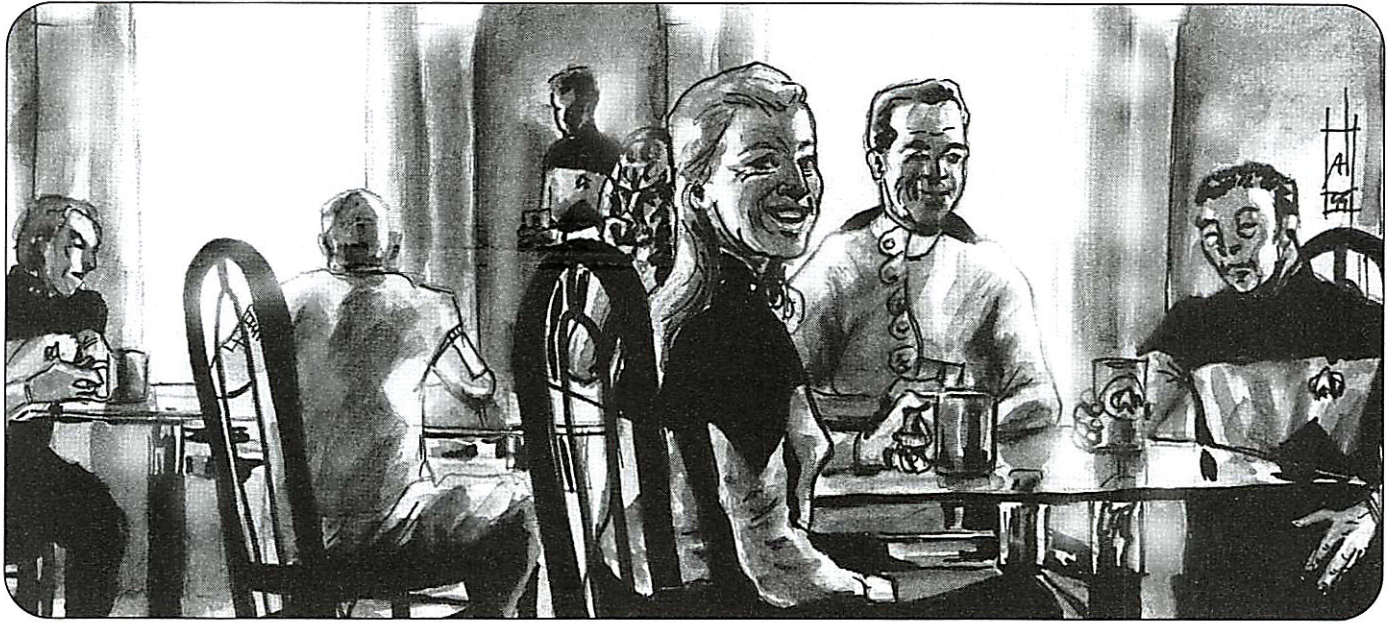
INTRODUCTION

Duty. Honor. Truth. These are the hallmarks of a Starfleet officer. First and foremost, every officer has a duty: to Starfleet, to his shipmates, and to the Federation's tenets. Honor demands each officer exhibit the utmost integrity, treat others with respect, and be forthright. Starfleet demands a dedication to truth, in whatever form it may take, of every officer. These concepts are not innate, but are instilled into every officer at Starfleet Academy. Millions of officers have passed through the Academy's doors, many who have gone on to participate in the most important events in the Federation's history—Kirk, Picard, Sisko, Janeway. You now follow in their footsteps.

Starfleet Academy teaches cadets more than simply how to conduct oneself during a first-contact situation, the engineering regulations for impulse engine phase variances, or the proper use of phasers and tricorders. The Academy takes the Federation's best and brightest and forges them into Starfleet officers. During your time at the Academy, you will face many challenges, many milestones, and some day you will look back on your Academy days with fondness. Your stay at the Academy will be demanding—physically, emotionally, and psychologically. But in the end, if you measure up to Starfleet's strict standards, you can call yourself a Starfleet officer.

The *Starfleet Academy* boxed set encourages you to roleplay your characters' time at the Academy, before they received their commissions, and to experience the events that will turn them from raw recruits into Starfleet's finest.





WHAT'S IN THIS BOX?

The *Starfleet Academy* boxed set provides detailed information about Starfleet's foremost educational institute. Here, cadets are molded from green civilians to Starfleet officers. These are the days all officers look upon fondly.

BOOK ONE: ACADEMY HANDBOOK

A guide to the Academy, this book includes information cadets need on admissions, course curriculum, a guide to the campus, and the like. It also provides information on creating Academy cadet characters.

Chapter One: Welcome to the Academy provides an overview of the Academy and its history.

Chapter Two: Academy Facts provides the reader with general information on topics ranging from the admissions process and housing policies to commendations and reprimands. Entering freshmen are encouraged to familiarize themselves with this material.

Chapter Three: Starfleet Academy Campus gives cadets a travel log of the Academy grounds. Incoming cadets will find this chapter useful for getting around campus.

Chapter Four: Curriculum details the departments and classes found at the Academy. Sign up for a course in Klingon physiology with Prof. Hokh, or learn how to repair transporters in Prof. Olafson's class.

Chapter Five: Advanced Programs describes the programs and classes available to promising cadets and to those officers who want to return to the Academy to learn new skills.

Chapter Six: Faculty and Staff details a few of the important staff members, educators, and administrators who work at the Academy.

Chapter Seven: Creating Academy Cadets provides the information needed to create a Starfleet Academy cadet. Included is a new way to create your characters—the Personality Archetype—and over thirty new Traits.

Chapter Eight: Academy Technology describes the tools and equipment with which cadets should become familiar, from the Academy trainer craft to magnaspanners.

BOOK TWO: NARRATOR'S BOOK

This book provides detailed information for the *ST: TNG RPG* Narrator and includes information on running an Academy series, as well as two complete, ready-to-run episodes.

Chapter One: The Academy Series provides Narrators with information on the anatomy and themes of an Academy series. Incorporating this setting into an existing *Star Trek* series is also covered.

Chapter Two: Survival Test takes the cadets to an alien planet where their instructor drops them off and expects them to survive for three days using the skills they developed in class.

Chapter Three: The Medusa Syndrome involves cadets in mysterious goings-on against the backdrop of the annual Sadie Hawkins Dance.

BOOK THREE: A CADET'S GUIDE TO SECTOR 001

This book provides cadets with a handy guidebook to their new home—the Sol system and Earth. This is the primary setting for an Academy-based series.

Chapter One: The Sol System describes the heart of the Federation. From Pluto to Mercury, learn about such famous places as Jupiter Outpost 92, the Academy Flight Range, and the Utopia Planetia yards.

Chapter Two: Earth details Sol III, home of the Academy proper. This chapter should prove invaluable to cadets intent on getting off campus and exploring the attractions the planet has to offer.

MAPS

Starfleet Academy also includes two double-sided, fold-out poster maps. These include maps of the Sol System, the Academy campus, Mars and the Moon, and a cadet uniform recognition guide.

DIPLOMA

The *Starfleet Academy* boxed set also includes an Academy diploma. It's customizable—choose a degree program, fill in the blanks, and let the world know that you're now an Academy graduate!

HOW TO USE THIS PRODUCT

Looking at the wealth of material we've provided may seem overwhelming at first. "How on earth do I include this in my game?" you may be asking yourself. Actually, it's quite easy. With these books, you can create a cadet and play his time at the Academy, then, upon graduation, continue with the same character as he embarks on his career in Starfleet. Alternatively, nefarious goings-on at the Academy can attract an intrepid starship crew. Finally, players can use the material to create a detailed background for their Starfleet characters.

The *Starfleet Academy* boxed set is a supplement for the *Star Trek: The Next Generation Roleplaying Game*. You must have a copy of the *Star Trek: The Next Generation Core Rulebook* in order to use this material. Players and Narrators may also find it useful to have a copy of the *Star Trek: The Next Generation Player's Guide* handy; this book contains additional skills, traits, and rules useful to an Academy series.

CUSTOMIZING THIS MATERIAL

The *Starfleet Academy* boxed set attempts to present as much useful information as possible about Starfleet's premier academic institution. We've culled episodes of *The Next Generation*, *Deep Space Nine*, and *Voyager* for information about the Academy, added to it, and presented it in one place. Although we provide a wealth of information for a roleplaying game, we also encourage you to develop your own ideas. This is one of the most enjoyable aspects of playing a roleplaying game, and of being the Narrator in particular.

Some of the information presented herein may not conform with your personal vision of *Star Trek*. Or you might prefer to add your own ideas to the mix. That's okay. Feel free to change things around. In the end, it's your game.

THE ICON LINK

The *Starfleet Academy* boxed set includes Icon Link material. When we have more infor-





mation on a particular subject, we place the icon floating behind this text. We've created this information to add value for our fans and players, such as additional technology, optional rules, advice, or Supporting Cast characters. This material is not needed to enjoy this product, but could spawn additional ideas and enhance your games.

Look for all our *Starfleet Academy* boxed set Icon Link information at <http://www.lastunicorngames.com>.

WELCOME TO THE ACADEMY

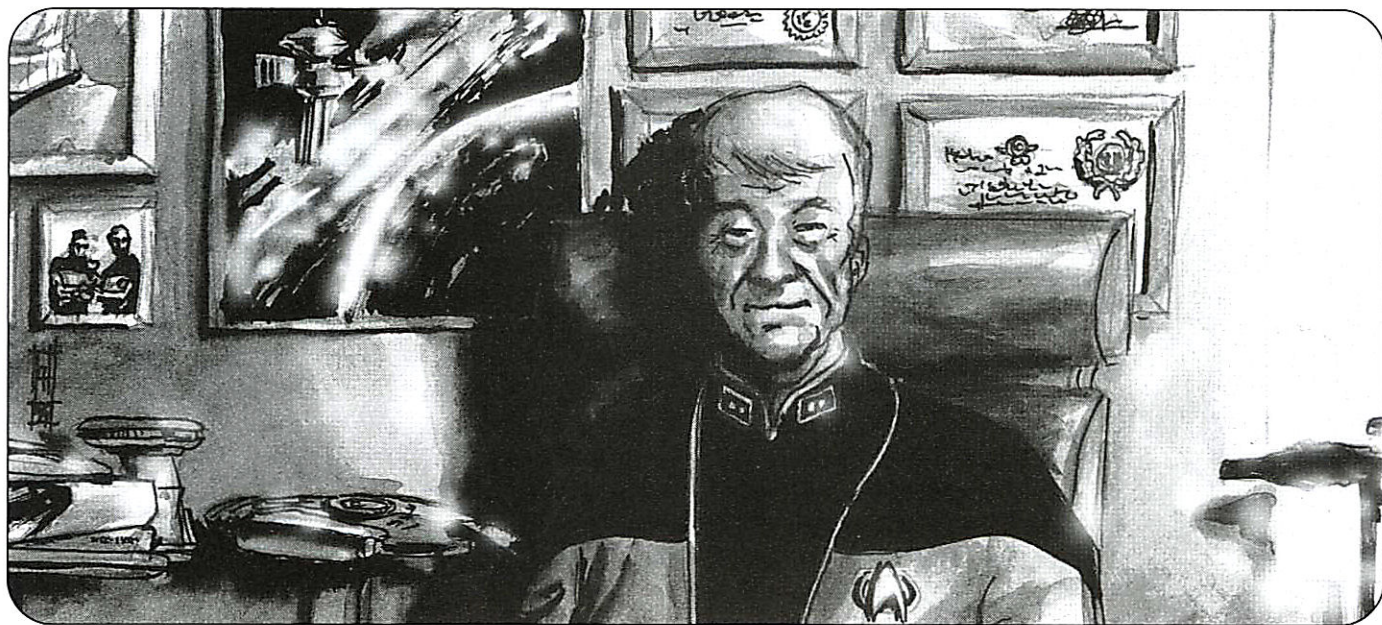
AN ADDRESS FROM THE SUPERINTENDENT

To the newest cadets of Starfleet Academy, welcome.

In the next four years you will experience the hardest challenges, and the greatest adventure, you have ever known. You have earned the right to wear a cadet's uniform by proving yourselves in tests of academics, physical prowess, and, most important of all, character. You are the best your worlds have to offer, for only the best can represent the United Federation of Planets in Starfleet. The Federation needs Starfleet and the ideals it represents now more than ever before. With the Federation constantly tested by outside forces, with the bounds of our knowledge pushed forward farther and farther each day, we need those willing to answer the call to duty, to serve the Federation and what it represents. Each of you heard that call and answered it.

The training you have undergone to reach this point is not the end. It is only the beginning of the experiences that will shape you into Starfleet officers. Here at the Academy you will learn the lessons needed to take your place beside the legends of Starfleet and Federation history. Starfleet Academy has a long and illustrious tradition of excellence, and you follow in the footsteps of individuals who shaped the Federation's history—not only starship captains like Robert April,





Christopher Pike, James T. Kirk, Matt Decker, Tryla Scott, and Jean-Luc Picard, but ambassadors, scientists, engineers, doctors, and explorers who expanded the frontiers of knowledge and possibility for our society—true pioneers all.

In the four years ahead you will learn more than starship operations procedures. You will study science and philosophy. You will examine history and the many lessons it teaches us. You will practice the twin arts of combat and diplomacy. You will learn to think and to reason and, more importantly, you will learn the qualities of honor, truth, fairness, and respect, which lie at the heart of a Starfleet officer's service.

During your time with us you will meet representatives of many different species. You will study the most advanced technologies and theories under the guidance of the Federation's finest minds. You will learn to expand the frontiers of your own experience as Starfleet expands the Federation's frontiers.

You will also face hardships and challenges you've never confronted before. Some of you may not succeed—there is no shame in this. You have already proven yourself among the best simply by your presence here. The challenges you face here will help prepare you for a career of service in the finest Starfleet tradition.

In the days and months to come, look back on all you achieved to reach this point. Let this

spirit of achievement spur you on to even greater heights. And no matter how much you may achieve, remember these first days when you began following your path to service. Take pride in all you accomplished to bring you here today.

Congratulations, cadets. Your adventure is just beginning.

THE HISTORY OF STARFLEET ACADEMY

Founded in 2161, Starfleet Academy began with a commitment to excellence it maintains to this day. The newly formed United Federation of Planets charged the Academy with preparing its member species to serve in Starfleet. From the very beginning, Starfleet Academy sought the greatest minds of five different civilizations, training worthy Federation representatives as we explored the frontiers of space. Today the Academy continues traditions established over more than two centuries of experience.

RUNNING A HISTORICAL STAR TREK SERIES

Narrators might wish to run a *Star Trek* series in 2165, shortly after the founding of Starfleet and the United Federation of Planets and the commissioning of the first *Daedalus*-class starships. The Crew members belong to the first class graduating from Starfleet Academy. As the first new Starfleet officers ever, their mission "to boldly go where no one has gone before" takes on an entirely new meaning. Such a series would be quite different from the *Star Trek* players know. *Daedalus*-class starships (far distant ancestors of *Galaxy*-class ships like the *Enterprise-D*) are the pinnacle of Federation starship design, but are primitive by 24th-century standards. Although they use warp drive, they lack many features of "modern" Starfleet vessels, including phasers and transporters. Starfleet personnel carry laser weapons instead of phasers, and fly shuttlecraft rather than beam down with transporters. Scientists hadn't yet developed subspace communication, limiting the speed of communication to that of the fastest starship. Starfleet vessels were completely alone—there was no way to call Starfleet Command for help that would take less than years.

The greatest events in Federation history await the Crew of a historical series. Sarek of Vulcan wasn't even born until 2165. The Federation consisted of only a handful of species rather than hundreds, and Federation ships were just beginning to explore the galaxy's outer reaches. Earth's war with the Romulan Empire was over and the Neutral Zone established, but first contact with the Klingon Empire didn't come until 2218, more than fifty years later.

The advantages of a historical *Star Trek* series include a sense of the unknown. The Crew is where it all began, the earliest days of Starfleet. The Crew can be the first to discover and make contact with well known places and species from the 23rd and 24th centuries. Perhaps the Crew makes first contact with a race such as the Orions or the Betazoids. Such a series can capture the pioneering spirit of the times. It can also provide a change of pace for players used to relying on 24th-century technology to solve their problems. What does the Crew do when there are no phasers or transporters?

A Narrator can also use a historical episode for a short interlude in an existing *Star Trek* series. Perhaps the Crew of the 24th-century vessel discovers the flight recorder of a 22nd-century ship lost for 200 years. When they play back the recorder's information, the Narrator switches to the 22nd century and gives the players the Crew of the old ship to enact the events leading up to the ancient ship's loss. After this side trip, the 24th-century Crew might face a similar situation. Can they survive where their predecessors failed?

THE EARLY YEARS

The beginning of the Academy is, in many ways, the beginning of Starfleet itself. Part of the United Federation of Planets charter formed Starfleet in 2161 shortly after the end of the Earth-Romulan War and the establish-

ment of the Romulan Neutral Zone. A combination of explorers, diplomatic corps, and defense force, Starfleet was the most ambitious organization ever conceived by the Federation's founding worlds.

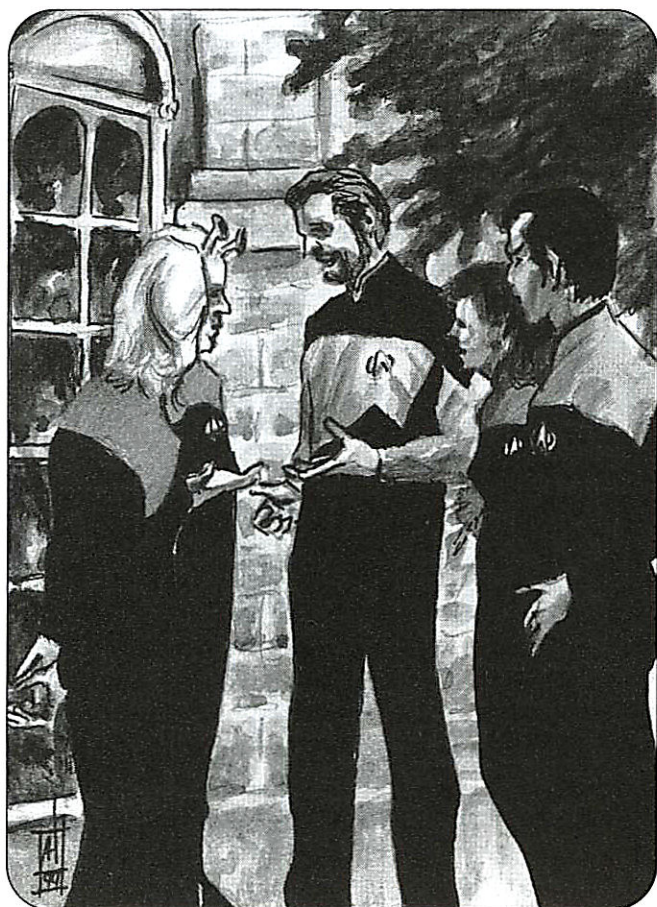
Its mission, "to boldly go where no one has gone before," embodied the members' collective ideals of peacefully exploring the greater galaxy. The organization recruited the best and brightest from the Federation's member worlds to represent it across the galaxy. Starfleet founded the Academy to help bring this vision to life.

The Federation Council chose San Francisco, on Earth, to host Starfleet Headquarters and Starfleet Academy. Earth possessed the most extensive shipbuilding and dry-dock facilities and the strongest fleet of starships after the Earth-Romulan War. These were ideal for firmly establishing Starfleet as soon as possible. Earth's environment also proved the most suitable for the various member races to live and work together. Construction began almost immediately on the Academy's main campus and the first of the Federation's own starship fleet.

Before the Starfleet Academy campus was finished and the first cadets trained, Starfleet included officers and volunteers from the Federation's original member worlds. Officers from the Tellarite Defense Force stood side by side on the bridge of starships with graduates of the Andorian Military Institute and Earth's Space Force. Each world donated ships and personnel to form the core from which Starfleet grew.

Each world also provided different preparation for its personnel. The very first Starfleet crews and ships held widely divergent levels of training and technology. Officers used equipment often unfamiliar to them and worked with new and strange species, all struggling to create something greater than the services from which they had come. The Vulcans absented themselves from Starfleet altogether, having difficulties dealing with more emotional species in the chaotic shipboard environment. Starfleet's first years offered the service's first challenge of diversity, one its officers met with openness, innovation, and discipline.





Starfleet Academy assumed the heavy task of taking many disparate species and teaching them to work together. We did so by creating a uniform training regime that provided the skills needed by Federation representatives. The first Starfleet cadets trained on equipment and starships the Corps of Engineers designed and constructed at the San Francisco Starfleet Yards. The *Daedalus*-class starship, the first widely used Starfleet design, became a unique symbol of the service—belonging to no particular race but created by the efforts of all Federation species. Starfleet vessels were the first to use the new impulse engine designed in 2169.

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The Academy's training program promoted trust, cooperation, and acceptance among the numerous UFP member species. Starfleet was one of the first bridges across which the members of the Federation met and worked together. Over time the Academy's proven success helped bring the first Vulcan cadets into Starfleet, and has since attracted new cadets from more than a hundred different species. The Academy continues to provide a place of

acceptance for new species and alien ideas, helping integrate them into the Federation's most esteemed institution—Starfleet.

LATER YEARS

Starfleet Academy's history reflects the history of the Federation itself. As the Federation continued to grow and change, so too did the Academy. The core ideals of Starfleet Academy remained the same, but the its techniques and curriculum continued to adapt, reflecting the demands of new cultures and species joining the Federation, and the new technologies they shared. Starfleet personnel developed or discovered many innovations, giving the Academy access to the cutting edge of scientific and technological advancement. As in Starfleet's early days, Academy cadets often train with new equipment and vessels as Starfleet engineers design and build them.

The discovery of subspace communications in the late 22nd century vastly increased the Federation's ability to maintain contact between distant worlds and outposts, expanding the frontiers for colonization and giving Starfleet vessels the means to send information back to starbases from great distances. This led to a strong chain of command within Starfleet, although ship captains still exercised a great deal of personal discretion. Starfleet officers

PASSING THE TORCH

If the Narrator has several series taking place in different eras of *Star Trek* history, characters from those different times might meet and interact. Even humans live for quite some time in the 24th century. Starfleet officers from the period of the original series could still be alive to meet their *Next Generation* counterparts. Such characters might also become instructors at the Academy after they retire from active service, passing on their knowledge to future generations of Starfleet officers (and new player characters). The players could refer to their old characters in a new series by naming famous maneuvers, Academy facilities, and starships after them, especially if they refer to something the old character actually did in a previous series.

Time travel provides an option for involving characters from a future series in the events of a past series. Some unforeseen event might transport characters from the 24th century back in time to the very earliest days of Starfleet. They must find a way to return to their own time without disturbing history in the process. Perhaps they must resolve some threat to the Federation's history before returning to their own time.

represented the Federation to colonies on the fringes of known space and to new species encountered in their explorations.

Conflicts often tested the Federation's goal to establish peaceful relations between all beings of good conscience. Not all species the Federation encountered were peaceful. The Federation rose shortly after Earth's war with the Romulan Star Empire, a power that remains a potential threat even now. In the early 23rd century a disastrous first contact with the Klingon Empire led to decades of conflict between Klingons and the Federation. Starfleet's policies toward the first contact of new species changed—the Academy changed, too, teaching cadets that conflict's hard-learned lessons. Starfleet served to protect the Federation as well as expand its frontiers. Eventually the Federation achieved peace with the Klingon Empire—Starfleet Academy accepted the first Klingon in 2357. Over the years other species threatened the Federation's security, from the Tholians to the Cardassians. Starfleet stood ready to protect the Federation against any and all such threats.

Over the years Starfleet's curriculum incorporated advances in starship tactics and strategy. The brilliant tactics of Captain Garth, the Picard Maneuver, and the innovations of other Starfleet officers in the heat of battle continue to influence the training available to Academy cadets.

Starfleet Academy also learned to protect itself from dangers at home as well as in the depths of space. In 2266 an accident aboard a class-J starship used as a training vessel caused the deaths of several cadets. The death toll would have been considerably higher if not for the valiant actions of Starfleet Captain Christopher Pike, who brought several cadets to safety. Exposure to delta rays crippled Captain Pike during the incident—he was confined to a support chair for the remainder of his life. The Pike Medal of Valor carries his name, a reminder of the sacrifices made by Starfleet officers in the line of duty.

Other great figures from Starfleet history contributed to the Academy's growth and success. Following the retirement of the first *U.S.S. Enterprise* from active Starfleet duty in 2277, the ship served the Academy as a training vessel, allowing cadets to drill aboard the

MEET A CADET: T'SHANIK

Species: Vulcan

Age: 21 standard years

Major: Systems Engineering

"My first lesson from Starfleet Academy came before I was even admitted. It happened at the testing center on Relva VII, where I took the entrance examination. I studied and considered myself well prepared for the experience, but the testing was not what I had expected. I performed as expected on the academic tests, particularly the engineering and astrophysics tests, but there was more to the test than just academics. Tac Officer Chang warned us to 'expect the unexpected', which I considered a most illogical statement, even for a human expression.

"Still, it was quite accurate. We were tested in a variety of situations, including social encounters that did not appear to be part of any test. In these situations I found myself unprepared. I failed to 'expect the unexpected.' Living in Vulcana Regar with other Vulcans did not prepare me for the diversity of behaviors I would encounter in Starfleet. While focusing on science and engineering, I neglected the study of social behavior and what my freshman year roommate referred to, somewhat inaccurately, as 'the human equation.'

"I did not achieve entrance into Starfleet Academy on my first attempt. Instead I returned home and used what I learned from the test on Relva VII to prepare myself better for the next entrance examination. I was successful then and earned the right to attend the Academy. I never forgot that first lesson in what it means to be a part of Starfleet. The advice I offer new applicants and cadets is the same that Tac Officer Chang once offered to me: 'Expect the unexpected.'"

same ship commanded by such legendary Starfleet captains as Christopher Pike and James Kirk. The *Enterprise's* commander, Captain Spock, belonged to the Academy's faculty at this time, before his illustrious career as a Federation ambassador. Captain Spock's predecessor, Admiral Kirk, also joined the Academy's faculty as an instructor in 2284. These officers passed along their experience to a new generation of Starfleet cadets.

Many Starfleet officers forfeit their lives to protect their ships, their crewmates, and others. The crew of the *U.S.S. Enterprise-C*, commanded by Captain Rachel Garrett, bravely sacrificed themselves to defend the Klingon outpost at Narendra III in 2344. This act demonstrated Starfleet's honor and courage to the Klingons and strengthened relations between the Federation and the Klingon Empire. In 2347, the crew of the *U.S.S.*





Rutledge aided victims of a Cardassian attack on the Federation outpost at Setlik III. Numerous other Starfleet vessels have offered aid and protection to people in need. Starfleet officers swear an oath to uphold the principles of the Federation with their lives, if necessary, and many have been called upon to fulfill this oath. Their sacrifices serve to aid and inspire others to follow in their footsteps, to preserve the freedoms of the Federation, and to uphold those ideals we hold so dear.

The Academy grew with Starfleet and the Federation. Academy facilities were expanded over the years to include new advanced schools, particularly the refurbished Starfleet Medical School and the Advanced Engineering School. The main campus facilities expanded to meet the needs of a larger student body, adding new dormitories and classrooms. The Academy also benefited from the latest technology, such as the holosuite simulators in the James T. Kirk Building, which provide cadets with opportunities to train safely under simulated field conditions. All these changes helped Starfleet Academy fulfill its charter to provide the finest training possible to cadets.

Along the way Starfleet Academy remained at the forefront of techniques in education, research, sciences, technology, and the arts of strategy, diplomacy, and leadership. Many of the finest minds in Federation history served as faculty members for Starfleet Academy: Devlin Gos, John Gill, Angela Ming, and others. The Academy provided research facilities for these noted scholars to advance their work while they passed on their knowledge and experience to Starfleet cadets. As each new species and civilization joined the Federation, the Academy brought many of its finest representatives into Starfleet, fulfilling the ideal of the Academy motto, *Ex Astris, Scientia*: "From the stars, knowledge."

have become key figures in Federation history, discovering new worlds and civilizations, winning wars in defense of the Federation, expanding the frontiers of our knowledge, and embodying Starfleet's values of honor, truth, and duty.

Starfleet Academy remains one of the Federation's most important institutions. The Academy teaches future generations of Starfleet officers the skills that empower them to follow in their predecessors' footsteps, upholding the ideals of Starfleet and the United Federation of Planets. The Superintendent and the faculty carry the responsibility of ensuring the cadets under their supervision become the finest officers they can.

THE ACADEMY TODAY

Only a few years ago Starfleet Academy celebrated its 200th anniversary. Since its founding, the Academy has graduated millions of Starfleet officers from more than one hundred different species, all learning to work together for a common goal. Many Academy graduates

ACADEMY FACTS

Starfleet remains an organization founded upon the ideals of knowledge, exploration, and cooperation among intelligent species of good will. It depends on rules and regulations to help protect those ideals. Like any part of Starfleet, the Academy has its own rules it expects cadets to follow. Learning the value of these regulations, and how to work within them, is an important part of a cadet's training.

Cadets and potential cadets must know what Starfleet and the Academy expects of them. This section outlines the Academy's requirements for cadets.

ADMISSIONS

Starfleet Academy is open to all sentient beings. Citizens of the United Federation of Planets may apply to Starfleet Academy and take the Starfleet Academy Preparatory Program at an Academy Testing Center. Applicants who have not reached their age of majority must obtain the permission of their legal guardian to take part in the preparatory program. Non-Federation citizens must also acquire a written recommendation from a Starfleet officer to take part in the preparatory program and to take the entrance examinations.





PREPARATORY PROGRAM ADMISSION

The Starfleet Academy Preparatory Program is a six-week course designed to prepare prospective students for the Starfleet Academy entrance exam. Program admission is by testing only, and applicants must perform satisfactorily on a series of three tests: Deductive Reasoning, Spatial Orientation and Stress Reaction.

Testing for admission to the preparatory program takes approximately four days. A large percentage of test-takers pass the test and enter the program.

The preparatory program takes place at Starfleet installations throughout the Federation. Students stay at the facility for the duration of the testing and the preparatory program at accommodations provided for them. Cadets living on board Starfleet vessels or at Starfleet facilities can make arrangements to take their initial exams and the preparatory program under the guidance of a Starfleet officer with the rank of lieutenant or higher.

DEDUCTIVE REASONING TEST

The Deductive Reasoning Test measures an applicant's ability to draw conclusions based on a variety of evidence. It consists of a written examination along with holographic simulations designed to pose problems for the applicant to solve. Portions of the test are timed or time-dependent.

Applicants should complete the test questions as quickly and accurately as possible, but should also be willing to move on to the next question if the current one proves too difficult. Supervisors grade applicants based on the number of questions answered correctly within the allotted time.

SPATIAL ORIENTATION TEST

The Spatial Orientation Test uses holographic projections to test the applicant's ability to visualize in three dimensions and understand complex spatial relationships. Tests include manipulating holographic objects to achieve desired spatial relationships and navigating

USING THE PREPARATORY PROGRAM

Narrators can use the Academy Preparatory Program as a starting point for an Academy series: The characters gather together at a Starfleet Testing Facility to undergo their prep exams, in the company of numerous other applicants. The characters and most of the applicants pass the exams and enter the program, beginning six weeks of intensive training and drills to get them ready for their entrance examinations. During this time the Crew members get to know each other and bond over some of their shared tests and trials. The testing and the program can last for a single episode or play out over the course of several episodes.

The Narrator can also insert other events into the episode other than the prep program. Perhaps Romulans or Cardassians attack the facility where the Crew is training. Perhaps an unknown alien lifeform or virus gets on board. Or the crew of the facility encounters some type of unknown phenomenon. One of the other applicants might have a secret to hide, or even be an undercover agent for a hostile foreign power. Maybe an applicant (or a Starfleet officer) turns up dead, and the applicants help to solve the murder. Of course, it's always possible that these events aren't real, but are another test staged by the Starfleet personnel to see how the applicants handle things and to teach them a lesson about the kinds of challenges Starfleet officers face.

The episode culminates in the Crew completing the preparatory program and moving on to their entrance examinations.

Narrators can also use the preparatory program as background material for an Academy series. Cadets are likely to compare their experiences in undergoing the prep program and their entrance examinations. Things a cadet learned while undergoing the prep program can form part of that character's personality, and Starfleet officers or other applicants met during this time can become part of the character's background.

The prep program can also show up in a regular *Star Trek* series if a Crew member is involved in administering the tests and teaching the program. The Narrator could easily run any of the episode ideas mentioned above for a regular Starfleet Crew, using the preparatory program as a backdrop. For an interesting twist, consider adding in flashback scenes to the Crew's own prep program experiences, to contrast what events in the present with the applicants the Crew is testing.

through fields of obstacles to reach a desired goal. Tests are time-dependent, and applicants are graded based on the speed and efficiency of reaching their goal, as well as their overall level of orientation.

STRESS REACTION TEST

The Stress Reaction Test measures the applicant's responses, both physical and psychological, to stress. Starfleet officers must function under stressful conditions. Supervisors test the applicant's stress reactions using holographic



simulations and time-dependent responses to those situations.

For example, a stressful stimulus is introduced into a situation, and the applicant receives a grade based on how quickly and decisively he reacts. Stress Reaction Tests also require an interview with a Starfleet counselor trained in stress management issues.

STARFLEET ACADEMY PREPARATORY PROGRAM

Applicants who pass the examinations may enroll in the Preparatory Program. The program lasts for six weeks, with students spending each day undergoing preparation for their Academy entrance examinations. The program stresses vital skills (including test-taking skills) over facts and information, although students may study available materials in their off hours.

Students drill in Academy-related skills such as decision-making, spatial navigation, reaction time, deductive reasoning, and stress reactions. Students also learn about the history, requirements, and regulations of Starfleet and the Academy—such instruction is designed to help them make an educated choice regarding their entrance examinations and their goals in joining Starfleet. Students must learn the Academy's regulations and codes of conduct and follow them throughout the training process.

STARFLEET ACADEMY ENTRANCE EXAMINATIONS

At the conclusion of the preparatory course, prospective cadets must pass their Starfleet entrance examinations. The exams consist of a battery of tests intended to measure the applicants' knowledge, ability, and potential to ensure they meet Starfleet's high standards.

Only a small percentage of the overall applicant pool pass these tests. Those who fail can take the test again at a later date any number of times. Many of Starfleet's finest officers failed to enter the Academy on their first attempt. Starfleet hopes interested applicants will take advantage of all available opportunities for continued training and retesting.

WRITTEN EXAMS

The Starfleet Academy written exams consist of a series of questions intended to test the applicant's knowledge of Starfleet regulations, the sciences, history, language, philosophy, and the arts. They also test the applicant's writing abilities.

The written exams include many essay questions—how the applicant's answer is written is often as important as what information the answer contains. Some written exam questions relate to questions from the interactive exams.





USING THE ENTRANCE EXAMS

Like the Preparatory Program, the Starfleet entrance exams make a good starting point for a Starfleet Academy series. Many of the exams, like the written exams, aren't all that interesting to play out. The Narrator can simply assume the prospective cadets did well, based on their traits and backgrounds. For example, a character with a high Intellect will probably do better on the written exams, while a character with a high Presence may do better on the oral exams. Sometimes the less interesting exams are worth playing out, especially if they conceal a hidden test or two (see "Hidden Tests" below).

The interactive exams provide opportunities for the candidates to test their abilities for the first time, giving players a feel for their characters in the game before they get into the real action. This is a good time to introduce players to many basic game systems, including making tests, the Drama Die, degrees of success, and different types of tests, as described on pages 114–120 of the *Star Trek: TNG* rulebook. The Narrator can also introduce Courage Points and the basic combat rules during different tests and simulations. Keep in mind that failure of a particular die roll during a test doesn't necessarily mean failure of the test. Characters can use Courage to help them succeed, and Starfleet often tests one ability while making applicants think they are testing another thing altogether.

The oral exams give the Narrator and the players a chance to expand the Crew's personalities through their interaction with instructors. For example, the Narrator can ask each player, in character, to describe why he wants to join Starfleet. This provides insight into the character's motivations and personality for the other players. Likewise, the Narrator (as the test proctor) can pose philosophical questions, like how the applicants would handle a conflict between their duty and the Prime Directive, to get players thinking about how their characters would handle such a situation later in the series.

required to be in excellent physical condition. A full medical examination is required prior to the commencement of any testing, and applicants must report any pre-existing medical conditions or complications. Applicants are also tested to determine strength, stamina,

HIDDEN TESTS

Starfleet Academy tests more than simple knowledge. It also tests character. In these "hidden" tests cadets don't usually know they're being tested at the time.

For example, while taking a final examination, a group of cadets notices someone in their class cheating using a miniature PADD or a tiny earpiece to get the answers. Do any of them report the incident to the instructor? If so, they've passed the test on honesty. The cheating incident is staged. The real test was whether or not the cadets would report it or try to cover things up. This kind of test is particularly effective when one of the players is in on it. The other players react quite differently to one of their friends cheating than they would to a random character they hardly know.

Hidden tests nearly always test cadets' characters. They offer challenges related to the ideals of Starfleet, such as command abilities, honesty, truthfulness, inclusiveness and tolerance for other cultures, the Prime Directive, honor, and integrity.

Sample Hidden Tests

- Cadets are invited to a dinner honoring a guest lecturer at the Academy. The meal consists of a variety of bizarre alien dishes, like Klingon *gagh* or heart of targ, or Ferengi marinated grubs. Do the cadets refuse and insult their host or do they adapt and deal with the unusual food? The same situation can also apply to strange alien clothing (like having to wear feathers) or customs.
- Cadets are asked to show a distinguished Academy guest around the campus. The guest makes all manner of strange demands, testing both the cadets' patience and their diplomatic skills. Do they tactfully accommodate him, or offend their guest?
- Cadets discover an unauthorized access to an Academy computer system and trace it back to a popular instructor's office. Do they bring the information to the attention of security, turn a blind eye, or confront the professor themselves?
- A training holodeck's systems appear to malfunction during an otherwise normal simulation, turning the situation dangerous for the cadets. Do they handle it themselves, attempt to continue in the face of danger, or stop the simulation and ask for help?
- Cadets are specifically ordered to stay away from a sealed lab on campus. In the following days, the cadets observe strange phenomena that appear connected to the lab, but everyone ignores their concerns. Do they defy orders to find out what is going on inside, or do they follow orders even though they know something is wrong?

INTERACTIVE EXAMS

Interactive exams involve either interaction between the applicant and a computer or holographic simulation, or between the applicant and an instructor. These exams generally involve hands-on problem-solving and tests of the applicant's social skills. Simulations deal with interactive tests such as navigation, hyperspace physics, and starship systems. Oral exams involve concise presentation of information, verbal and interactive skills, and the ability to think and respond quickly to questions.

PHYSICAL EXAMS

The life of a Starfleet officer can be physically rigorous, so prospective cadets are

PSYCH TESTS

The most interesting test for game purposes is the psych test. The Narrator should carefully construct a scenario intended to test each character's greatest fear, introducing it in such a way that the player (or at least the character) doesn't know the test is actually happening. The other players might play roles in each character's psych test, so they don't feel left out. This also frees the Narrator to describe the actual events. For example, in Wesley's psych test in the *Next Generation* episode "Coming of Age," some Starfleet personnel were apparently trapped in a room about to explode. Other players can run these "extra" characters, while the applicant character (Wesley) faces the test.

The psych test can take nearly any form the Narrator can imagine. Starfleet holographic technology can simulate nearly any situation. The only limitation is that the events of the psych test are never actually dangerous to the applicant or anyone else, no matter how dangerous they might appear.

The psych test usually involves fears or uncertainties Starfleet thinks might impair an applicant's performance. If an applicant has a terrible fear of spiders, Academy testers might use this as the basis of the psych test. They would be much more concerned if the applicant's past contained an incident that indicated a fear of accepting responsibility. The Academy is more likely to test the second fear since it is more important to a Starfleet officer. Being afraid of spiders is more of a personal quirk and less of a character concern.

Sample Psych Tests

- The applicant must make a life-or-death decision that will result in survival for some but certain death for at least one other person (himself or someone else).
- The applicant must take command in a crisis where at least some of the people are opposed to the applicant's ideas. The applicant must deal with the situation and overcome any objections.
- The applicant must overcome a personal fear or weakness to achieve a goal. For example, an applicant with a fear of water might be faced with having to rescue a drowning victim.
- The applicant must choose between principle and a desired goal. For example, the applicant is offered a sure-fire means of cheating on a difficult test. Does he take it?
- The applicant must overcome some past bitterness or hurt, such as an applicant whose family was killed by a Cardassian raid being forced to aid or work with Cardassians in order to pass.
- The applicant must rely on personal skill and initiative to overcome a problem, especially a weak trait of the applicant. A physically weak applicant might be faced with a physical challenge. Success or failure is not nearly as important as courage to make the attempt.
- The applicant is faced with a situation where he must give his life in order to save others.



agility, and overall athletic ability, usually using holographic simulations and physical exercises.

PSYCHOLOGICAL TEST

A Starfleet officer's mental and emotional health is even more important than physical health. All applicants must meet with a Starfleet counselor and undergo an evaluation to determine their psychological and emotional fitness.

The final entrance examination is the Individual Responses Test, also known as the "psych test." This test examines the applicant's response in a mentally and emotionally stressful situation specifically designed for that particular applicant. Simulations are designed based on the applicant's psychological profile and history. 19

The simulation hopes to show how the applicant reacts in high-stress situations, and whether or not the applicant is psychologically fit for Starfleet service. Each situation is





unique, and the test conditions are not revealed to the applicant until the test begins.

TESTING

The Academy faculty tests Starfleet cadets in numerous ways. Only some of these tests involve academics. Being a Starfleet officer requires more than simply understanding facts; it requires analytical thinking, critical decision-making skills, and a strong character. The Academy tests for all of these qualities to ensure only the most suitable applicants are chosen to serve in Starfleet.

In addition to the entrance examinations, Starfleet cadets must undergo routine testing to measure their ongoing progress and development during their time at the Academy. These tests measure cadet knowledge, generally in written or oral exams, and skill and ability, which usually take the form of practical applications of what the cadet has learned. Cadets are judged on their individual achievements and abilities.

FINAL EXAMS

Each Academy course offers a final examination intended to measure the sum of a cadet's learning and development from that course. These exams constitute a large portion of the cadet's grade, varying based on other coursework and projects.

Some final exams are written in nature, while other exams have a written portion and a practical exercise to test the cadet's skills. Final examinations occur during the last week of each semester.

20 SQUADRONS

Academy cadets are organized into squadrons to teach respect for and use of the chain of command. A squad leader heads each squadron. A squad leader must be an upper-class cadet who has shown leadership abilities. Squadron size is from five to fifteen cadets. Academy administration determines the size of an individual squadron based on

USING SQUADRONS

The squadron is an excellent Narrator tool for bringing a disparate group of cadets together and keeping them together through thick and thin. Since the Academy administration largely decides a squadron's composition based on the needs and requests of cadets, the Narrator has a reason for bringing nearly any group of cadets together. The player characters can all be members of a squad, either entirely by themselves or with a few other NPC's thrown into the mix. One character is the squad leader. This can be a supporting cast member, giving the Narrator a "voice" and more control over the squad as a whole, or it can be a main player character. See "Handling the Chain of Command" (*Star Trek: TNG* rulebook, page 43) for more information.

Being members of the same squad gives characters a reason to spend a great deal of their time together, both training and recreation. Squads tend to stick together and look out for each other, just as a good group of characters should. If the Narrator and the players are interested in a particular area of Starfleet operations, the squad might specialize in it, such as a squad made up of shuttlecraft pilots, engineers, or those interested in archaeology. Squads may also develop rivalries with each other, providing the characters with antagonists (see "Red Squad" below for more on this idea).

The Narrator should encourage players to give their squadron a name or number, like Nova Squad, Six-Seven Squadron, or Gold Squadron. They can be recognized by their name in the series, such as the Superintendent referring to "the members of Gold Squadron" in a commendation (or a disciplinary action). In fact, the squad's name makes a great subtitle for a series, like "Starfleet Academy: Gold Squadron."

the needs of individual cadets. Larger squadrons may include smaller individual squads, at the discretion of the Superintendent.

Squadrons exist to teach cadets to work together as a team, to respect authority, and to learn the command and social skills vital to Starfleet officers. The Superintendent may reassign cadets to a different squadron as a result of recommendations from an instructor or at the request of a cadet who can present good reason for such a transfer. The administration discourages frivolous transfers between squadrons since cadets are expected to learn to work together and overcome any personal differences.

Squadrons regularly train together and with other squadrons. Squadrons may take part in special Academy programs, such as advanced flight training, with the permission of the Superintendent. Such programs are often used to reward exemplary performance.

RED SQUAD

Starfleet Academy uses the squadron system to allow cadets of similar interests and needs to work together, learning teamwork and respect for authority. Red Squad is an outgrowth of this idea, grouping outstanding Starfleet cadets together as a team to enhance their experience and education at the Academy. Red Squad provides an atmosphere that encourages excellence among all its members.

Membership in Red Squad requires the Superintendent's permission as well as an outstanding and spotless record from the applying cadet. Red Squad members are eligible to live in a special dormitory set aside for squad members and may take part in specialized classes, training, and field work. Members of Red Squad are expected to exemplify Starfleet

USING RED SQUAD

Red Squad is the best, the elite of Starfleet Academy. They are most useful to the Narrator as antagonists for cadet characters in an Academy series. The members of Red Squad are among the very best, and they know it. This leads to a certain amount of arrogance among Red Squad cadets. They receive preferential treatment, their own dormitory, special classes and training, and opportunities to do field work other cadets don't. Red Squad is either admired by cadets who want to be part of it, or disliked by cadets (and some officers) who think the squad's elitism violates the principles of Starfleet and the Academy.

Despite the opinions of their detractors, Red Squad is not a group of "bad guys." They're Academy cadets with their own personalities, drives, and ambitions. They should be treated like any other supporting characters. Although they tend toward arrogance and strict obedience to the rules, they should not be portrayed as mindless bullies. In fact, they become far more interesting as antagonists for the player characters if the Narrator portrays them with some humanity and depth to them.

Red Squad should be the squad the player characters want to show up, to compete with. They're good at nearly everything, except they maintain strict discipline. Members of Red Squad aren't known for their initiative because mavericks don't get to join Red Squad in the first place. Other cadets who are willing to bend the rules or look for nontraditional solutions can surprise the members of Red Squad from time to time.

Alternatively, Narrators may wish to have the players run members of Red Squad. Certainly the squad has some of the greatest opportunities at the Academy, and Red Squad's special missions can become the subject of many different episodes. The cadets in the squad must struggle to balance their duty to Starfleet and the Federation with the ambitions of some of their fellow cadets and the officers who support Red Squad.



ideals and provide an example to other cadets of how much they can achieve. This squad truly represents the finest the Academy has to offer.

THE ACADEMY CODE OF CONDUCT

"Cadets are persons of integrity. They stand for what is right."

"They tell the truth and ensure that the truth is known. They do not lie."

"They embrace fairness in all actions. They ensure that work submitted as their own is their own. They do not cheat."

"They respect the culture and heritage of all beings. They are not prejudiced."

"They honor the ideals of Starfleet and the United Federation of Planets, and ensure that they are proper representatives of those ideals. They act with honor."

The lasting simplicity of the Academy Code charges cadets to maintain the highest standards of personal integrity. The words of the





GUIDELINES FOR CADET BEHAVIOR

- Do your best.
- Uphold the standards of the Academy.
- Lead by example—meet the standards to which you hold others.
- Strive for excellence without arrogance.
- Treat everyone with dignity and respect.
- Tolerate honest mistakes from people who are doing their best.
- Seek and uphold the truth.

Code are simple, yet its spirit is broad and covers all facets of a cadet's life. It forms a link to the high standards demanded of Starfleet officers in a life of service.

The Code of Conduct represents the minimum standard for cadets. Honor, personal integrity, and, to Starfleet, its customs and its traditions are fundamental characteristics essential to a successful officer. The Academy emphasizes doing what is right rather than simply not breaking the rules.

Cadets unable to conduct themselves in a manner exemplifying the highest standards of honesty and integrity may not be fit to hold a Starfleet commission and could jeopardize their privilege of being Academy cadets. The offenses of lying, cheating, and stealing are intolerable in Starfleet and may be cause for expulsion from the Academy.

Cadets take part in training in understanding and following the Code of Conduct from the moment they enter Starfleet Academy, and many entrance examinations test an applicant's devotion to the ideal expressed in the Code.

22 Entering cadets take the Starfleet Officer's Oath on their first day at the Academy, but often do not completely understand its meaning and significance. Cadets are often too preoccupied with the experience of being at the Academy to grasp the oath—and its implications—fully.

After completing their first year, cadets repeat their oath with a better understanding of its meaning and formally declare their intent to abide by the Academy Code of Conduct.

The Honor Affirmation Ceremony marks the transition of the new class of freshmen into true Starfleet Academy cadets.

ON-CAMPUS REGULATIONS

Cadets are expected to comport themselves in compliance with the Academy Code of Conduct at all times, on or off campus, and whether or not they are in uniform. Cadets on campus must comply with additional requirements outlined here. Failure to comply with Academy regulations may result in disciplinary action or even dismissal.

Cadets are expected to obey the orders of Starfleet officers, instructors, and upper-class cadets assigned a position of authority, such as squad leaders. The maintenance of the chain of command is vital to the structure of an organization such as Starfleet.

Cadets are assigned housing while attending the Academy. They must keep their living areas tidy and ready for inspection at any time. Noise levels in the dormitories should be kept to an acceptable level to allow for studying and relaxation. Cadets may have guests in their dormitories, but large social gatherings are restricted to on-campus recreational facilities.

ACADEMY DISCIPLINE

Narrators can use the Academy's disciplinary system to keep players in line and remind them of their characters' duties. Narrators should handle this with care. If the Superintendent and Academy authorities come down on the characters every time they do something unorthodox, the players will become discouraged from being creative with their characters' actions. By the same token, if the Academy authorities look the other way every time, the players might think they can get away with anything.

In most cases the Narrator can best use demerits and reprimands to chastise any out-of-line cadets. Demerits limit a cadet's privileges, while a reprimand can serve as a negative Renown Point award, usually applied to Discipline. Cadets must work hard to overcome the stigma of a formal reprimand, which can often follow them long after graduation.

Starfleet is not a rigid organization. The Superintendent and other Starfleet officers respect creativity and original thinking. Cadets who do good in the end are likely not to be disciplined too harshly; they might receive a few demerits for violating regulations, but also a commendation for their heroic actions. Narrators should balance the two so cadets receive praise for their achievements but punishment for their mistakes.

Meet A Cadet: Jeff McAlister

Species: Human

Age: 20.4 standard years

Major: Command

Member of Red Squad

"Joining Red Squad was the proudest moment of my life. I worked really hard to prove I have what it takes to be a Starfleet officer, to gain entrance to the Academy. I worked even harder to

become a member of Red Squad. To me, Red Squad is what Starfleet is all about: honor, duty, and the pursuit of excellence.



"I know a lot is expected of me as a member of the squad, but that's just part of the challenge. I've only been in the squad for a semester, but I've already gotten

opportunities for training I never imagined. I'm learning a lot as a member of Red Squad, and I'll be a better officer because of it. Someone should tell Tryla Scott her record may be in danger, because I aim to be the youngest captain in Starfleet history."

Cadets have free and unrestricted access to recreational and dining facilities on campus. Social gatherings must follow Starfleet rules of conduct, and cadets are expected to comply with Academy security in all matters related to social and recreational events.

Cadets are issued a combadge and must wear it at all times while in uniform. Cadets may access the Academy communications system through their combadge or any computer terminal, but access to classified Starfleet documents and information is restricted. Cadets should notify Academy Security immediately of any breach in security they may notice.

OFF-CAMPUS REGULATIONS

Academy cadets must live on campus. Students of the advanced schools of the Academy may live in dormitory facilities at their chosen school, or in off-campus housing provided by Starfleet. The quarters for graduate students of the advanced schools are similar to

the accommodations for officers on board starships and starbases. Housing is available in several areas throughout San Francisco and the surrounding Bay Area for officers who prefer to live off campus.

While off campus, cadets are expected to conduct themselves in a manner befitting representatives of Starfleet and the United Federation of Planets. Cadets who encounter illegal activity are required to notify Starfleet Security and local authorities immediately.

INFRACTIONS

Cadets are expected to adhere to all Starfleet rules and regulations. Violations of these regulations carry penalties. Cadets must report any violations of Starfleet regulations or the Academy Code of Conduct to their squad leader or a superior officer immediately.

The cadets primarily administer the Academy Code of Conduct. This teaches cadets responsibility for themselves and their fellow officers, as well as an understanding and appreciation of proper procedure. The squad leader reviews all reported Code violations, conducts a thorough investigation of alleged offenses, and, if appropriate, convenes a cadet tribunal to review the matter under a superior officer's guidance. The Superintendent then determines guilt and metes out any punishments.

Faculty and staff members may also report and investigate cadets whom they see violating the Academy Code of Conduct. If cadets are caught violating the Code while off campus, local agencies report their actions to the Academy and often take steps according to their own laws.

The Superintendent handles all other disciplinary concerns and has final authority over all such matters. Cadets may appeal any decision to Starfleet Command, in which case an officer of the Judge Advocate General's office determines if the matter warrants an inquiry and hearing. The Superintendent wields broad discretionary powers relating to the punishment of cadets, including but not limited to the measures detailed in the following sections.





DEMERITS

Starfleet Academy uses a demerit system for disciplining cadets. Demerits are entered into the cadet's record and limit that cadet's involvement in recreational and extracurricular activities for a time. These include transporter and replicator credits, athletic and other leisure activities, and opportunities for field work and independent study. Proper behavior and conformation to all Academy rules and regulations allow cadets to work off their demerits and earn back lost privileges.

Five demerits limit privileges for one month, thirty demerits for a semester. A cadet reduces his demerit total by five per month of spotless behavior.

REPRIMAND

The Superintendent can choose to enter a formal reprimand into the service record of any cadet who violates Academy regulations. This reprimand may affect the cadet's future chances of promotion and assignment selection.

CREDIT DOCKING

The Superintendent may choose to dock a cadet's earned academic credits, forcing the cadet to repeat certain classes, an academic semester, or even an entire academic year. The cadet receives no credit for the docked classes and must repeat them like any other student.

SUSPENSION

24 The Superintendent may suspend the cadet from attending Starfleet Academy for a period of time not to exceed one semester. The cadet is barred from the Academy grounds and all facilities. At the end of the suspension period, the cadet is reinstated and must make up any missed classes and coursework.

DISMISSAL

In extreme cases the Superintendent has the authority to dismiss a cadet from the Academy

AWARDING COMMENDATIONS

Commendations help recognize the achievements of cadet characters in an Academy series. Narrators can also give them out in lieu of additional Development Points, particularly if the Narrator wants to keep the Experience awards for the series fairly low. Of course, the Academy doesn't give out commendations at the drop of a hat; cadets must achieve something fairly spectacular to win some of Starfleet's highest honors. Still, the Crew is supposed to consist of extraordinary cadets, so they should be able to win a few commendations during their time at the Academy.

Commendations may or may not come with medals. Some commendations recognize an achievement on the part of the cadet. These earn the cadet Renown Points even if he receives no medal. Such commendations tend to involve smaller awards than medals. For example, James Kirk earned a commendation for original thinking for his handling of the Kobayashi Maru test at the Academy. Cadets can likewise earn commendations from their superiors, instructors, or even the Superintendent for deeds they accomplish during an episode. Such citations become part of the character's Starfleet record.

The following table outlines the major commendations. Some are general Starfleet commendations, while others are specific to the Academy and awarded only to cadets. If a specific Aspect is not listed for the commendation, then players may apply the Renown Points to any appropriate Aspect, or split them among multiple Aspects as needed. For example, if a character earns the UPF Medal of Valor for helping defend the Federation using an innovative new tactic, the Renown Points could go to Initiative or Skill as the player and Narrator see fit. If the Narrator wishes, cadets who receive Renown while at the Academy may be required to reduce their Renown total after graduation, to reflect the difference between the character's Academy life and his life as a Starfleet officer (see chapter one, "The Academy Series," in Book Two for more on this idea).

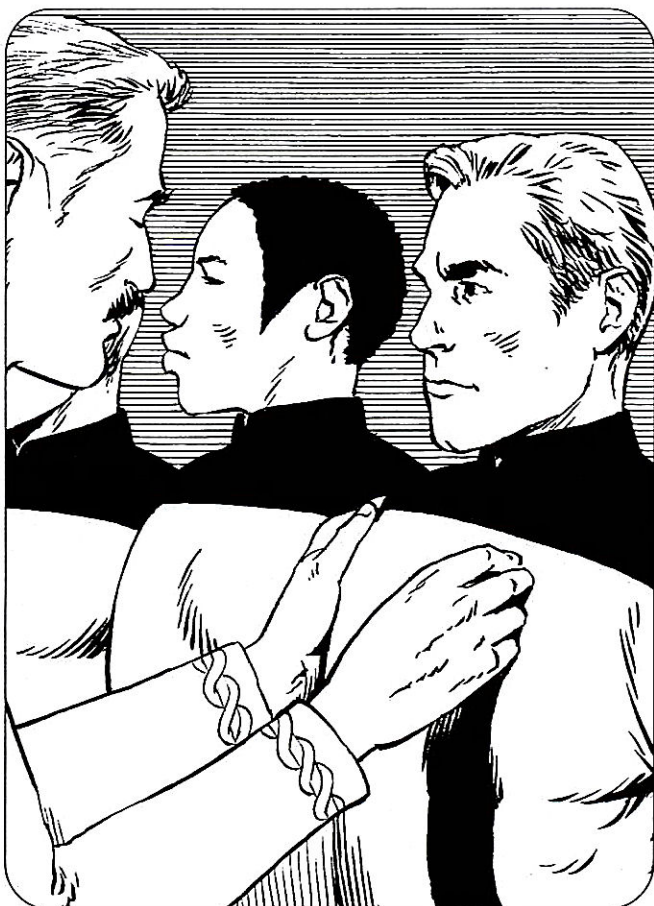
<i>Commendation</i>	<i>Renown Award</i>
Academic Achievement Award	3 Skill
Academy Athletics Award	3 Skill
Academy Marathon Medal	3 Discipline
Award for Original Thinking	3 Initiative
Distinguished Service Award	3 Skill
Scientific Achievement Award	3 Skill
Pentares Ribbon	6 Discipline
Palm Leaf of Axanar	6 Openness
Kragite Order of Heroism	6 Initiative
Grankite Order of Tactics	6 Aggression
Silver Palm with Cluster	6 Skill
Pike Medal of Valor	6
Medal of Honor	6
Legion of Honor	6
Star Cross	6
UPF Medal of Valor	9

permanently. The cadet may choose to reapply, but the Academy rarely accepts such applications. The cadet may also choose to appeal the decision to Starfleet Command, although that body rarely overturns such decisions.

COMMENDATIONS

At times, Starfleet wishes to recognize the efforts of outstanding cadets. To do so, Starfleet may award a commendation to a cadet who performed his duties in a particularly outstanding and noteworthy manner, in the finest Starfleet tradition. Such commendations are awarded for meritorious service and achievement, courage and valor in the line of duty, and academic and scholarly excellence.

The Academy Superintendent awards any and all commendations at the closing of each semester in a public ceremony in Gagarin Hall. Cadets who prefer may be awarded commendations privately in the Superintendent's office.



FAREWELL TO THE GRADUATING CLASS

The graduation ceremonies are a great way to bring an Academy series to an end. After four years at the Academy, the new graduates are about accept to their first duty posting as Starfleet officers. Academy administration may choose a cadet character as valedictorian or salutatorian, or ask him to give an address to the class because of other achievements. The graduation ceremonies also draw a large number of Starfleet admirals and other officers, making graduation the perfect setting for a final episode where the cadets can save the day in time to graduate with honors. For example, the cadets could catch wind of a plot to assassinate a Starfleet admiral at the ceremony and find a way to foil it.

If the Narrator plans to move the characters on to a regular *Star Trek* series, a few dangling plot lines may turn up later. Otherwise graduation is a good time to wrap up any dangling subplots or plot threads from the Academy series.

After the graduation episode, the Narrator and the players may want to have a little *Star Trek* party of their own to celebrate the end of the Academy series, and perhaps the beginning of an all-new series featuring their Academy characters as full-fledged Starfleet officers.

GRADUATION

Cadets must accumulate a total of 140 class credits for graduation eligibility. Cadets must also have no more than five demerits and a grade average of at least 3.0 to graduate with a commission in Starfleet. The cadet with the highest grade average from the graduating class is named valedictorian, while the cadet with the second-highest average is named salutatorian. Both cadets deliver an address to the graduating class.

GRADUATION CEREMONIES

Graduation takes place in July following completion of the academic year. Graduation ceremonies occur on the Academy parade grounds, with a reception in Gagarin Hall on the campus grounds immediately afterward. The ceremony features addresses by the Superintendent and by a guest speaker chosen by the graduating class. The Academy band plays the Federation and Starfleet anthems, as well as a brief musical selection.

Cadets are allowed to wear a Starfleet dress uniform for the first time at graduation. The Superintendent presents Starfleet commissions





to the graduating class, and the new ensigns receive orders for their first duty postings at or shortly after graduation.

TO BOLDLY GO...

Of course, graduation is only the beginning for most cadets. After graduation, cadets can look forward to their cadet cruise, which often promises new adventure aboard a starship. The skills and talents developed and honed during their tenure at the Academy will finally be put to the test. So go boldly—the universe awaits the Academy's finest.

STARFLEET ACADEMY CAMPUS

The city of San Francisco, on Earth, hosts Starfleet Academy's main campus. The Academy occupies what was originally a military installation known as the Presidio, and portions of the original structures on the site are preserved for their historical value. The Federation Council and Starfleet Command chose the site of San Francisco after considerable debate and discussion. Construction on the Academy began in 2161, shortly after the founding of Starfleet. The original complex was completed in six months and began accepting new cadets immediately for the first class of Academy graduates.

Since its establishment, the campus has expanded numerous times to accommodate Starfleet's growth and the steady influx of new cadets from different species joining the Federation. Over the years the Federation has ensured that the Academy possesses the most advanced facilities possible for educating the future officers of Starfleet. 27

STARFLEET ACADEMY MAIN CAMPUS

The main campus consists of building clusters on the Academy's extensively landscaped grounds in San Francisco, including all the primary facilities, such as administration, classrooms, science labs, training simulators, and athletic facilities, along with cadet housing. Some of the major buildings and facilities are described here.





ACADEMY TRANSPORT STATION

This facility houses the Academy's main transporter systems, providing rapid transit to other locations on Earth or in orbit. The station's transporters are sometimes used in demonstrations for students of transporter technology and operation, but are generally at the exclusive disposal of Academy personnel and visitors. Controllers route the transporter systems through orbital Earth facilities for destinations anywhere on Earth or in near-Earth orbit.

Cadets earn transporter credits during their time at the Academy for visits during their time off. Popular destinations include Paris, Rio de Janeiro, Rome, Hong Kong, Angel Falls, and the islands of the southern Pacific Ocean. Cadets with family living on Earth also use their transporter credits to visit home. Cadets off campus must check in regularly with Starfleet Headquarters to update their status and location in case of emergency or accident.

THE ADMINISTRATION BUILDING

The Administration Building houses the Academy's administrative offices and faculty, including the Superintendent's office, the Registrar, and the Office of Cadet Housing. Cadets should familiarize themselves with some of the more important offices in this facility:

SUPERINTENDENT'S OFFICE

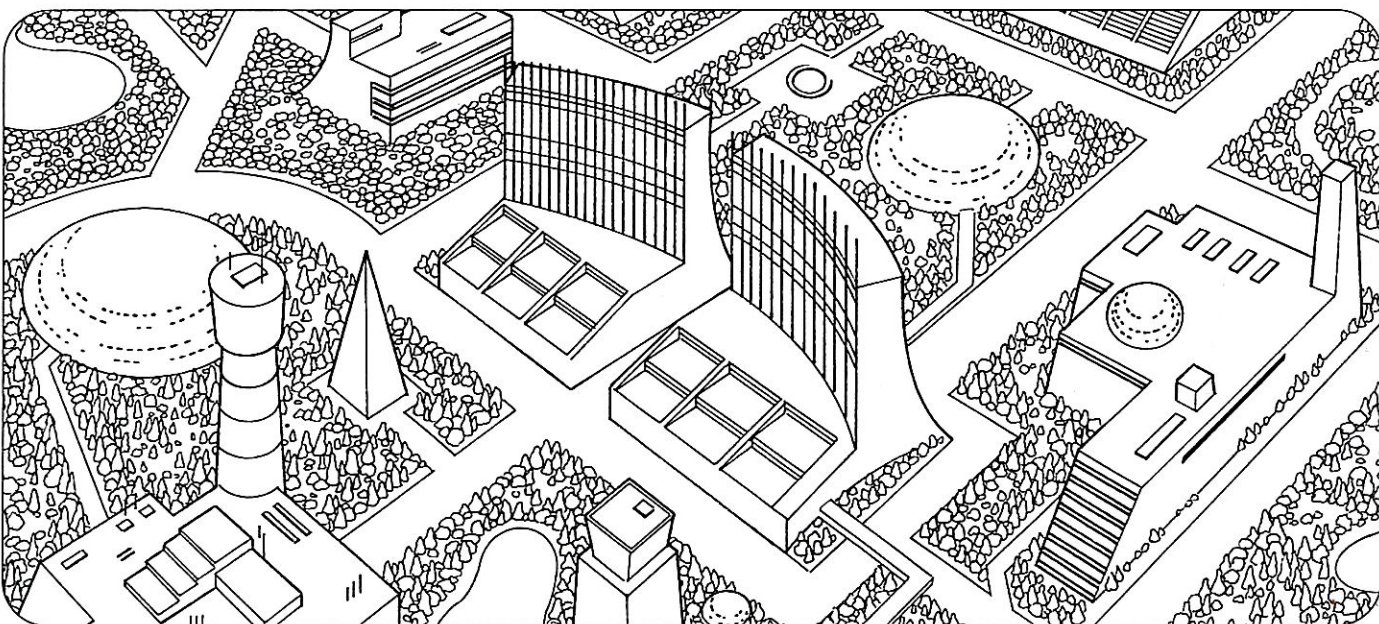
The Administration Building houses the office of Superintendent Foster and his staff. The Superintendent maintains an open-door policy for cadets who need to speak to him about any matter regarding their Academy performance.

The Superintendent meets regularly with advisory and counseling staff to monitor the cadets' progress and possible concerns. The Superintendent's office also handles disciplinary matters.

ADVISORY CENTER

The Academy Advisory Center provides academic guidance for cadets, including assisting first- and second-year cadets in choosing a major. The center's advisors help students select programs and classes to maximize their Academy experience. Advisors strongly encourage cadets to use their period of undeclared status to explore the many academic fields Starfleet offers, giving them time to explore possible majors.

The Advisory Center coordinates the services of part-time faculty advisors representing the Academy's major schools. Cadets can schedule appointments with their faculty advisors, who offer the most current information on specific majors and departmental requirements.



COUNSELING CENTER

The Academy Counseling Center offers confidential consultation, individual and group counseling, and educational seminars for a broad range of emotional, psychological, and interpersonal concerns. Any cadets who face confusion, emotional concerns, or other personal problems can schedule appointments over the comm system or in person from 0800 to 1800 hours. The center offers emergency services at all hours.

The center's staff of psychologists, counselors, and consulting psychiatrists devotes itself to the welfare and development of the Academy's cadets. The staff consults with faculty, administrative staff, and family members on matters relating to student welfare. The Interstellar Association of Psychology fully recognizes and accredits the center. Cadets can enroll in the center's counseling internship training program through the Academy's Medical School.

The Counseling Center keeps all information about a cadet's visits completely confidential, releasing it only with the cadet's permission.

CENTER FOR ACADEMIC RESOURCES

The Academy's Center for Academic Resources offers cadets a comprehensive program of academic-related services. Participants work on an individual basis or in group seminars with staff members to improve their academic performance and enhance their experience at the Academy. The center offers learning skills instruction, tutoring, study groups, course information, clarification of academic goals, personal advising, and referral.

The center offers additional services for cadets requiring individualized study-area tutoring, graduate program advising, and assistance for cadets with specific physiological requirements.

STUDENT AFFAIRS

The Office of Student Affairs prepares Academy cadets to function effectively in

Federation society. In conjunction with cadets and staff, faculty, and community members, the office works to create a campus community that fosters learning and development, safeguards the rights of all individuals on campus, and expands the understanding of different cultures and perspectives. The office encourages cadets to develop their interpersonal communication, critical thinking, and decision-making skills. The Office of Student Affairs also handles disputes between students and mediates social problems that develop on campus and may threaten the Academy's learning environment.

ACADEMY SECURITY

The Office of Academy Security maintains a campus environment where learning thrives under the laws of Starfleet, Earth, and the United Federation of Planets. The officers ensure the security of Starfleet Academy and its cadets from any outside danger.

Cadets who discover threats to their safety or that of another person or the Academy should report it to Academy Security at once. The Academy Security office offers internships to cadets with a command or security services major, giving cadets an opportunity to work with experienced officers in the campus setting.

CLASS BUILDINGS

The Academy staff teaches courses in several buildings generally known as "halls" to students and faculty. These include the T'plana-Hath Building, the Drovan Kol Building, the Thomas Kendel Building, and the Christopher Pike Building. Individual classrooms contain terminals interfacing with the Academy's main computer system, allowing immediate access 29

High-resolution, multispectral imaging screens project lecture information from the instructor's terminal. Some rooms employ holo-emitters for creating simulations pertinent to the course. All of these systems are voice-operated through the Academy's computer or manually controlled through any terminal.





THE JAMES TIBERIUS KIRK BUILDING

Starfleet Academy maintains its operations training simulators in this building, known commonly as "Kirk Hall." The building has three floors of holosuites along with academic offices and support facilities. The simulators provide immediate, hands-on experiences in a safe and controlled environment.

Cadets learn to handle shuttlecraft on flight simulators. Warp propulsion classes use a holographic engine room to teach students the practical aspects of maintaining a warp drive. More advanced courses simulate emergency conditions such as a warp core breach to test cadet training and knowledge under pressure. Bridge programs simulate various tactical situations common for all cadets, along with medical emergencies and survival courses.

Students may use the holosuites in Kirk Hall for recreational purposes, spending earned holosuite credits to reserve a suite during available hours posted on the Academy's computer system.

SCIENCE BUILDINGS

The Academy has a number of buildings devoted solely to the sciences, providing classroom and laboratory facilities for the Academy science schools. These include the Zefram Cochrane Warp Sciences Building, the Richard Daystrom Computer Sciences Building, the Surak Astrophysics Building, and the Neal Tanner Life Sciences Building.

The science buildings contain state-of-the-art computer and laboratory systems, enabling cadets to learn the latest scientific theories and perform all manner of personal research. Faculty members also use the science facilities to conduct their own research and experiments.

Security around the science buildings is higher than in other areas of the Academy because these buildings often house sensitive scientific and technical information, valuable samples, and ongoing experiments. Cadets must schedule laboratory time in advance and sign in with personnel on duty for out-of-class research.

THE ACADEMY LIBRARY

The Academy's library provides cadets with a quiet place to study and access information from the Academy computer systems and the Starfleet Information Net. Uplinks with Memory Alpha allow cadets access to this database of the complete body of knowledge and literature from across the Federation. The library also holds an extensive collection of rare printed volumes and archaeological artifacts for reference and research purposes, more than 1.4 million items in all. Cadets may use these materials as required for their courses and research by requesting them from the library staff.

Meet A Cadet: James O'Connel

Species: Human

Age: 20.2 standard years

Major: History

"I first joined Starfleet because of its long and illustrious history, and I've chosen to make that history the focus of my study at the Academy. We learn so much by studying the past, things that can help us understand and prepare for the future."

"I first visited the Museum of Starfleet History with my parents when I was seven. Even then I was fascinated by the history: the old starship models and the displays of famous Starfleet personnel. My father replicated a model Daedalus-

class starship for me there, and I took it home with me, thinking about the crews who must have taken it to the stars and what they discovered."

"The Academy helped bring that history to life for me, and helped me be a part of it. I now know about the lives of those Starfleet officers

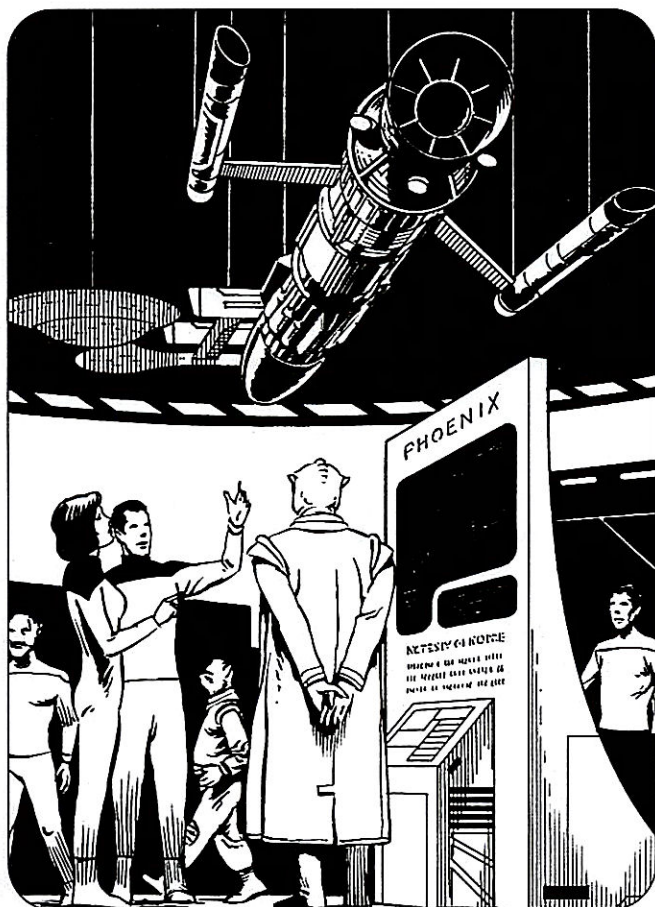
and crew who took the first Federation starships out into the unknown. I know the kinds of challenges they faced and what they did to overcome them. I've been a part of some of Starfleet's greatest events in holo simulations. And I'm looking forward to becoming a part of Starfleet history myself. Who knows? Maybe one day a child visiting the museum with his parents will see a display here about me."



THE MUSEUM OF STARFLEET HISTORY

Near the library stands the Museum of Starfleet History, containing displays and information relating to the history and development of Starfleet dating back to its founding in 2161. Items on display include the dedication plaques from some of the first *Daedalus*-class Federation starships; a scale model of Zefram Cochrane's warp ship, the *Phoenix*; early Starfleet uniforms and insignia; models showing the evolution of Starfleet vessels over the past two centuries; and a draft of Starfleet's charter from the United Federation of Planets.

The museum is open to the public during the day and curators conduct regular tours. Cadets may access items from the museum's collection for research purposes, along with the museum's extensive library of history files, ship's logs, and related historical information. Cadets interested in a detailed study of Starfleet's history can apply for an internship at the museum.



ARTS CENTER

The Academy's Botellin Center for the Arts hosts performances by Starfleet Academy cadets and guest artists, including plays, dramatic readings, and music concerts. Performances are open to the public, with preference given to Starfleet cadets and active personnel who wish to attend. The Arts Center also works in cooperation with the Federation Council on the Arts to sponsor displays and performances of fine arts from other member worlds. The Academy encourages students to take part in the campus artistic community to broaden their experiences and learn about other cultures through the arts.

ATHLETIC FACILITIES

Starfleet Academy is home to a modern athletic stadium, used for a variety of activities and events. The Academy sponsors athletic events with other institutions on Earth and throughout the Federation, including a parrises squares tournament, gymnastics, a martial arts tournament, the Academy marathon and decathlon, soccer and vrex ball games, and other events as requested by the cadets and faculty. Participation in athletic events is open to all interested cadets. Cadets interested in organizing an athletic event should speak with the Academy's Athletics Director.

Cadets can also use earned credits for a variety of holosuite athletic activities, both solo and team-oriented. The Academy's database contains programs for more than six hundred different athletic simulations, including sports, swimming, outdoor hiking and climbing, riding, and skydiving.

BOTANICAL GARDENS

Maintenance staff extensively landscape the Academy grounds in an effort to preserve much of the area's natural beauty. Paths are lined with trees and grass, and flowerbeds showcase a broad variety of plant species from Earth and elsewhere.

In addition to the grounds, the Academy maintains a botanical garden featuring numerous plant species. Some grow outside,





arranged in paths to provide shade and comfortable places to enjoy the natural beauty. Other plant species flourish indoors under controlled conditions, particularly those species not acclimated to the San Francisco Bay area or Earth. The biology school uses the greenhouses to study different elements of plant biology, including species not native to Earth.

DORMITORIES

Starfleet Academy attends to the individual needs of cadets, providing housing facilities in which they're expected to live during their education. Campus housing emphasizes a multicultural living environment to introduce cadets to living and working with individuals from many different species and cultures.

First- and second-year cadets share quarters to learn to coexist with others under conditions not unlike those aboard a starship or starbase. Third- and fourth-year cadets may apply for individual quarters, available based on class ranking and need. Cadets with questions or concerns about campus housing should contact the Office of Student Affairs.

Dormitory facilities consist of central living, dining, and recreational areas for cadets, along with modular private quarters, all based around a community model. Dormitories provide modern amenities, including sonic showers, computer access to multimedia entertainment, communications, and replicator facilities for meals and the production of common items like clothing.

The Academy expects all cadets to exercise appropriate behavior and follow the honor code in and out of their dormitories. Inappropriate behavior in the dormitories, or anywhere on campus, may result in demerits or other punitive action.

Special Academy programs, including intensive language and science majors, reserve certain dormitories and dorm areas. All cadets living in these dormitories follow the same major and course path, allowing them to assist each other and enhance their educational experience. The dormitory facilities set aside for the members of Red Squad follow this principle.

INFIRMARY

Starfleet Academy relies on the nearby Starfleet Medical School to provide medical services, including infirmary space for cadets requiring physical care, routine physical check-ups, and examinations for cadets. Although accidental injuries are rare, the expert staff of the infirmary can ensure they receive immediate treatment with the most advanced medical technology available to the Federation.

CAMPUS LIFE

The Academy is the first taste of Starfleet life for many cadets. It infuses the principles of Starfleet into every aspect of campus life to enhance the cadet learning experience.

HOUSING

The Academy offers cadets a variety of housing options, including small dormitory halls of approximately 100 students and larger halls (ranging from 400 to 600 cadets). Some halls or floors are single species, while others are coeducational. Upper-class cadets may also choose from among several on-campus complexes designed to meet the more independent and self-reliant lifestyles of senior students. Most dorms offer special-interest housing. Graduate and family housing is also available.

The Office of Student Affairs provides a living environment that maintains high standards of health and safety for cadets. Full-time directors manage the residence halls and work with a cadet staff to offer special programs and enforce Academy regulations.

DINING

Cadets may access any of three replimat facilities on campus which are open for continuous service. The replimats reproduce a wide range of food and beverage choices, including full meals and basic ingredients for students interested in preparing their own food. Replicator systems cannot reproduce any

potentially harmful or impairing substances, including alcohol, although synthehol reproductions are available. Replicators also accept isolinear chips containing new replication patterns for students with particular food or beverage choices, although illegal and dangerous substances are still forbidden.

Cadets may privately consult with a dietitian on staff during the day, and the Academy computer system provides tutorials in proper nutrition for all cadets. Those with special nutritional requirements are advised to meet with the dietitian and notify the Office of Student Affairs before selecting dormitory housing.

REPLICATOR SYSTEMS

Cadets earn replicator credits they can use toward replication of any items not strictly forbidden by Academy regulations and Starfleet Codes of Conduct. Academy replication systems can reproduce more than 6.4 billion different items, and cadets may provide pattern profiles for other items as needed. Cadets are encouraged to conserve matter and replication time, and to recycle unused items properly. Academy regulations provide for a cadet's uniforms and other equipment needs for all classes.

SOCIAL ACTIVITIES

The Academy encourages cadets to take full advantage of available recreational facilities and social activities, to enhance their own enjoyment and social and interpersonal skills. The Academy hosts many activities, including athletic and cultural events, receptions with guest speakers, and gatherings like the Welcoming Reception, the Sadie Hawkins Dance, the Spring Revel, and the Academy Music Festival.

Cadets may structure their free time however they desire, and may use Academy recreational facilities for informal social gatherings. Cadets must follow Academy rules of conduct at these events. Students may attend social gatherings off campus during free hours or while classes are recessed. Although these activities don't take place on the Academy

Meet A Cadet: Jovan Dosa

Species: Bajoran

Age: 19.4 standard years

Major: Systems Engineering

"When my homeworld was liberated from the Cardassians, many Bajorans opposed Starfleet involvement in our affairs, but I always looked up to Starfleet and the ideals it stood for. Even though Bajor is not yet a Federation member, I was able to apply to the Academy with the recommendation of some officers on Deep Space 9, where my parents have their shop. The Prophets were kind and I succeeded in my application to the Academy. The Federation has done so much to help Bajor rebuild after the Cardassian occupation that I wanted to give something back."



"Still, although I am studying to become a Starfleet officer, I cannot forget that I am Bajoran. My father told me when I left for the Academy, 'Know where you are going, but never forget where you came from.' So I'm proud to be a Starfleet cadet, and I'm also proud to help design the holosuite tour of Bajor's history and culture, so my fellow cadets can know something of the world I came from and how much Bajor has to offer to the Federation."

grounds, cadets are expected to uphold the high standards of Starfleet at all times, especially while in uniform.

CULTURAL EVENTS

The Academy seeks to expose cadets to as wide a range of cultural experiences as possible to broaden their views and prepare them for Starfleet service. To this end the Academy hosts various cultural events cadets are encouraged to attend. These include symposia on culture, history, and archaeology; artistic displays and performances at the Academy Arts Center; the honoring of cultural traditions from all across the Federation, such as the Andorian festival of Spring Dawning, Tellarite debates, Earth religious services, and many others; opportunities to sample different cul-





tural experiences, such as a Klingon feast or a Bajoran religious ceremony; and, most importantly, events arranged by cadets to highlight the unique heritages and cultures they bring with them to the Academy.

RECREATION

Although life as a Starfleet cadet requires dedication and hard work, the Academy recognizes the importance of recreation to the health and well-being of all personnel. The campus provides a wide range of recreational activities cadets may take part in during off hours.

The Academy itself maintains athletic and recreational facilities suitable for most types of sporting events and leisure activities. Cadets can access multimedia entertainment via the Academy information network, and may reserve time to use athletic facilities. HoloSuites are also available for recreation. Students earn holoSuite credit to spend as they see fit. A wide range of holoSuite programs is available, and cadets may design and cus-

tomize their own within normal Starfleet operating parameters for holosystems. Cadets are advised to reserve holoSuite time well in advance since the holoSuites are usually in high demand.

Cadets can also avail themselves of off-campus recreation in the San Francisco Bay area. The region's thriving community offers boating and water sports on San Francisco Bay and the Pacific coastline; wooded parks for hiking, riding, and other outdoor activities; Earth cultural and artistic experiences; and a variety of fine museums, theaters, and restaurants.

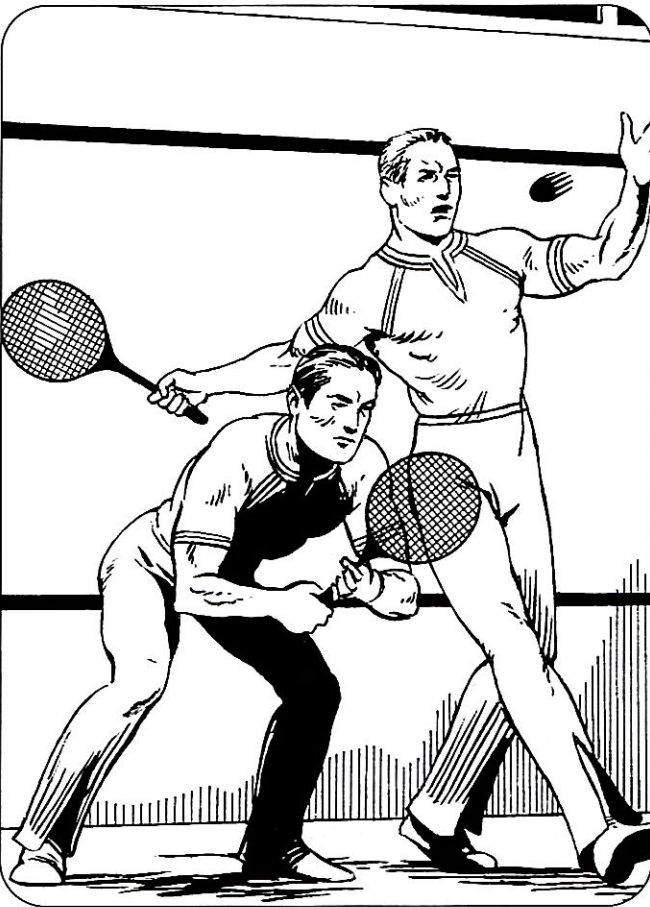
Finally, cadets earn transporter credits to travel anywhere on Earth for an evening, a few days, or longer during breaks in the class schedule. Although Earth is a peaceful world, cadets must register their destinations with the Academy authorities and are expected to check in on a regular basis to ensure their own safety. The campus computer system contains additional information on the vast opportunities of Earth's diverse cities and attractions.

THE PHOBOS CAMPUS

Starfleet Academy maintains a training center on one of Mars' two moons to train cadets in low-gravity and extravehicular operations. Phobos is a small, irregular, Class D planetoid, only about 30 kilometers in diameter. A large crater—Stickney—running nearly half the moon's length, mars its surface. Stickney Crater hosts the Academy's Phobos Campus, also known as Stickney Campus.

The campus consists of a series of pressure domes connected by tunnels, all made of tinted transparent aluminum specially shielded against solar radiation, affording a clear view of the crater's surface outside. Each dome has variable artificial gravity, allowing cadets to study in a variety of gravitational conditions.

The Phobos campus primarily allows cadets to train in microgravity and low-gravity environments. Although Starfleet vessels are equipped with artificial gravity generators, personnel are expected to be able to operate under variable gravity conditions. Cadets train to use pressure and environmental suits in different settings, both inside and outside the



campus facilities. Part of environmental suit training consists of hiking across the entire diameter of Stickney Crater.

Cadets also train in extravehicular activity at the Phobos campus: learning to use magnetic grapples to walk on the exterior of a ship or station's hull, using thruster packs to maneuver in microgravity environments, manipulating equipment and tools inside an environment suit, and related skills.

The Phobos campus provides living quarters for staff and faculty on duty there, and for cadets on extended training missions. The station does not contain docking facilities for starships, but maintains a hangar bay for shuttlecraft and several transporter stations (both personnel and cargo). Cadets often arrive at the station aboard shuttlecraft so they can appreciate the surface of Phobos from a distance; they're likely to see a lot of it during their training.

THE VENUSIAN CAMPUS

Starfleet Academy also maintains a small training facility on Venus, the second planet in the Sol system. Venus is a Class K world with a thick, poisonous atmosphere and a high surface temperature. The planet's atmosphere is extremely dynamic, one of the reasons Starfleet Academy trains cadets here.

The Venusian campus was built near the Federation Terraforming Station on Venus. The campus consists of a small collection of pressure domes partially buried in the Venusian rock to protect them from the harsh environment. The campus maintains facilities for shuttlecraft as well as transporter systems—the latter being by far the safer means of reaching the surface of Venus. The domes provide Class M environmental conditions, including gravity. The campus' small staff rotates out on a regular basis.

Cadets attend the Venusian campus for three purposes: to train in the difficult atmospheric conditions of Venus, to learn planetary survival in one of the harshest surface environments in the Sol system, and to study terraforming with the scientists at the Federation terraforming station.

A NIGHT ON THE TOWN

An interesting change-of-pace episode for an Academy series might focus on the cadets' leisure activities rather than classes and course work. A squad of cadets usually spends off hours socializing together. They often manage to find their way into interesting situations both on and off campus.

A single episode could revolve around the cadets taking a night off for some much-needed recreation. Some workaholic cadets in the squad might need to be dragged away from their studies and training. The cadets find the counselors at the Academy Counseling Center useful allies in getting their more driven friends to relax and enjoy themselves a bit. With Starfleet technology at their disposal, along with a few transporter credits, the cadets can go almost anywhere and do almost anything. The Narrator should encourage the players to be imaginative in their choice of recreation for their characters. Here are a few possibilities:

- The cadets go out for a night in San Francisco. The city is full of hangouts, places to dance and socialize, restaurants, shops, and other distractions. Perhaps they run into some people in a local drinking establishment who don't take kindly to Starfleet cadets. They must handle the situation carefully to avoid a fight (or perhaps they might get involved in a fight and end up in the Superintendent's office the next morning). Cadets could get scammed by a Ferengi or Orion merchant looking to sell them something, or they might stumble upon any number of unusual situations.
- The Academy's holosuites offer virtually unlimited possibilities for brief "vacations" and recreational activities. If you want to take a break from the routine of classes and tests, set up an episode where the cadets play out part of a holonovel or other adventure in a holosuite. They can take the roles of the King's Musketeers, pirates or explorers on the high seas, Captain Proton and his crew fighting against intergalactic evil, or anything else you and the players can devise. Look through the *Holodeck Adventures* book for additional inspiration.
- The squad's holonovel might even form a kind of "game within the game" as the players play their cadets playing characters in their own campaign. To add another twist, something might go wrong with the holosuite. Maybe there's an equipment failure, or perhaps a member of a rival squad decides to sabotage the holosuite as a practical joke. Academy instructors might alter the cadets' holoadventure to turn it into a test, or the holosuite could be invaded by lifeforms from another reality who don't know this is all just a game.
- Using their transporter credits, the cadets can also visit anywhere on Earth, or maybe even pop up to Luna for a night or two. Maybe the cadets want to visit Paris and drop in on a quaint bistro like Chez Sandrine. Or they can visit the Great Wall of China, go rock climbing in Yellowstone Park, visit the Zefram Cochrane memorial statue in Montana, tramp through the jungles of the Amazon rain forest, take a ride through the Australian outback, tour castles and museums in the British Isles, or go skin-diving in the Caribbean or Pacific. The Narrator can play out these trips as long as they are fun for the players. As always, a vacation to some isolated spot on Earth may only be a prelude to some new adventure the cadets are about to experience.





THE FLYING SERIES

Narrators interested in making extensive use of the other Academy facilities in the Sol system can involve cadets in one of the Academy's prestigious precision flight teams. These squads take advanced courses in vehicle operations and perform precision flight maneuvers at the Saturn range, supplemented with atmospheric training at the Venusian campus and zero-gravity training at the Phobos campus. The Academy considers being part of a precision flight squad a great honor—cadets who make the cut are considered to have “the right stuff” in the tradition of old Earth astronauts and test pilots. The strongly romantic tradition around this institution can enliven an Academy series.

Flight squads also tend to be highly competitive. It takes considerable effort for cadets to qualify for the squad in the first place, and such cadets are eager to prove themselves and their abilities. Generally this means cadet pilots must excel and set an example for their fellow cadets. Sometimes this also leads members of flying squads into trouble, such as the ambitious attempt by Nova Squadron to perform a Kolvoord starburst that led to the death of Cadet Joshua Albert (from the *Star Trek: The Next Generation* episode “The First Duty”). The Narrator can base episodes around cadets working to maintain their position in the flight squad, tests of the squad's abilities, and competitions between them and rival squads (such as members of Red Squad). You may also develop some other episode ideas involving a flight squad:

- Members of the squad become aware of cheating or dishonesty on the part of another well respected squad, but they have no proof. Do they bring their suspicions to the attention of the Academy administration, or do they try to gather information and evidence on their own? How far are the other squad members willing to go to cover up their activities? What if one of the rival squad members is an old friend or even love interest of one of the cadets?
- While on a training mission, the squad receives an emergency message from Saturn Station One. There is a ship in distress in the Saturn system, and the cadets are the only vessels close enough to reach it in time to save the crew. The ship's systems are failing (including life support), and it's only a matter of time before the small starship's warp core breaches. The cadets must assess the situation and figure out how to get the ship's crew of a dozen people to safety using only their training craft (which each have a crew capacity of precisely one). Is the crippled ship another Academy test, or is it real? If it's real, then what damaged the ship, and why? Perhaps it was sabotage and the person responsible wants to eliminate any evidence.
- The instructor staff choose the cadets' squad to perform flight maneuvers for an Academy function (maybe even the graduation ceremonies). Since this is a great honor, the cadets must perform well. However, someone plots to use the cadets' exercises as a means of striking a blow at the Federation or the Academy by sabotaging their training vessels. Can the cadets detect the sabotage before it's too late and find the saboteur before he can strike again?

THE VENUS FLIGHT RANGE

Venus' thick atmosphere—composed of carbon dioxide and sulfur—traps radiant heat from the sun, giving the planet a surface temperature of 447 degrees and a pressure of more than 90 atmospheres. Powerful winds whip the surface, while electrical discharges from the clouds blanket the planet. This creates a challenging environment for atmospheric piloting, allowing Starfleet cadets to test their skills. The Venusian campus offers advanced shuttle and atmospheric piloting courses. Cadets begin by piloting through simulations of the planet's atmosphere, then graduate to actual test flights. The campus and the Venusian orbital station maintain a transporter lock on shuttle crews to beam them to safety in case of accidents.

THE VENUSIAN SURVIVAL COURSE

Venus represents one of the harshest environments to humanoid life. Even desolate Class D and H worlds do not present the challenges of intense pressure, heat, corrosive atmosphere, and dangerous storms found on Venus. Advanced students in planetary survival practice their skills on the surface of Venus, using Starfleet pressure suits reinforced with structural integrity fields to resist the atmospheric pressure. Cadets start on simulations of the Venusian terrain, then progress to actual missions on the planet's surface. A survival course exam involves a two-hour trek across the Venusian landscape in pressure suits to retrieve parts from a simulated crash site. Transporter systems at the campus facility maintain a lock on cadets to beam them to safety in the event of an accident.

VENUSIAN TERRAFORMING INTERNSHIP

Starfleet cadets with studies in planetary and terraforming sciences may choose to apply for an internship to study at the Federation Terraforming Station on Venus. The planet's environment and atmosphere present a challenge even to the Federation's most

skilled terraformers. Cadets can learn a great deal about the development and progress of a terraforming project from studying at the station. Students work with scientists and technicians on a variety of projects, and must prepare a presentation on terraforming for their faculty advisor.

THE ACADEMY FLIGHT RANGE

The Starfleet Academy Flight Range orbits Saturn, the sixth planet in the Sol system. Starfleet cadets conduct flight exercises in an area of space near the planet reserved for their use. Students learn flight basics in simulations and atmospheric experience before graduating to Academy trainer craft—small, maneuverable ships similar in instrumentation to shuttles. The Flight Range offers advanced flight instruction, allowing cadets to maneuver training craft under actual flight conditions. The gravitational dynamics of Saturn and its system of moons, along with the debris of Saturn's rings, offer a suitably challenging environment for training Starfleet cadets.

SATURN STATION ONE

Saturn Station One is the heart of Flight Range operations. The facility—similar in design and structure to orbital starbases found throughout the Federation—circles Saturn just outside the orbit of its farthest moon. The base consists of a cylindrical central core with a broad, flattened top serving as a spacedock facility. The station maintains artificial gravity in its operational areas, but not within the spacedock itself.

The spacedock holds several hundred Academy trainer craft, along with more conventional shuttles and four runabout-class vessels. A crew of Starfleet engineers and Academy cadets maintains all craft at the starbase. The base's cylinder section contains quarters for crew members and cadets, engineering facilities, testing and training facilities, and other support facilities, including the main power core. The operations control center (Ops) and administrative areas are at the very top of the station.



Saturn Station One is a hub of activity. Academy training flights depart and return on a regular basis, along with maintenance ships and shuttles carrying cadets to and from the station. Starfleet vessels occasionally dock to offload equipment and personnel, but the Saturn facility does not see as much interstellar traffic as a typical starbase.

The commander and administrator of Saturn Station One is the Academy Flight Range Officer, in charge of the flight range and all its operations. Captain Nicholas M'butu currently serves as Flight Range Officer. The career Starfleet officer has experience aboard starships and starbases. An expert staff of officers helps M'butu handle the unique demands of a "teaching station."

In addition to its role in administering the Flight Range, Saturn Station One serves as an emergency resource for vessels in Earth's solar system, supplementing the resources of Pluto Station and the Jupiter Outposts. Vessels from the starbase can assist in rescuing and recovering damaged vessels. Since the training craft



are not equipped with weapons, vessels from the Saturn Station are not involved in defensive operations.

SATURN NAVCON

The Academy Flight Range closes the area to all other traffic to prevent accidents. A perimeter of subspace navigational buoys clearly defines the Academy's training range. These markers transmit a constant signal on all Federation subspace frequencies, warning ships from the flight range area and directing them back toward the standard spacelanes. Proximity detectors in the buoys also detect vessels coming into range and alert Saturn NavCon.

A navigational control satellite in extended orbit around Saturn performs sensor sweeps of the entire flight range, monitoring all vessel flight paths. Saturn NavCon not only keeps a record of everything that transpires on the range, it also immediately alerts Flight Range Ops to any emergencies (such as a collision). The telemetry from NavCon allows Starbase One and other support facilities to react immediately to any crisis.

A small crew of three oversees the NavCon satellite maintenance and monitors flight data recording and telemetry. One of the crew members is generally an Academy cadet learning the NavCon systems and protocols. The small station provides quarters for only the three crew members on board, and they are more cramped than in accommodations found on most Starfleet vessels. Small vessels can dock with the satellite, but transporters are generally used to board and disembark. Cadet squads regularly visit the satellite for tours and briefings on the NavCon systems.

surface. Since the moon orbits closest to Saturn, it provides the ideal staging area for the emergency evacuation center, placing it within transporter range of the entire flight area.

The center itself is a small facility on the surface of Mimas consisting of an underground (or, in this case, under-ice) complex with limited surface exposure. A small crew of Starfleet personnel, mainly medical, maintain the station's systems and remain on alert for any signs of trouble on the flight range. Since accidents are quite rare, duty on Mimas Station tends to be quiet, allowing time for other activities, such as research. Officers from the Starfleet Medical School and the Academy Infirmary often accept brief tours on Mimas Station to pursue other duties while rendering assistance in the event of an accident. The doctors on Mimas Station also assist Saturn Station One as needed, such as when responding to a vessel in distress.

MIMAS STATION

The moons of Saturn host a variety of operations. The Starfleet Corps of Engineers built an emergency evacuation center for the Academy Flight Range on Mimas, one of Saturn's major moons.

Mimas is a Class G planetoid, the closest of Saturn's major moons. Bright, polished ice marked with meteor impact craters covers the

THE CURRICULUM

The Starfleet Academy curriculum is one of the most in-depth and rigorous training programs even known. It provides the wide range of skills needed to become a Starfleet officer. It also provides Starfleet officers with a wealth of experiences before they begin their first tour of duty, and allows new cadets to learn from the vast body of knowledge accumulated by Starfleet over the past two centuries.

DEPARTMENTS AND CLASSES

The classes in this section are divided according to their academic department and ranked according to their place in the overall curriculum. All cadets must take many basic courses, while only those following a particular major must take more advanced courses. Since the Academy encourages cadets to broaden their education and experiences as much as possible during their time here, they may take other courses as electives.

CORE CURRICULUM

All Academy cadets must complete a basic core curriculum to provide them with the skills and knowledge necessary to serve in Starfleet and as representatives of the United Federation of





Planets. Cadets must fulfill thirteen educational requirements:

1. *Starfleet Skills I and II*, which must be taken during the student's first year.
2. *Planetary Survival*, which must be taken during the student's first two years.
3. Two additional courses in *Starfleet Sciences*.
4. *Basic Self Defense*, taken during the student's first two years.
5. One course in physical education, which must be taken during the student's first two years.
6. One course in writing skills, taken during the student's first year.
7. One course in quantitative reasoning, taken during the student's first year.
8. Three courses in biological, physical, or space sciences, with no more than two courses in any one area.
9. Three courses in engineering (material, propulsion, and systems), with no more than one course in any one area.
10. One course in historical perspectives.
11. One course in foreign culture (may be satisfied by approved study abroad).
12. Two courses in social science.
13. One course in works of philosophy, literature, or ideas.

Fulfilling these requirements takes twenty classes. A cadet may devote his remaining fifteen classes at the Academy to the requirements of his major. Only the Department Chair and the Superintendent of Starfleet Academy can waive core requirements.

ANTHROPOLOGY (ANTH)

Chairman: Charles Novakovich

Professors: Jol Erentaro, Nina Larson,
Chanasi Tiengtrakul, Robert Winslow

The Academy's Anthropology Department strives to imbue within cadets a sense of the Federation's vast cultural and social diversity. Students explore various peoples and their societies' development through anthropological reviews, survey accounts, holographic simulations, and guest speakers. The department maintains a rapport with the Federation Diplomatic Service to petition various member worlds to send representative lecturers to make presentations to Academy cadets and faculty.

ANTH 111. CULTURAL AND SOCIAL ANTHROPOLOGY

Cultural and social aspects of behavior, particularly in relation to technological develop-

ment. Analysis of selected societies, institutions, and forms of social structures from the history of the Federation and other cultures.

ANTH 200. PEOPLES AND CULTURES OF THE FEDERATION

Characteristics of ecological, historical, and sociocultural factors of the different species and planets of the Federation. Provides a comprehensive overview of Federation member species and their cultures. Analysis of selected societies, subcultures, and institutions through discussions, texts, and guest lecturers. Independent study of specific cultures is offered as a follow-up class.

ANTH 212. INTRODUCTION TO WORLD ETHNOGRAPHY

Historical and geographic factors, types of social and economic organizations, and problems involved in the comparative study of humanoid societies and institutions. Analysis of selected peoples in major ethnographic areas using holographic simulation and computer modeling.

ANTH 318. TECHNOANTHROPOLOGY

The definition, development, and evolution of technology throughout history as practiced by many different cultures. The course provides an overview of technological development among known species using comparisons based on Herchfeld's Theory of Technological Progress.

The course examines and attempts to chart the progress of technological societies, emphasizing archeological studies of cultures with significantly more advanced levels of technology, such as the Iconians and the Preservers.

ANTH 330. EXOANTHROPOLOGICAL FIELD RESEARCH

Explores in theory and practice a wide range of approaches to conducting field studies in exoanthropology. Techniques such as life histories, projective tests, participant

USING THE CLASS DESCRIPTIONS

The class descriptions in this chapter provide a starting point for players and Narrators. Players can use the descriptions to fill out schedules for cadet characters, or as part of the background of full-fledged Starfleet officers ("I picked up that trick in Professor Olafson's Shield Systems class at the Academy."). Players can also use the sample courses to help set goals for their Academy characters, such as being able to attend the Command Indoctrination Seminar in their junior year, or being chosen for another particularly exclusive class.

For Narrators the class descriptions provide an overall feel for the types of courses available at the Academy and how they are taught. Instructors emphasize a direct approach to education using holographic simulations, field missions, and even roleplaying to give cadets a "hands on" experience. Courses also expose cadets to classic writings from their respective fields. With these techniques Narrators can play out some of the more exciting class work during the game, such as running a group of cadets through a holosimulation for their Small Unit Tactics or Planetary Survival course. Visiting instructors or speakers might draw cadets into their own personal or political affairs.

Players and Narrators should not feel limited to the classes described here, since these samples only scratch the surface. It would take an entire book to cover all the Academy's course offerings. If you have an idea for a fun class in your own Academy series, or for a class you'd like your character to take, feel free to create it based on the material here.

The descriptions also provide ideas for episodes involving that particular course. For example, the Debating class sponsors a trip for the cadets to debate at Chia VII. Perhaps the cadets start out trying to make sure they win their debate against a rival group. When they arrive at Chia VII, events draw the characters into a larger plot to assassinate a diplomat who attends the conferences there each year. As another example, experiments carried out by science classes might get out of hand, giving the quick-thinking cadets a chance to intervene before disaster strikes.

observation, covert observation, and field journals are explored in class and through active participation in a class research project. Areas of study include the surveys of Mintaka III and Neural V.

ANTH 350. FIELD SCHOOL IN EXOARCHAEOLOGY

Field and laboratory methods in exoarchaeology. Emphasis on excavation techniques and data analysis as related to project research design and field applications. Includes practical experience in the laboratory and simulations in the field. Requires chair approval.





ANTH 497. ADVANCED TOPICS IN ANTHROPOLOGY

Specialized courses presenting material not normally covered in regular course offerings. May be repeated, but not in duplicate areas. Course descriptions on file in departmental office. (A) Social Organization; (B) Anthropology of Religion; (C) Political Anthropology; (D) Social Impact Analysis; (E) Cultural Ecology; (F) Prehistoric Archaeology; (G) Historic Archaeology; (H) Precursor Archaeology; (I) Cultural Resources Conservation; (J) Cultural Evolution; (K) Hodgkin's Law of Parallel Planet Development; (L) Exoanthropological Theory. Students are expected to do field work and to present a comprehensive thesis at the end of the course.

BIOLOGY (BIOL)

Chairman: Jonathan R. Pollard

Professors: Rugera Klein, Thomas Laue,
Stacia Summersworth, Trel
Varghorne

The Biology Department takes full advantage of the Academy's extensive laboratory and holographic facilities. A liaison from Starfleet Medical ensures the Academy maintains cutting-edge technology and updated documentation on current journals and papers. Course work focuses on understanding and recreating previous medical discoveries—cadets may pursue more advanced experiments and laboratory work with a faculty member or in advanced programs at the Starfleet Science Institute.

BIOL 111. PRINCIPLES OF BIOLOGY

42 Introduction to the structure and function of cells; tissues and organs; physiological processes; genes and heredity. Includes a survey of kingdoms, behavior, evolution, and ecology.

BIOL 114. PERSPECTIVES ON BIOTECHNOLOGY AND GENETIC ENGINEERING

The history and science of biotechnology and genetic engineering of bacteria, plants, and

animals. Applications of DNA technology, cloning, and genetic engineering to agriculture, biomedicine, and environmental problems. Discussion of the economic, social, environmental, legal, and ethical issues surrounding the applications of biotechnology and genetic engineering, including a historical perspective of the Eugenics Wars and the Federation's current ban on genetic resequencing.

BIOL 220. MICROBIOLOGY

Structure, interactions, and physical-chemical properties of biomolecules. Application of modern techniques to the characterization and study of biomolecules, with an emphasis on proteins and nucleic acids; analysis of enzyme kinetics and techniques of micro- and molecular biology. Students study biomolecular structures using computer and holographic modeling.

BIOL 304. PRINCIPLES OF GENETICS

Chemical structure of genetic material, Mendelism, gene recombination, and chromosomal mapping techniques. Mutation, genetic expression and regulation, recombinant DNA. Quantitative inheritance and population genetics. Students study genetic structures and expressions through computer and holographic modeling. Experiments include complete gene-mapping sequences and recombinant DNA production in simulation.

BIOL 310. PRINCIPLES OF EXOBIOLOGY

Structure and biogenesis of other lifeforms, including the development and evolution of non-carbon-based life. Cellular crystalline structures, silicates, and nonoxygen environments. Students study a wide variety of lifeforms including the Horta of Janus VI and information from "A Study of Morphagenic Lifeforms" by Dr. Julian Bashir. Also includes a brief survey on artificial lifeforms.

BIOL 495. INVESTIGATIONS IN BIOCHEMISTRY AND MOLECULAR BIOLOGY

Independent study in various areas including but not limited to genetics, signal trans-

duction, gene regulation, molecular evolution, biophysics of macromolecules, parallel evolution and development, and biotechnology. Students conduct field and laboratory research for the preparation of a thesis to be presented at the course's conclusion.

CHEMISTRY (CHEM)

Chairman: Rudolph Seitz

Professors: Ellia Boran, Storek, Howard R. Wong

The Chemistry Department provides many facilities to help cadets understand the subtleties of this field. Most class time includes lab work and holographic simulations, although the department also sponsors a short field study to a Federation world where chemistry plays an important role in society and the environment.

CHEM 101. INTRODUCTION TO CHEMISTRY

Fundamental laws and concepts applied to nonmetals, metals, and their compounds; atomic and molecular structure; bonding; equilibria; and thermodynamics. Students perform weekly lab experiments and simulations to study the nature of chemical interactions.

CHEM 220. SEMINAR IN ENVIRONMENTAL CHEMISTRY

Several speakers on environmental topics such as water quality, atmospheric chemistry, biochemical infiltration, and hazardous industrial chemicals. Includes reading the Fundamental Declarations of Ventax II, and the Seas of Poison by S'rek Quran. Students perform lab experiments and simulations to study the effect of chemicals on the environment. Students prepare a class presentation drawn from holosimulations, experiment demonstrations, and a short field study.

CHEM 245. ORGANIC CHEMISTRY

Introductory study of carbon and other organic compounds, aliphatic and aromatic, class reactions and structural theory. Study of

organic chemical compounds and their interactions. Synthesis of organic compounds for engineering and medical purposes. Students perform regular lab experiments and simulations to study the nature of the chemical reactions.

CHEM 351. EXOCHEMISTRY

Survey of exotic chemicals, compounds, and their interactions in non-M-class environments, using both laboratory simulations and field experimentation. Students visit the Venusian campus and Jupiter Station for lab work.

CHEM 475. QUANTUM CHEMISTRY

Chemical structure and interaction on the atomic and subatomic level; transport, replication, and matter stream suspension; astrochemical interaction; quantum analysis. Lab work and simulations as well as field study.





Students design a quantum interaction matrix simulation for class presentation.

CLASSICS (CLAS)

Chairman: Arthur Athans

Professors: Richard Derosiers, T'Lan,
Gerran Vey

Faculty advisors often encourage cadets to take at least one course in the Classics Department to broaden their knowledge of how language and literature affect society. Instructors also try to impart a sense of the Federation's vast diversity.

CLAS 113. ELEMENTARY LATIN

Elements of vocabulary, grammar, and structure of the Latin language from Earth. Includes the evolution of Latin language families and terms, and a brief survey of classical Latin literature and authors. Students spend two days in Italy putting their knowledge to use examining ancient Roman artifacts and structures.

CLAS 114. CLASSICAL VULCAN

Elements of vocabulary, grammar, and structure of pre-Surak Vulcan language. Includes the evolution of modern Vulcan language, alterations in language following logical grammatical structures, modern holdovers, comparative study between Vulcan and Romulan language development, and a survey of classical Vulcan poetry. Includes readings and lectures by guest speakers.

CLAS 200. SELECTED TOPICS IN CLASSICAL LITERATURE

A broad survey of classical literature in Federation history to introduce students to major themes and genres. Readings include "Beowulf"; "The Teachings of Surak"; "The Dream of the Fire" by K'Ratak; "Down the River Light" by Caster; and "Dance on the Wind" by Natusa. Students write essays evaluating these and other works and their impact on Federation culture.

CLAS 211. ANCIENT LITERATURE AND THE FORMATION OF CULTURE

A survey and examination of ancient and classical literature that helped to shape the development of cultures inside and outside the Federation. Includes the Bible and Qur'an, and the works of Homer, Surak, Do'Pra'Sol, the legends of Kahless, and other major historical thinkers and artists. Students write a comparative essay examining the similarities and differences in the influence of these and other works.

CLAS 396. ADVANCED TOPICS IN CLASSICS

Advanced study of classics relevant to Federation culture and history. Topics: (A) Classical Roots of Federation Society; (B) Comparative Study of Classical Languages; (C) Ancient Origins of Modern Terms; (D) Classical Background of Modern Literature; (E) Classical Archaeology. Students perform independent research and prepare a presentation for the Classics Department.

COMMUNICATIONS (CMN)

Chairman: Walter Horne

Professors: Sally Jacoby, Joshua Meyrowitz,
Noh Hask, Mara Tonn

Invigorating new ideas and theories are meaningless if the creator cannot clearly express them. The Communications Department strives to improve students' speech and writing abilities, whether they're composing a paper on warp drive theory, making first contact, debating philosophy, or just meeting a new friend. The faculty emphasizes the importance of clear, concise communication in all aspects of a cadet's life.

CMN 101. CREATIVE WRITING

Fundamental techniques of expression through written language. Focus on analysis of literary techniques, interpretive skills, creative exercises, and critical evaluation. Weekly papers of varying lengths and formats; frequent conferences and presentations.

**CMN 102. COMMUNICATION AND
SOCIAL ORDER**

Introduction to communication from a broad perspective, emphasizing the role of symbolic interaction in the construction of socially shared reality. Processes of intrapersonal, interpersonal, group, public and mass communication. Includes a visit to and speakers from the Federation Press and Information Bureau.

CMN 200. PUBLIC SPEAKING

Performance course supported by practical theories of public discourse and presentation. Focus on analysis of speaking situations and audiences, message construction, presentation, and critical evaluation. The course includes an analysis of famous speeches, including the Gettysburg Address, the Call of Kahless, and Sarek's "On the Logic of the Coridan Admission." Students give weekly speeches in class and are each expected to present a ten-minute speech for the class as part of a final exam.

**CMN 204. INTRODUCTION TO
ARGUMENTATION**

Persuasive discourse as inquiry and advocacy grounded in practical inductive and deductive reasoning. Discovery, analysis, and testing of practical arguments. The nature and function of proof. Emphasis on applied presentation. The course includes holographic recreations of famous debates from Federation history, from the Martian secession to recent Federation Council meetings. Students attend and take part in debates at the Interstellar Caucus on Chia VII as part of the course requirements.

**CMN 370. SYSTEMS AND THEORIES OF
RHETORIC**

Critical interpretation of significant works in the history of rhetorical theory and the major philosophical systems underlying them. Selected contemporary theories of rhetoric examined as they relate to classical perspectives. Explores fundamental philosophical and

TESTING CADETS

Starfleet cadets undergo tests all the time. Sometimes they don't even know they're being tested. Starfleet is an elite organization—it doesn't let just anyone in—and Starfleet Academy maintains very high standards. The testing process helps the Academy weed out cadets unsuited for service in Starfleet.

Some Academy tests are purely academic, similar to tests given in modern-day colleges and universities. Such examinations tend to emphasize essays and written papers rather than simple memorization and recitation of facts. Instructors judge students on their understanding of the material and the creativity of their presentation.

More often Academy tests involve actual hands-on situations, either real or simulated using holograms. It's not enough for Starfleet cadets to learn information, they also must know how to use what they learn, often in a crisis. A test for the Emergency Medical Treatment course may involve performing triage on holographic patients, while an exam for Starship Tactics probably requires the cadet to take command of a starship (real or holographic) and win a battle simulation. Narrators can use these tests as a basis for scenes or even entire stories in a series.

At the Academy, some tests aren't even presented as tests. The infamous Kobayashi Maru scenario is one such exam: It is presented to cadets as a test of their command abilities. They don't realize the test is a no-win scenario. The real test shows how the cadet reacts to a situation with no victorious outcomes.

An apparently dangerous situation might develop during a test to see how the cadets deal with the unexpected. For example, during a fairly routine engineering test, the cadets hear an explosion from outside their holosuite. They go to investigate and discover an experiment in one of the science labs is running out of control, threatening to destroy the entire building in less than two minutes. Of course there is no real danger. The "accident" is actually part of the simulation, a test of the cadets' abilities to handle themselves in a crisis. Students shouldn't allow themselves to become complacent—real accidents do happen from time to time.

Most Starfleet exams are not pass/fail in the traditional sense. It is often as important for the cadet to learn from failure as it is from success. The Kobayashi Maru is one example. Many tests have no one "right" answer. Students are encouraged to tackle these problems creatively. Starfleet rewards original thinking and individual initiative.

theoretical questions asked by rhetorical theorists and several responses to those questions. Reading includes "Ethics, Sophistry and the Alternate Universe" by Ving Kuda. 45

CMN 498. FIRST CONTACT

A comprehensive study of first-contact procedures and regulations, along with the skills and information necessary for establishing





contact with new species. Includes a study of famous first-contact situations, from Earth-Vulcan contact to the Klingon Empire to Malcor III. The Starfleet first-contact guidelines, by Captain McCoullough, are required reading, along with "The Prime Directive and First Contact: Ideals in Conflict" by Sollen Genor and "The Hur'q Invasion" by Brakkel. Students take part in simulated first-contact situations, including commanding a complete first-contact mission.

COMPUTER SCIENCE (CS)

46 **Chairman:** Salor
Professors: Rad Eonarra, Pilar de la Torre,
Elise Singh, Kolla Yos

Although computers are part of everyday life throughout much of the Federation, the Academy Computer Sciences Department teaches cadets advanced programming techniques and additional applications. Instructors encourage students to use computers to find

solutions to a wide variety of problems in the classroom, in starship environments, and in situations on their homeworlds and societies.

CS 111. INTRODUCTION TO COMPUTER PROGRAMMING

Students learn the basics of computer binary language, logic, and programming. Students examine the history of computer systems from early human and Vulcan developments to duotronic systems to modern isolinear optical systems. Focus is on Federation-based, object-oriented programming and computer logic functions. Students write their own programs to perform a variety of functions and study methods of conducting database searches using various techniques.

CS 258. ANALYSIS OF ALGORITHMS

Introduction to use of mathematics in the design and analysis of computer algorithms. Topics include notation, structure, breakdown analysis, dynamic programming, heuristics, and learning structures. Students design and construct programs using broad-based algorithms according to class specifications.

CS 312. COMPUTER SIMULATION AND MODELING

The essentials of modeling real objects and situations using computers, both in holographic and virtual systems. Matrix construction, holographic programming, behavior simulation (including the Zimmerman algorithms), and related systems. Students construct a variety of simulations according to instructor specifications, with a complete and detailed simulation of the Academy grounds as a final examination.

CS 329. COLLABORATIVE COMPUTING

One of the primary functions of computers is to assist groups of individuals in communicating, collaborating, and coordinating their activities. In this course we examine computer-based systems designed to support groups engaged in a common task or goal, providing

an interface to a shared environment. We investigate numerous collaborative applications, such as holosimulations, virtual conferencing, and work-flow systems, along with their related protocols and systems.

CS 430. INTRODUCTION TO ARTIFICIAL INTELLIGENCE

Survey of artificial intelligence designs throughout Federation history. Machine intelligence, representation and control issues, problem solving and learning, linguistics, knowledge engineering, and heuristics. What constitutes sentience? What methods can create a stable artificial intelligence? How should the Federation treat the power to create new life as well as discover it?

Students study the works of Dr. Noonian Soong. Other required reading includes "I, Robot" by Isaac Asimov; "Principles of Robotics" by Richard Daystrom; and the collected letters of Lt. Commander Data. Scheduled guest lecture from Commander Bruce Maddox, Chairman of Robotics at the Daystrom Institute of Technology.

HISTORY (HIST)

Chairman: William J. Mendel

Professors: Harvard Sitkoff, Jolavar ab Tokath, Laurel Ulrich, Zervik

The past is the key to understanding the present. The Academy History Department stresses how the Federation's past influences current society and politics, and how the histories of other worlds molded the situations existing today. The department sponsors several trips and guest lecturers for history majors, although the faculty also encourages cadets enrolling in pertinent courses to attend. Most cadets take HIST 105 to fulfill their requirement of one course in historical perspectives.

HIST 105. INTRODUCTION TO FEDERATION HISTORY

A survey of the history of the United Federation of Planets, beginning with first contact between Earth and Vulcan, continuing

through Federation Day 2161 to the modern day. Provides historical perspectives on the development and evolution of Federation society. Students experience major historical events through holographic simulations and write weekly papers on the impact these events had in the development of the Federation as a whole. Students are required to attend weekly guest lectures on specific topics relating to Federation history.

HIST 212. HISTORY OF STARFLEET

Development of Starfleet from the Federation's founding to the present day. Focus on Starfleet as an exploratory, diplomatic, and defense organization, and its use as an instrument of Federation policy and ideals. Emphasis on major achievements of Starfleet and Starfleet personnel. This course includes a field trip to the Museum of Starfleet History as an introduction for further research. Each student chooses a single Starfleet mission or officer and prepares a detailed report on that subject for class presentation.

HIST 371. MUSEUM STUDIES

Introduction to the theory, methods, and practice of museum studies in history. Examination of various museum functions as well as contemporary historical controversies regarding museum research. Students visit several museums, including the Smithsonian Institution on Earth, the Vulcan Historical Museum, and the Betazed Institute for Historical Preservation.

HIST 423. QUANTITATIVE METHODS FOR HISTORIANS

The historian's use of computers, databases, and statistics; opportunities and problems using and analyzing multiple quantitative sources; elementary statistical techniques; practical functions involving computer and application programs; computer-assisted modeling of historical conditions and events. Students develop and present a complete historical analysis using computer resources and applications. 47





HIST 478. TELEPATHIC HISTORIOGRAPHY

The recovery and analysis of historical events through the memories of individuals present at those events. Presents the theory, development, and practice of telepathic memory retrieval, along with the cataloguing and analysis of such data, with a focus on successful programs such as that of the Ullian memory historians. Course includes field study of memory retrieval as well as laboratory work. Telepathic ability is not required for this course.

LINGUISTICS (LING)

Chairman: Golin Antos

Professors: J. Marie Sellers, Semek, Daniel Urquhart, Elizabeth Witt

With the Federation spanning more than 100 member worlds, communication among them is vital to ensuring continuing cooperation. The Linguistics Department fosters an interest in spanning the Federation's many cultures through basic principles of language. Most courses include text work and frequent language interaction exercises.

LING 105. INTRODUCTION TO LINGUISTICS

Overview of the study of language: universal properties of language, Chomsky's innateness hypothesis, Joran'vel's theory of linguistic development, language acquisition in children, dialects and language variation, linguistic drift and change. Includes an introduction to grammar and syntax and to scientific linguistic methodology.

LING 205. INTRODUCTION TO LINGUISTIC ANALYSIS

Analysis and problem-solving in phonology, morphology, and syntax using data from many different language resources; development of translation matrices and syntax libraries. Emphasis is both practical (learning how to describe the grammar and sound system of a language) and theoretical (understanding linguistic behavior). Students study the analysis

of unusual linguistic structures such as Jaradan and Tamarian.

LING 319. SOCIOLINGUISTIC SURVEY

How language varies according to the characteristics of its speakers: species, culture, age, sex, ethnicity, and social class. Quantitative analysis methods; relationships to theoretical linguistics. The course focuses on Federation languages but also explores some other languages, such as Klingon. Students study linguistic variations in simulation and field studies.

LING 474. MATRIX TRANSLATION PROGRAMMING

The development and programming of matrix translation systems currently used by Starfleet. Provides a survey of the development of translation systems as well as their algorithms and protocols. Students each design and program their own translation matrices based on linguistic samples provided in class.

LING 495. INDEPENDENT STUDY

Students may apply to the chairman for independent study in: (A) Synchronic Linguistics; (B) Diachronic Linguistics; (C) Linguistic Theory. All requests must be forwarded by a faculty sponsor to the chairman of the department for approval.

MATERIAL ENGINEERING (ME)

Chairman: Martin O'Riley

Professors: Hareen Bukara, Stefan De Maris, Gev Thol, Matthias Pfau

By studying previous designs and experimenting with models and holographic simulations, the department hopes cadets realize their own engineering ideas to help better life in the Federation.

ME 108. INTRODUCTION TO MATERIAL ENGINEERING

An overview of material engineering history, theory, and practice. Systems of units;

material balances and chemical reactions; gas laws; phase phenomena. Energy and material balances for systems with and without chemical reactions; design case studies. Emphasis on modern construction and building materials, including polyduranide and tritanium. Students study design and construction techniques, including the use of matter replication and molecular bonding. Hands-on work and simulations provide direct experience in structural design. Students design and construct working models as part of their study.

ME 128. MECHANICS

Introduction to static and particle dynamics and rigid body dynamics. Two-, three-, and four-dimensional force systems; the concept of static and dynamic equilibrium; rotational and translational kinetic energy of rigid bodies; friction momentum and impulse principles; analysis of structure; development of moment and shear diagrams; strength of materials; virtual work; work-energy relationships. Analysis of bending, torsion, axial load bearing; diagrams; stresses and strains; structural reinforcement through energy fields. Students perform experiments and hands-on work in simulation to provide direct experience.

ME 204. DEMOLITIONS

The use of explosive and implosive devices, with emphasis on the demolition of structures and vessels. From primitive explosives such as nitroglycerine and dynamite, to modern explosive ordinance such as bilitrium and antimatter charges, students experiment with different devices in simulation and study efficient means of demolition. Students also learn ordinance disarmament and disposal in various holographic simulations.

ME 321. CIVIL ENGINEERING INTERNSHIP

Off-campus work in the civil engineering field for on-the-job skill development. Participant must be supervised by a material engineering faculty member and a proposal for internship must be submitted and approved by the department head prior to the start of the

internship. The student prepares a complete report on the internship and all projects for the faculty advisor.

ME 455. STARSHIP ENGINEERING

A study of the principles and theories of starship engineering, from the first manned space vessels to transwarp theories, with a focus on modern vessels. Students study a variety of different vessel designs and theories in simulation, and visit the San Francisco Fleet Yards to see the design and construction process in action. Students examine early Federation starship designs, from the *Daedalus* class, through the *Constitution*-, *Excelsior*-, *Ambassador*-, and *Galaxy*-class vessels, and write papers describing the evolution of these vessels over the years.

MATHEMATICS (MATH)

Chairman: Kenneth Ariel

Professors: Arthur Bennett, Kojol Lizzel,
Osdol Bria

The Mathematics Department offers a series of courses designed to familiarize cadets with basic and later more complex mathematical applications throughout Federation society and technology. A faculty exchange program with the Daystrom Institute helps expose students to cutting-edge mathematical theory.

MATH 120. FINITE MATHEMATICS

Topics selected from probability, systems of linear equations, matrix algebra, linear programming, mathematical algorithms; derivations of algebraic, trigonometric, exponential, and logarithmic functions.

MATH 228. MULTIDIMENSIONAL CALCULUS

Partial differentiation; composite functions and chain rules; maximum and minimum; transformation; vector algebra; vector functions; gradients, divergence, and curl; curves and surfaces; multiple, line, and surface integrals; divergence; Green's and Stoke's theorems.





MATH 339. PROBABILITY MECHANICS

The mathematics of probability mechanics. Topics include probability; random variables; expectation; discrete and continuous probability distributions; stochastic processes; Markov chains; Poisson processes; motion-generating functions; limit theorems; Heisenburg's principle; quantum probability fluctuations.

MATH 447. NONLINEAR DYNAMICS AND CHAOS

The mathematics of chaos and nonlinear dynamics. Topics include linear and nonlinear systems of differential equations; discrete maps; chaos; fractal structures; phase plane analysis; bifurcations; and computer simulations of chaos structures.

MEDICAL SCIENCES (MED)

Chairman: Jae O. Zsigray

Professors: Richard Blakemore, Ranf Cavic,
Barry Moore, S'ren, Stephen Torosian

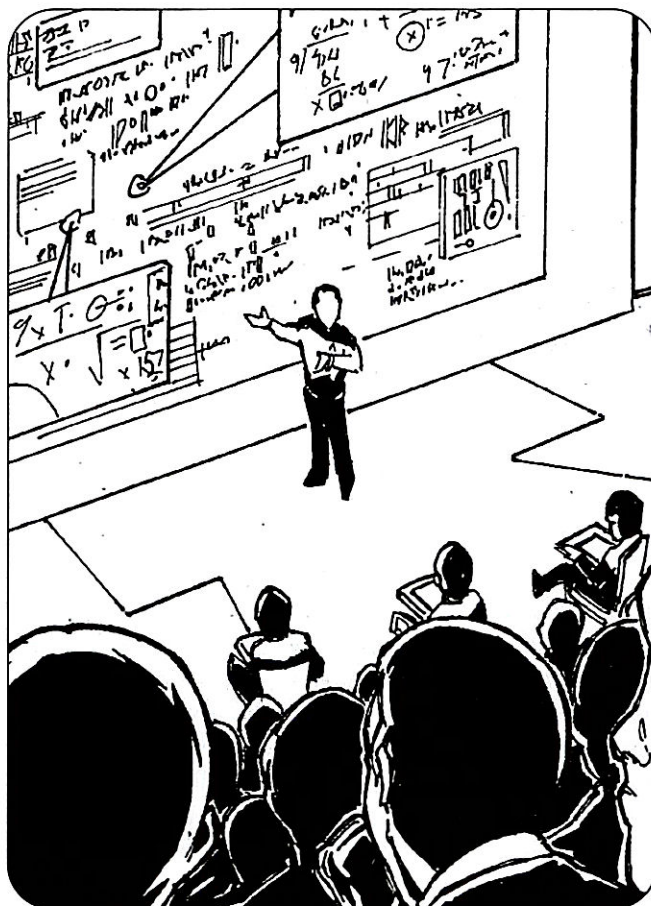
Faculty and cadets in the Medical Sciences Department work closely with Starfleet Medical, visiting its facilities, sharing its medical database, and inviting staff members for lectures, debates, and presentations. The department maintains its own facilities on the Academy campus, allowing cadets to investigate medicine through discussion, holographic simulation, and lab examinations.

MED 101. INTRODUCTION TO MEDICAL LABORATORY SCIENCE

Functions and responsibilities of medical technology as part of an overall health team. Introduction to modern medical technology and terminology, plus overview of the role of medicine in modern Federation society. Lectures supplemented with demonstrations, simulations, and field missions.

MED 203. INTRODUCTION TO ANATOMY

A study of the basic structure and organs of humanoid lifeforms. Characterization of the



major organs and their functions; study of the evolution and development of substructures; comparison of anatomical functions between species. Simulations provide opportunities for dissection and close examination of major organs and structures.

MED 205. IMMUNOLOGY

Examination of the immune system of humanoid lifeforms. Characterization of the major components of the immune system; study of host defense mechanisms and immunopathology. Serological and simulation laboratory studies. Microsimulations and computer models for "inside" examination of cellular interaction and immune response.

MED 306. VIROLOGY

In-depth study of virology. Selected RNA, DNA, retroviruses, and nonretroviruses capable of causing genetic mutation. Laboratory work and computer-model simulations enable

students to understand genetic regulatory events occurring during virus-cell interactions and to understand the specific pathogenicity, epidemiology, prevention, and control of selected (model) viruses.

MED 418. MEDICAL ETHICS

Multiple forces control the transfer of medical information from the research laboratory to the practical world. Who evaluates scientific findings? Who determines their validity? What political and social factors influence the availability of newly acquired medical information? These and related questions are presented and discussed in a format to provide factual information and opportunities for students to evaluate selected issues. Topics are selected from current literature and suggestions from students.

PHILOSOPHY (PHIL)

Chairman: Mellim Vri

Professors: Paul Brockelman, Somak, T'van, Duane Whittier

Starfleet officers sometimes face moral dilemmas. The Philosophy Department seeks to prepare cadets to confront these situations, honing their ability to carefully examine and clearly interpret philosophical issues. The faculty encourages classroom discussion to help students explore philosophical views from across the Federation.

PHIL 101. INTRODUCTION TO PHILOSOPHY

Emphasis on basic philosophical problems, recurrent types of philosophies in Federation society, and selected readings from the history of philosophy, including Immerman's "Philosophy: A Window onto Time."

PHIL 204. MORAL AND ETHICAL ISSUES

A comparative study of the moral and ethical issues faced by the Federation's members. How did 20th-century Earth philosophers view euthanasia, and how does this compare with

the Bolian "double effect principle?" Is there a universal morality? Readings include Ethics, T'Pau's "Logic and Reason in the Conceptualization and Implementation of Morality, and its Effects on Society," and the epic poetry of Loridar (including "An End to Suffering"). Each student is expected to write one 100-page term paper for grade.

PHIL 270. ANCIENT PHILOSOPHY

Development of philosophy from its earliest beginnings in Federation society, with a particular emphasis on early Greek and Chinese philosophy of Earth, early Vulcan philosophy before and during the rise of Surak, Andorian martial philosophies and warrior codes, and their influences on interspecies philosophical developments in Federation history. Students study classical works, including the "Tao Te Ching" and "The Works of Surak."

PHIL 350. LOGIC

Principles of reasoning and development of symbolic techniques for evaluating deductive and inductive arguments. Close examination of the scope and limits of formal systems; consistency and completeness of predicate logic; set theory; finite automata and computation; proofs; and formal semantics. Features a study and comparison of the development of logic among different species, and of the issue of logic as a "universal philosophy."

PHYSICAL EDUCATION (PE)

Chairman: Samuel Chen

Professors: Val Ambrams, Joan Kester, Jin Tilee

The Physical Education Department hopes to imbue in cadets the life-long value of maintaining one's physique. Courses encourage physical fitness through activities such as self defense and organized sports.

PE 105. BASIC SELF DEFENSE

A study of unarmed combat techniques for personal defense and the quick disabling of





HANDLING FAILURE

Starfleet cadets are some of the most capable and talented people in the Federation. Still, the training required to become a Starfleet officer is difficult, and not all cadets make the cut. From time to time cadets fail, and some people wash out of the Academy, or simply decide a life in Starfleet is not for them and choose to leave on their own.

Assume player character cadets are among the best and brightest of their class, unlikely to fail routine tasks or tests. The Narrator may still wish to inject some tension into the series by confronting cadets with the consequences of failure. If the players know their cadet characters can do no wrong, they're not likely to care about what their characters do. The Narrator should occasionally give cadets an opportunity to fail, and let them suffer the consequences if they do.

This does not mean throwing cadets out of the Academy for their first mistake. A student who fails a class or test may simply have to study harder and suffer from some negative Skill or Discipline Renown for a while. More serious problems lead to more serious consequences. Cadets who do not take their studies and tests seriously quickly find themselves facing the possibility of flunking out of the Academy altogether. Cadets who ignore Starfleet rules and regulations find themselves in the Superintendent's office, where they may receive demerits or other disciplinary measures. The Narrator can use the players' experience in running cadets to teach them to work within the chain of command—something some players may have a problem with—preparing them for playing in a regular *Star Trek* series.

opponents. Students study the cultural and philosophical developments that led to these techniques, including the "Book of Five Rings" by Miyamoto Musashi; "The Way of the Desert Wind" by T'Lau; and "Ice and Thunder" by Sharee. Classes consist of practice sessions combined with instruction on new techniques.

PE 214. ADVANCED SELF DEFENSE

An advanced survey of armed and unarmed combat techniques for personal defense. Students may choose individual styles for further study, and must prepare reports and demonstrations on their effectiveness in combat conditions. Students are expected to take part in the Academy Martial Arts Tournament, as well as attend regular practice sessions.

PE 232. ATHLETICS PROGRAM

Participation in an organized Academy athletics program or team. Emphasis on physical

fitness, sports education, teamwork, and physical skills. Students take part in regular practice sessions and competitions with teams from across Earth and the Federation. Consult the Academy computer system for a list of currently available teams and activities.

PHYSICS (PHYS)

Chairman: Jochen Heisenberg

Professors: Joan Chupp, Richard Kaufmann, Telek, Alos V'nar

Chair Jochen Heisenberg embodies the spirit of the Academy Physics Department. A descendant of the great 20th-century German physicist whose work pioneered the way for the atomic bomb, he reminds cadets that science has both military and peaceful applications. Heisenberg encourages physics students to explore science and its ramifications in Federation society.

PHYS 101. INTRODUCTION TO PHYSICS

A survey of classical and modern physics. Designed to enable students to appreciate the role of physics in today's society and technology. Emphasis on fundamental laws of nature on which all science is based: mechanics, heat, sound, electromagnetism, quantum interactions, and subspace strata.

PHYS 205. GENERAL PHYSICS

Survey of theories in modern physics: wave and particle theories; geometrical and physical optics; relativity; subspace theory; quantum mechanics; molecular physics; nuclear physics. Theories illustrated through simulations and practical lab experience.

PHYS 208. PHOTONICS

Study of the nature and structure of light. Geometrical optics, electromagnetic theory of light, wave versus particle structures, phased and coherent light emissions, polarization, related phenomena, and nonlinear optics. Students study holographic structures and their relationship to the nature of light.

PHYS 310. ASTROPHYSICS

Review of the stars, Milky Way galaxy, external galaxies, and the expansion of the universe. Other topics include radio galaxies, quasistellar objects, cosmic black-body radiation, X-rays and gamma rays, dark matter, cosmic strings, and quantum filaments. Discussion of Newtonian, relativistic, and sub-space cosmological models, steady-state/big-bang theories, and matter-antimatter models. Students examine the interconnectivity of astrophysical bodies in the Academy stellar cartography lab.

PHYS 318. NUCLEAR PHYSICS

Nuclear phenomenology, reactions, models, radiation, interaction of radiation with matter; accelerators; properties and interactions of elementary particles; symmetries and symmetry breaking; reactors, both fission and fusion. Students study working models of nuclear reactions in simulation.

PHYS 454. ELEMENTARY TEMPORAL MECHANICS

A survey of modern theories in temporal mechanics: linear and nonlinear models of space-time; tachyon particles; time and antitime; causality and temporal loops, paradox, and alternate timelines; quantum structure of space-time. Students study Starfleet missions involving time travel, their interactions and their results, and prepare a term paper describing reasons to avoid tampering with the time stream.

PLANETARY SCIENCES (PSCI)

Chairman: Driad Misk

Professors: Walter Bothner, Henri Gaudette,
Michelle Prentice, V'lan Chiang

The Federation encompasses more than 100 member worlds, and continues discovering or interacting with new planets through exploration and diplomacy. The Planetary Sciences Department trains cadets to understand planetary formations and their interaction with

indigenous or colony societies, helping them cope with or change dangerous environmental conditions.

PSCI 102. PRINCIPLES OF GEOLOGY

Planetary structures, minerals, landforms, and the processes that form them (volcanism, landquakes, glaciation). Geological history; interpretation of past geological events, emphasizing the formation of M-class environments and the evolution of life. Students explore these topics through field missions to geological sites on Earth, Luna, and Mars, and in simulations of extrasolar sites such as the Sclcundi Drema system.

PSCI 210. HYDROLOGY

Physical principles important in the hydrologic cycle, including precipitation, snowmelt, infiltration, soil physics, evapotranspiration, and surface and subsurface flow to streams.





Problems and aspects of statistical treatment of hydrological data. Interrelations of hydrological data and analysis with water resource management. Principles of fluid flow in porous media with consideration of ground water as a transporting medium. Laboratory exercises include use of fluid, holographic, and computer models to illustrate key concepts. Students prepare a hydrology study of one major Earth river from library and field research.

PSCI 325. BIOLOGICAL OCEANOGRAPHY

Biological processes of the oceans, including primary and secondary production, trophodynamics, plankton diversity, zooplankton and exoplankton feeding ecology, microbial ecology, and planetary ocean dynamics. Emphasis on experimental approaches. Term project involves either development of a complete ecosystem model or performance of a field experiment. Field missions to the New Martim Vas and New Atlantis.

PSCI 350. TERRAFORMING THEORIES AND IMPACT

Theories, implementation, and overall impact of terraforming techniques in a variety of original environments. Covers survey interpretations, reaction projection techniques, atmospheric composition, interaction analysis, and re-evaluation adjustment. Students work with several accelerated holographic simulations providing original environments and showing the gradual changes student terraforming techniques induce. Includes a field trip to the Federation Terraforming Station on Venus.

PSCI 464. PALEOCLIMATE ANALYSIS

54 An overview of paleoclimate indicators for the last one million years in the context of global teleconnections (atmosphere-lithosphere-hydrosphere-cryosphere) and mathematical tools developed to interpret and link the different planetary records of climatic change. Students conduct a field study of a complete planetary paleoclimatic system and produce a report on the planet's climatic history and development.

PSCI 478. VENUSIAN TERRAFORMING INTERNSHIP

Physical Science majors may apply to the department chairman for one of three openings in this coveted internship. Students intern at the Federation Terraforming Facility on Venus, working closely with station staff to monitor, maintain, and adjust atmospheric operations. Participants must complete a report on their experiences and the facility's projected impact on Venus' atmosphere.

POLITICAL SCIENCE (POLT)

Chairman: Marilyn Hoskin

Professors: Siggel Akis, Janine Clark,
Comobreco, John Kayser,
Clifford Wirth

The Political Science Department takes advantage of the Academy's location at the Federation's heart. It maintains liaison officers within the Federation Council's Interstellar Relations and Klingon Affairs departments, and in the president's Diplomatic Service, all of which provide guest lecturers, case reports, and tours for pertinent classes. The department gives cadets an overview of interstellar politics, with more focused studies of exceptional systems.

POLT 101. POLITICS AND SOCIETY

Introduction to the nature of politics and political institutions. Emphasis on political behavior and ongoing issues in modern political thought, such as power, authority, legitimacy, freedom, and order. Required reading includes Plato's "Republic," the works of Karl Marx and John Locke, "The Rise of the Council" by Kh'ran, and "The Logic of Democracy" by Sullos.

POLT 105. FEDERATION LAW

A survey of Federation legal principles, their history and development. Emphasis on Federation law as related to Starfleet operations, including matters of jurisdiction, legal authority, precedent, and arbitration. Students

participate in simulations of various legal issues, learn the adversarial process of legal resolution, and take part in staged legal debates and arbitrations. Students are expected to present a term paper on the structure and success of the Federation legal system.

POLT 225. MULTICULTURALISM

Issues of contemporary concern generated from attention to and appreciation of our diverse cultural identities. As a theory course in political framework, we approach multiculturalism as an attempt to respond to the challenges faced by the Federation in integrating new species and cultures into an orderly whole. Students study early negotiations of the Federation Council, first-contact reports, and the Vulcan IDIC theory. A term paper on the conflict between multiculturalism versus cultural homogeneity is required.

POLT 367. KLINGON POLITICS

A survey of the political process in the Klingon Empire, from the rise of Kahless and the formation of the Empire to the current Klingon ruling council. Emphasis on the shift from absolute monarchy to control by ruling houses and the selection of Klingon officials. Other topics include *Mek'ba* and the Klingon Rite of Succession, including the *Sonchi* and *ja'chunq* ceremonies. Students study the reports of Captain Picard, who participated as Arbiter of Succession for Klingon Chancellor Gowron, and take part in simulations of the related rituals.

POLT 378. INTERSTELLAR POLITICAL ORGANIZATION

Theoretical and practical approaches to interstellar politics, interstellar organization, and political relations, with emphasis on foreign policy and theory of decision-making. Formalized processes for regularizing government behavior; development of cultural norms based on customs, precedent, and formal institutions. The establishment and maintenance of peaceful relations, arms reduction and limitation agreements. Collective security and other

forms of cooperation between civilizations through organizations such as Starfleet and the Federation Council.

PROPULSION ENGINEERING (PRE)

Chairman: Gossella Prim

Professors: Robert Beymer, Bryce

Nakagawa, Janos Van Milner

Propulsion Engineering is one of the most popular departments at the Academy. Cadets explore this field through classroom discussion, holographic simulations, visits to nearby starship construction facilities, and the latest technical journals from across the Federation.

PRE 104. IMPULSE SYSTEMS

A survey of modern impulse drive systems using fusion power and helium plasma. Students study the development of impulse technology and its use over the centuries, as well as modern impulse drives and their use aboard Federation starships. Simulations provide students with direct experience in operating and maintaining impulse drive systems, including emergency operations. A paper on the development of impulse in Federation history is required.

PRE 301. WARP PROPULSION THEORY

The study of warp drive theory and development, from Zefram Cochrane to modern transwarp theories. Students study the design of warp drives, the formation of warp fields, and the potential effects of warp technology on normal space and subspace. Students experience developments in warp technology through a variety of simulations, including the original flight of the *Phoenix* and early Federation warp systems. A paper on the evolution and development of warp technology is required.

PRE 303. ADVANCED WARP SYSTEMS

An in-depth study of warp drive technology and theory, including the structure of subspace, the formation of warp fields, subspace





distortions and how they affect warp drive, and transwarp theories. Students study the operation, maintenance, and construction of warp drive systems using both simulation and hands-on experience. The class visits the Utopia Planitia Yards on Mars to examine the latest developments in warp technology. Students are expected to write a term paper on new developments in warp technology and to pass simulations on warp system operations, including safety procedures during a warp core breach.

PRE 457. TRANSWARP THEORIES

A survey of the theoretical limits of warp propulsion and various theories for the achievement of transwarp, or warp factor 10. A vessel in transwarp would theoretically have infinite velocity and therefore occupy all points in space simultaneously. Students examine theories on the achievement of transwarp velocity, from the *Excelsior* experiments in 2284 to modern transwarp development projects at the Utopia Planitia Yards.

PSYCHOLOGY (PSYC)

Chairman: Shara Eman

Professors: William Baum, Ellen Cohn,
Derisi Quinaire, Elizabeth
Stein-Morrow

Psychology is the key to understanding how different beings interact and behave, whether they come from across the Federation or across the galaxy. A major in psychology prepares future ship's counselors, but courses also help cadets face the numerous challenges which their career in Starfleet presents.

56 PSYC 101. INTRODUCTION TO PSYCHOLOGY

Psychology as a behavioral science; its theoretical and applied aspects. Coverage of basic topics in the field, including developmental, learning, personality, abnormal, social, perceptual/sensory, physiological, and exopsychology. To experience actively the nature of psychological research, students

have an opportunity to participate in a variety of studies as part of laboratory investigations.

PSYC 213. COGNITIVE PSYCHOLOGY

The study of sentient cognition, its basic concepts and methods, and major findings. Knowledge acquisition and use. Attention; perception; memory; imagery; language; reading; problem solving and decision-making. Readings include the works of Freud, Jung, Van Gelder, and Stonnik. Simulations and field studies illustrating various concepts and experiments.

PSYC 431. NEUROPSYCHOLOGY

The study of brain/behavioral relationships including clinical topics related to the analysis of neural disorders and diseases, and more basic topics related to the integrative functions of the brain. Main focus on the cerebral cortex and functions related to perception, movement, attention, memory, and language. Study of neural-mapping techniques and how they help diagnose neural disorders. Field study with simulations, plus term paper on the relationship between neurophysiology and behavior.

PSYC 493. INTERNSHIP

A supervised practicum in one of several cooperating mental health facilities, including Tantalus V and the University of Betazed Mental Health Center. Coursework knowledge applied to meaningful work and team experience. Commitment includes a negotiated number of weekly work hours and weekly seminars. Supervision by institution personnel and the instructor. Application to department chairman required. Term paper and evaluation by supervising instructor required.

SOCIOLOGY (SOC)

Chairman: Michael Donnelly

Professors: Antos Freil, Carol Grove, Vess
K'prell, Murray Strauss, Sally Ward

The Sociology Department trains cadets to handle the many member worlds and other

cultures beyond the Federation's borders. The faculty encourages investigation and understanding of broad sociological principles applied to specific planetary and regional situations throughout the galaxy.

SOC 101. INTRODUCTION TO SOCIOLOGY

Overview of sociology as the scientific study of social and cultural relationships. Social theory, methods and techniques of research, and current research findings on a wide range of social issues. Students study social development on a micro- and macroscale using computer-generated models and current information. Students also take part in studies of social interactions and relationships.

SOC 200. INTRODUCTION TO SOCIAL PSYCHOLOGY

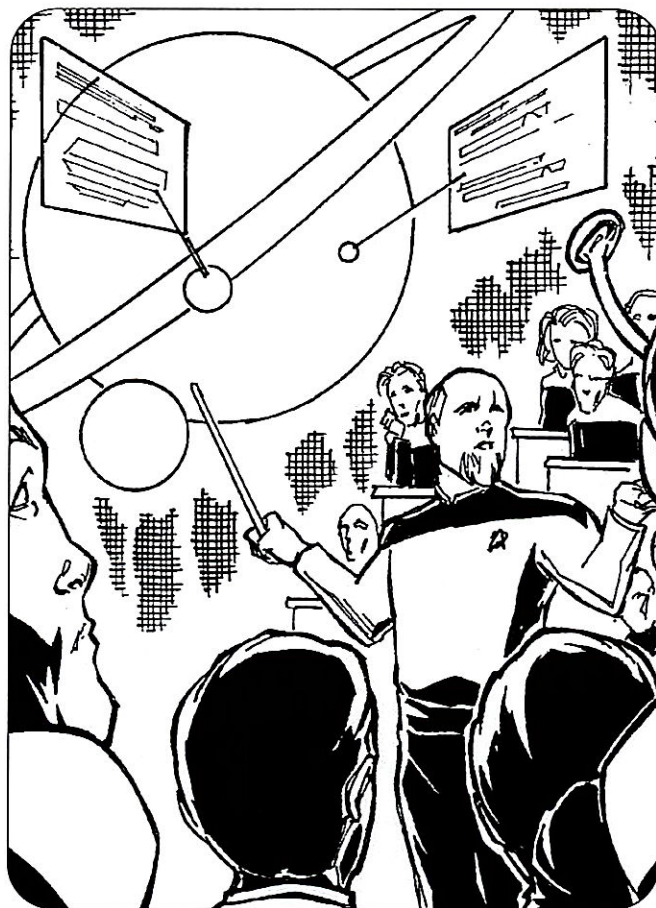
Introduction to the basic concepts and processes of sociological psychology. Examines the way in which each individual and society are inextricably connected, each producing and reproducing the other, with particular attention to the production and maintenance of social equality and mores.

SOC 370. INTERSPECIES RELATIONS

Study of social relations between sentient species, with a focus on species coexisting in a multicultural environment, and on Starfleet rules and regulations regarding interspecies contact. Issues include physiological and cultural differences, difficulties in translation of meaning and custom, the creation of shared value structures, and long-term social relations. Students examine first-contact records along with successful and unsuccessful interspecies relations in Federation history and write a term paper based on their research.

SOC 490. APPLIED SOCIOLOGY

Each student focuses on a social issue and writes a paper addressing the following topics: (A) The current level of use of sociological knowledge; (B) the advocate, consultant, and



researcher roles in applied settings; (C) techniques of applied research; (D) implications of applied sociology, including moral and ethical problems. Students are expected to support their conclusions with research data in a presentation to the department.

SPACE SCIENCES (SPS)

Chairman: Charles Praxis

Professors: Neolin Garr, Shara Ruos,
William Trainer, Trahn Xian

The Space Sciences department hopes to give each cadet some familiarity with interstellar astrographical features and to inspire a greater interest to prompt some students to pursue further studies in this field, whether during their Academy time or their service in Starfleet.

SPS 101. ESSENTIAL ASTRONOMY

Introduction to the science of astronomy, with emphasis on stars and their planetary sys-



tems. Covers its historical development from Ptolemy, Kepler, and Copernicus through the modern era. Stellar and planetary statistics and classes, gravitational phenomena, and stellar development.

SPS 203. ASTROGATION

A comprehensive survey on the navigation of interstellar vessels, and on the theories of astrogation. Topics include the galactic coordinate system, subspace and gravimetric influences, warp and impulse speeds, interstellar obstacles and hazards to navigation, and efficient course equations and plotting. Students practice theories in simulations and training at the Academy Flight Range, and complete a successful navigation project in simulation as a final exam.

SPS 340. INTRODUCTION TO INTERSTELLAR PHENOMENA

A study of interstellar phenomena encounters outside a star system, including black holes, cosmic strings, quantum filaments, subspace vacuoles, dark matter, inversion nebulae, stellar rifts, wormholes, and related phenomena. Students study the formation and structure of these interstellar objects, as well as the potential hazards they pose to space vessels. Students are expected to differentiate between the various phenomena using sensor readings, and will be tested on their knowledge.

SPS 410. STELLAR CARTOGRAPHY

The use of computer modeling to construct comprehensive three-dimensional grid maps of stellar coordinates. Emphasis on the use of accurate star maps to predict stellar behavior and interaction on all levels, including gravimetric and subspace influences. Students also examine the use of star maps to predict stellar development for over 10 million years and to study stellar placement in the distant past. Students construct a comprehensive star map of a region chosen by the instructor. Regular work conducted in the Academy stellar cartography lab.

STARFLEET SCIENCES (STAR)

Chairman: John Levinson

Professors: Paul Genoran, Molak Je'Tor,
Brenda Turgano, Hans Zakarian

The Starfleet Sciences Department prepares cadets for active duty, providing instruction in basic skills required during service. Cadets must take Starfleet Skills I and II, Planetary Survival, and two additional courses in Starfleet Sciences. The faculty encourages students to pursue other classes according to their overall career plan within Starfleet.

STAR 101. STARFLEET SKILLS I

Introduction to Starfleet regulations and protocols, emergency first aid procedures, systems operations, technology, and history. Students participate in numerous simulations to test what they learn.

STAR 102. STARFLEET SKILLS II

Principles of command and leadership, general first aid, phaser marksmanship, and selected communication and technical skills development. Students participate in numerous simulations to test what they learn.

STAR 104. PLANETARY SURVIVAL

Students study the basic requirements for survival, how to secure them in various planetary environments, how to use existing materials as survival tools, and how to make use of the environment. Students practice using both holographic simulations and visits to existing environments on Earth and elsewhere. Final exam consists of a survival trek in a planetary environment chosen by the instructor.

STAR 202. STARFLEET LEADERSHIP AND ADMINISTRATION

Introductory studies in social relationships, interpersonal communications, and group interactions which relate to administration and leadership. Participatory leadership and administration, motivation and self-actualiza-

tion. Examination of Starfleet management systems and chain of command. Emphasis on interrelationship between supervision, management, and leadership, and hands-on application of theory and practice.

STAR 305. COMMAND INDOCTRINATION SEMINAR

Students are placed in charge of incoming underclass cadets and given command responsibilities. Students must maintain discipline and acceptable levels of achievement among their squad, and provide suitable examples of the chain of command and respect for authority. Scheduled activities test the command abilities of the students, including competition with other squads in athletic and academic events. Students are expected to deliver weekly reports on the progress and status of their squads, as well as a final report on what they have learned at the end of the semester.

STAR 410. STARSHIP COMMAND

Required for all Command Branch cadets. Students learn the essential principles, theories, and practice of starship command and administration. In addition to studying Starfleet regulations and procedures in depth, cadets take part in simulations and tests of command ability, and learn improved decision-making skills. Required readings include research on command-level decisions made by Starfleet officers over the years and various log entries. Students take part in a simulation intended to test their command skills as a final exam.

SYSTEMS ENGINEERING (SE)

Chairman: Brunnel Olafson

Professors: Del Aduko, Hugh Baringar, Paul Chapman, Vosseck Prim

All cadets must take at least one Systems Engineering course to fulfill their graduation requirements. Although many cadets take SE 102 to complete this obligation, many continue in systems engineering fields suited to their interests and future Starfleet career plans.

FIELD MISSIONS

Running an entire series solely on the Academy grounds would be difficult. Fortunately for the Narrator, Starfleet Academy has a strong interest in exposing cadets to new situations and giving them opportunities to test their skills in hands-on environments. Field missions are a great excuse to get a group of cadets off campus and into the middle of a story.

The definition of a "field mission" is largely up to the Academy instructors and administration—a short trip out to the low-gravity training facilities on Phobos or the Academy Flight Range near Saturn, a month or more spent on a distant planet studying native lifeforms or archaeological sites, or a "semester in space" aboard a starship or starbase. A single episode or a short series of linked episodes could focus on a field mission. They provide a change of pace from the routine of Academy life and give cadets a chance to show off some of what they've learned.

Just because cadets are on a field mission doesn't mean they're on a vacation. Starfleet takes its field missions very seriously, and expects cadets to work hard to prove themselves and avoid wasting valuable time.

Some field missions have purposes outside their stated intent, and may even conceal tests or other lessons the cadets are supposed to learn. For example, a field mission to an archaeological site on Deneb IV goes wrong when the cadets encounter hostile humanoids of an unknown type who attack their camp and kill their instructor. In truth the "attackers" aren't really hostile, they're disguised Starfleet personnel (maybe upper-class students). Their instructor isn't dead; the whole situation was staged to give the cadets a problem to deal with and to test their skills in a crisis.

An Academy field mission can also make an interesting change of pace for a regular Starfleet series. The players run younger versions of their characters during their Academy days, playing out the story of how some of them met for the first time in the Academy and survived a particularly harrowing field mission together. The next episode can return to the present, where a problem from that field mission years ago has returned to haunt the characters once again.

SE 102. INTRODUCTION TO SYSTEMS ENGINEERING

A survey of systems engineering covering all major shipboard and installation systems, including communications, transporters and replicators, environmental, power, sensors, and weapons systems. Students learn to identify, use, and maintain these systems in day-to-day operations and emergency situations. Both real equipment and simulations are used in exercises to test the students' knowledge. Students run a Level One diagnostic of a simulated *Galaxy*-class starship's systems as part of their final examination.





SE 114. REPLICATION AS A DESIGN TOOL

A survey of the development and use of replicator technology in the Federation's history. Focus on the use of replicators as industrial and engineering design tools for the development and manufacture of items. Students study early resin and virtual prototype technologies, conducting holographic matrix design work aimed toward producing an original design using replicator technology.

SE 212. COMMUNICATION AND SENSOR SYSTEMS

The design and maintenance of transmission and reception systems covering the complete range of available frequencies, from subspace emissions through electromagnetic radiation. Cadets learn communication and sensor protocols, signal traffic management, multiplexing, signal degradation and enhancement, and distribution of sensor time for maximum efficiency. Course includes a trip to the Saturn NavCon installation for an overview of operations using both sensors and communications.

SE 221. SHIELD SYSTEMS

A survey of the design and maintenance of force field generating systems, from starship shields to cascade force fields. Students examine the development of shield technology, the role of graviton manipulation in shield function, and the regeneration of shields under combat conditions.

SE 222. SECURITY SYSTEMS

Students study technological systems designed to enhance and provide security, including security force fields, locks and access devices, dampening fields, surveillance equipment, and the maintenance of security devices. Students learn to use security devices in a variety of simulations designed to test their limits. As a final exam, student teams work to design security measures for a situation presented by the instructor, while other students attempt to bypass the security and reach a prearranged goal.

SE 328. TRANSPORTER SYSTEMS

The design and maintenance of transporters and related systems such as replicators. Students study transporter theory from the earliest invention of the system, through developments such as the elimination of transporter psychosis and the use of active-feed pattern buffers, to experiments such as subspace transport systems and Elway's folded space transport theorem.

Students experience suspension inside a transport pattern buffer, and study a complete transporter system and all its components. The use of transporters in emergency situations, such as high-warp transports and ship-to-ship transports at warp speeds, is also demonstrated and tested through extensive simulations and field exercises.

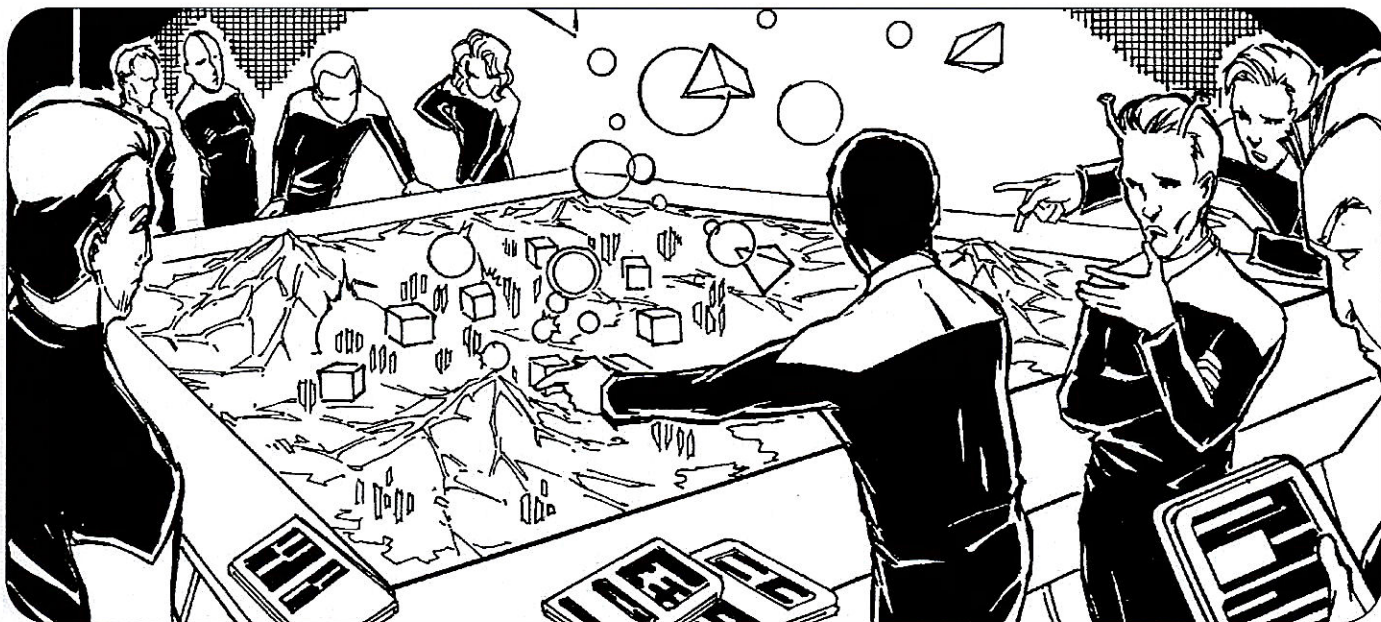
SE 330. WEAPON SYSTEMS

An extensive survey of starship weapon systems, their design and maintenance. Students study standard Starfleet weapon systems such as phasers and photon and quantum torpedoes. The course also provides information on nonstandard weapon systems such as Romulan and Breen disruptors and Talarian Merculite rockets.

The capabilities of each weapon system are analyzed in various simulations, and students are provided opportunities to study the design and maintenance of each system under actual combat conditions at the Academy Firing Range. Students are expected to prepare a thesis comparing the uses of different weapon systems.

SE 404. ADVANCED SYSTEMS DESIGN

A study of the latest developments in systems design theory and technology, and the practical and possible implementations of these theories in Starfleet vessels. Students visit the research and design laboratories of the Utopia Planitia Shipyards, as well as the advanced design and development laboratories of Jupiter Station to study the latest innovations, both in simulations and actual lab and field experience.



TACTICAL SCIENCES (TACT)

Chairman: Arlene DiCassa

Professors: Soolin Devim, David Follen,
Sara Kester, Hurran Mirasol,
Dova Rokam

Many cadets take several Tactical Sciences courses to round out their academy experience and prepare themselves for active Starfleet duty, whether pursuing careers in command or operations. The department is proud to draw guest speakers from Starfleet Command and to provide cadets with the latest mission operations reports to analyze.

TACT 103. SMALL-UNIT TACTICS

The use of small-unit and squad-level tactics, with emphasis on Starfleet tactical operations and away-team missions. Students experience a variety of actual combat situations using holographic simulations, against both holographic and real opponents, including fellow students and Academy staff members. Students take part in an extended wargame simulation designed by the instructor as a final examination.

TACT 201. MILITARY TACTICS

A comprehensive study of the arts of military leadership throughout history and in the

present day. Students examine the careers of key military figures such as Alexander, Khan Noonian Singh, Kahless, Garth of Izar, and others. Readings include Sun Tzu's "The Art of War," "The Tales of Kor," Ordin's "Great Battles in Federation History," and T'Lan's "The Failings of Military Thought." Students each choose a historic battle to reconstruct using holographic simulation and modeling techniques, and present a detailed analysis as a final exam.

TACT 211. INTRODUCTION TO SECURITY PROCEDURES

An introduction to Starfleet rules and regulations concerning the security of its vessels, installations, and personnel. Students learn Starfleet security protocols and how to implement them under various conditions, how to handle breaches, and how to assist the security department in maintaining adequate security measures. Students take part in simulations highlighting different security risk situations, and are required to present a paper on the ways Starfleet security can be improved within the guidelines of both Starfleet regulations and the universal guarantees of the Federation. 61

TACT 304. HEAVY WEAPONS TRAINING

The use of various modern weapons, including phaser artillery, photon grenades,





and plasma mortars, with a focus on their battlefield and defensive uses. Students take part in battle simulations to familiarize themselves with the use of these weapons, as well as field-stripping, maintenance, and repair. The proper use of weapons is stressed, with an examination of the use of force in Starfleet operations. Students take part in a battle simulation against their classmates as a final exam.

TACT 306. LAW ENFORCEMENT

A study of law enforcement as related to Starfleet security and personnel. Cadets study various techniques for maintaining a lawful environment and discouraging criminal behavior as well as means of tracking and apprehending criminals. Students also familiarize themselves with Federation law and Starfleet regulations in depth. Training exercises include simulations of law enforcement situations and tests of the student's knowledge of proper procedures. Students must each submit a paper on the value and importance of the rule of law within the Federation.

TACT 310. STARSHIP TACTICS

A detailed survey of the tactics employed by starships, with a particular emphasis on Starfleet vessels. Students study the major starship battles of Federation history, including the Axanar Rebellion, the Battle of Cheron against the Romulans, the Battle at Wolf 359 against the Borg, and battles fought against Dominion forces near Deep Space 9. Students take part in recreations of these battles, as well as a variety of tactical simulations and wargames.

VEHICLE OPERATIONS (VO)

62 **Chairman:** James Audry
Professors: Jessica Brandt, Nimas Corfew,
Karl Mendelson, Maria Onizuka

Although the Vehicle Operations Department uses classroom instruction and holographic simulations, it takes full advantage of Academy facilities on Venus, Phobos, and Saturn. The faculty encourages a hands-on approach through its array of holographic and

instrumentation simulators and a host of training vessels and equipment.

VO 101. ENVIRONMENTAL SUIT TRAINING

Students learn the use and maintenance of environmental suits for survival in hostile planetary environments and deep space. Exercises include low- and microgravity training, suit maintenance, and hostile atmosphere training. Sessions take place both in simulation and under actual operational conditions at the Phobos and Venusian campuses.

VO 103. ATMOSPHERIC CRAFT

The piloting of vehicles intended for use within a planetary atmosphere. Includes a survey of atmospheric craft in the history of the Federation, with simulations available for training. Emphasis on the use of modern anti-gravity and impulse-driven craft. Students are trained using flight simulators and hands-on experience on test vehicles.

VO 201. SHUTTLECRAFT

The piloting of Federation shuttlecraft and runabouts. Includes a survey of the development and use of shuttlecraft in Starfleet history. Students pilot simulated and actual shuttlecraft and study take-off and landing procedures, atmospheric maneuvering, orbital positioning, docking maneuvers, and evasive tactics. Final exam takes place at the Academy Flight Range and requires a demonstration of the skills developed during the course.

VO 205. GROUND VEHICLES

The use and maintenance of different types of ground vehicles, with an emphasis on modern Federation technology. A survey of more primitive vehicles is provided, including simulations for internal combustion and battery-powered vehicles from Federation history. Students study safe driving techniques over a variety of terrain types, evasive maneuvers for combat situations, and negotiating difficult terrain.



VO 207. WATER VEHICLES

The use of surface and subsurface waterborne vehicles, focused primarily on sailing and boating craft. Provides a survey of water vessels from the history of the Federation and their roles in the development of the naval service on Earth. Students study the handling of different water craft in simulations and under actual conditions on San Francisco Bay. Students learn handling, navigation, and weather prediction (in simulation).

VO 320. STARSHIP HELM CONTROL

Students examine the physical dynamics of starship impulse maneuvers as well as warp drive movement and navigation procedures. Emphasis on manual control of starship guidance systems and three-dimensional thinking. Students study maneuvering, orbital positioning, docking maneuvers, and tactical maneuvers, first in simulation, then aboard actual starships.

ZOOLOGY (ZOO)

Chairman: Vitari Borror

Professors: Ann Bucklin, Miyoshi Ikawa,
Philip Sawyer, Volrick Tasser

The Zoology Department helps cadets investigate the diversity of life throughout the Federation and the galaxy. Course studies and field work prepare them to apply general zoological principles to new lifeforms and species they may encounter. This training allows officers to better understand and interact with them in their natural environs.

ZOOL 112. PRINCIPLES OF ZOOLOGY

Concepts of animal biology; introduction to ecological relationships, anatomy, physiology, embryology, taxonomy, and evolution. Basic interrelationships between organisms, populations, communities, and their environments; ecosystems; modifications of natural environments and their consequences.

ZOOL 215. BIOMECHANICS

Introduction to the physical workings and properties of organisms and their environments. Basic physical concepts of forces, fluid mechanics, scaling, and materials structure introduced in the context of organismal behavior and morphology. General topics include the physical properties of fluid environments, animal locomotion, the mechanical significance of size, and time-dependent properties of biological materials.

Special topics relating to current research in the field. Emphasis on using physical concepts to gain insight into organismal functions, adaptation, and evolution.

ZOOL 300. FIELD EXPERIENCE

A supervised experience providing the opportunity to apply academic experience in a practical research setting. Students may choose an area of research when submitting their application. Must be approved by the student's faculty advisor.





ZOOL 413. MOLECULAR EVOLUTION

Rates and patterns of evolutionary change in biomolecules, forces affecting the size and structure of genomes, molecular mechanics of organismal evolution. Emphasis on integrating evidence from biochemistry, molecular genetics, and organismal studies as well as methods of reconstructing phylogeny from molecular sequences. Students make extensive use of computer modeling and holographic simulation in the study and reconstruction of genetic sequences.

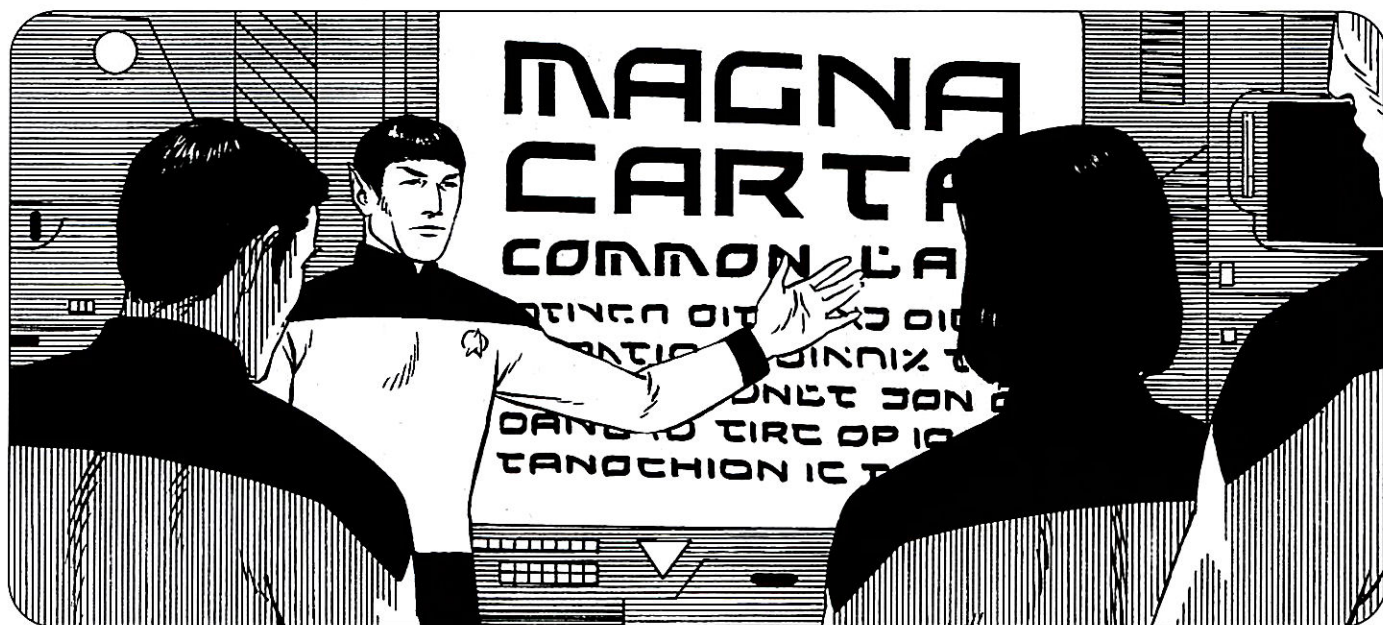
ADVANCED PROGRAMS

Starfleet encourages its officers to continue their education past Academy graduation. While many learn from experiences during active duty, the Academy also offers a number of advanced programs beyond the basic curriculum. Many of these postgraduate programs require cadets first to complete their Starfleet training, or at the very least pass several prerequisite courses. Starfleet Academy is dedicated not only to training and expanding the minds of future officers, but also to maintaining and enhancing that knowledge for years to come.

Some specialized courses have specific entrance requirements students must fulfill prior to entry. Because of the advanced programs' technical nature and the limited time, most follow an accelerated schedule—students attend classes for eight to ten hours a day, frequently with out-of-class assignments. Courses last from four to fourteen weeks, meeting every day. These advanced programs use Academy facilities and faculty, though their intense schedule sets them apart from the school's regular curriculum. Students usually do not attend more than one specialized course per semester without the approval of a faculty advisor or Starfleet sponsor.

Existing Academy departments sponsor some courses, while some specific advanced schools administer other courses fully as their own departments. Students may enroll in any of the follow-





ing advanced training programs by fulfilling any prerequisites and applying to their faculty advisor or Starfleet sponsor officer. Each school or program provides an overview of its goals and course material, with several sample classes available.

Starfleet Academy remains dedicated to further enhancing officers' educational and service experience.

ADVANCED TACTICAL TRAINING PROGRAM

The Starfleet Advanced Tactical Training Program is one of the most challenging and demanding programs at Starfleet Academy. Some of the most promising tactical minds in Starfleet attend this program. Because nearly half of all participants do not successfully pass on their first attempt, the Advanced Tactical Training Program limits entrance to commissioned officers who obtain the recommendations of their commanding officers.

Students may choose one of two study tracks focusing on starship and ground tactics. During a twelve-week period attendees face ever-increasing physical and intellectual combat challenges.

Advanced Starship Tactics builds upon basic Starfleet doctrine and expands into threat assessment and fleet deployment. Students spend half their time in lecture, the remainder

in simulation or in debriefing reviewing maneuvers. Simulation facilities allow for multiple starships to participate in mass engagements, with additional vessels run by instructors or the computer. Tactical training tests not only knowledge and execution, but also the ability to respond against overwhelming odds and distress.

Tactical Unit Training prepares officers to engage in planetary unit tactics working as a coordinated team. Participants understand how to use various environments to their tactical advantage. Students undertake holographic mission simulations testing their ability to survey terrain, plan strategies, and achieve an objective. Instructors review performance during debriefings and participants' weekly tactical analysis report. Participants must successfully complete a final mission to pass the program—achieving an objective in a live environment chosen by the instructor.

The Advanced Tactical Training Program's facilities overlook San Francisco Bay, with access to the James Tiberius Kirk Building's simulation center. The program uses the latest holographic simulators to recreate any starship or environment. During simulations holographic personnel provide support, with their degree of competence dictated by the computer. The program maintains strict security in classroom and simulation areas, and does not release lecture materials from the premises.

TACT-A 511. HISTORICAL ENGAGEMENTS

A comprehensive study of tactical ground engagements, from the Trojan Horse of Earth to the D'kurik clan wars of Andor. The demonstration of universal tactical advantages and the ability to employ them in practice underscores the foundation of the class. Reading includes Sun Tzu's "The Art of War," Dunzig's "My Enemy, My Ally," selected writings of Napoléon Bonaparte, Ve'dar's "Logic and Tactics," and Chu'zhak's analysis of the Battle of Dun'veh. Participants must complete a thesis paper paralleling modern tactical engagements with historical precedence to finish this course.

TACT-A 521. DYNAMICS OF INTERSTELLAR COMBAT

An in-depth examination of the influence and impact of stellar phenomena in engagements. How to use a disadvantage to your advantage. When is a potential trap an opportunity? Material includes the examination of pulsars, quasars, nebulae, quantum filaments, binary systems, polar magnetic fields, sub-space distortions, and temporal dilution as potential advantages. Noteworthy examples, such as the Picard Maneuver, the Omicron Deceleration Effect, and the Roxonian Solar Flare are discussed in detail. Prerequisites: PHYS 310 Astrophysics and SPS 340 Introduction to Interstellar Phenomena.

COMMAND SCHOOL

The cornerstone of Starfleet training, Command School prepares officers to take the reins of command. All officers attend Command School prior to taking assignments as commanding or executive officers of starships or facilities.

Admission to Command School is at the invitation of the Admiralty. All participants must hold a rank of no less than lieutenant commander; serve in, or transfer to, the command branch; and demonstrate suitable responsibility in the execution of their duties as a Starfleet officer. Course prerequisites include STAR 305 Command Indoctrination Seminar and STAR 410 Starship Command.

RUNNING ADVANCED CLASSES

Unlike regular Academy courses, advanced training gives Narrators a more focused opportunity for a short series of adventures. Four scenarios can easily cover a four-week specialized course, especially in some of the more rigorous training programs. These may function as brief respites from a regular series, giving Crew members a break from regular duties to return to the Academy for additional training. They may also serve as flashbacks to their advanced training school days, perhaps when some Crew members met each other.

Narrators should take full advantage of the various teaching tools these specialized courses use: extended holographic simulations, field training on worlds with difficult terrain, service aboard training craft, and interaction with important personalities in various fields. Narrators can use descriptions of each specialized school and its sample courses for inspiration in creating advanced training missions.

Officers attend for a period of fourteen weeks, their time spent equally in the classroom and simulator. Classroom topics include the legal responsibilities of command, the chain of command, Federation history, Starfleet regulations, administrative duties and responsibilities, essential tactics, Starfleet policies, and legal aspects of interstellar law and the Federation. Holographic simulations cover a broad spectrum of situations such as mock engagements, diplomatic crises, and the effective assignment of resources.

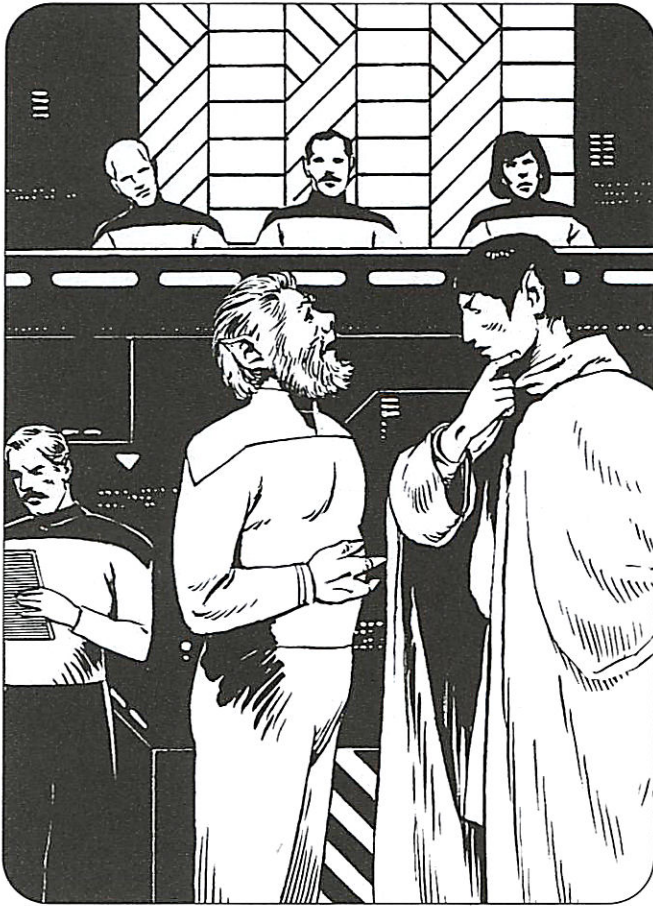
To complete the program attendees must pass a battery of physical, psychological, and ability tests. Participants must also present a thesis paper on the duties of command to the Review Committee to graduate.

The Command School campus occupies the northernmost portion of the Starfleet Academy grounds. Its five facilities include lecture halls, classrooms, simulation labs, a computer annex, and administrative offices.

CMD-A 501. COMMAND MANAGEMENT

This course explores the field of command, both in theory and in practice, as a science and an art. The class also addresses the role of commanders in the current climate of rapid change, increased competitive forces, and heightened expectations for successful performance of personnel and organizations. This course focuses on various means of achieving





these desired ends. Holographic simulations provide command management scenarios to test officers' abilities. The officer should leave this class with a solid grounding in the nature and work of advanced management and commanding techniques.

CMD-A 525. ADVANCED ISSUES IN STARFLEET REGULATIONS

This course focuses on the hierarchy of law, precedence and order, and the judicial empowerment of a commanding officer. Exercises require officers to question regulations, interpret their meanings, and define the legal, moral, and ethical requirements of a commanding officer. Officers examine past mission reports involving regulations interpretation, prepare papers analyzing these incidents, and participate in debates of the issues involved. In addition to a final written examination, officers must complete a simulation where they must interpret and apply Starfleet regulations to a complex command situation

and explain their methods and reasoning to a review board.

PSYC-A 510. PSYCHOLOGICAL ANALYSIS OF HISTORIC COMMANDS

This elective class goes into greater psychological and ethical detail on the lives and accomplishments of some of Starfleet's famous captains. Examine the men behind the legends of Kirk, Garth of Izar, and Toram. What traits inspired those around them? Participants visit the Iowa farm of James T. Kirk and discuss the events leading to Garth's downfall. A comprehensive study of their tactics, motivations, careers, command styles, and personalities. Lectures include biographies and restricted log entries providing unique insight into these officers. Students must submit a final analysis on an officer of their choice and highlight that person's significant contributions.

THE DIPLOMATIC AND EXOCULTURAL RELATIONS COLLEGE

A program for potential diplomats and first-contact representatives, the Diplomatic and Exocultural Relations College provides courses that teach advanced methods of interspecies relations.

Attendance at the Diplomatic and Exocultural Relations College is open to all Starfleet personnel who pass an evaluation of their personality profile. Academy cadets can enroll in the college with the evaluation and approval of their faculty advisor. All applicants to the exocultural program must first pass CMN 498 First Contact.

The college offers several individual programs tailored to specific needs. The diplomacy program includes mediation, intergalactic affairs, and exocultural affairs specialties of study. A separate group focuses on first contact and survey team studies.

Diplomacy classes last four weeks and build upon the basic foundations provided by Starfleet training. Group sizes remain small to focus on individual skills and talents. Workshops and interactive discussions facilitate a better understanding of the critical steps

in a successful negotiation. Instructors grade students on their application of diplomatic principles through simulated exercises with a variety of species and situations. These simulations recreate first-contact situations, hostile negotiations, and delicate arbitrations.

The exocultural portion of the college received much praise in the past several years for its outstanding developments. Specialists train personnel in the observation, study, and first contact of lifeforms. Live exercises and practical skills make this program especially valuable.

Students review first-contact reports in the context of their training, and practice their observation and interaction techniques in holographic environments with computer controlled cultures. During the four-week program instructors with practical experience in the field share their first-hand knowledge from assignments.

Located on the eastern side of the Academy campus, the college boasts an extensive cultural and species library. In addition to its permanent staff, it draws from the Academy's communications and sociology instructors and several guest speakers from the Federation Diplomatic Service and Starfleet's First Contact Division.

PSYC-A 550. PERSONALITY DYNAMICS IN DIPLOMACY

This course examines leading theories of personality's affect on diplomatic interactions among various species. It analyzes the roles of such factors as environment, social learning, training, mental disorders, intelligence, creativity, and family structure on a diplomat's personality. Emphasis on application for personal growth, interpersonal relationships, organizational processes, and projection of self.

Students review cases of diplomatic conflict and resolution between Federation members and negotiation accounts between Starfleet and other interstellar powers. To pass the course participants must complete a thesis analyzing one prominent diplomat of their choice and the role that person's psychology played during his career.

SOC-A 390. ISSUES IN SPECIES DIVERSITY

This course focuses on the issues, challenges, and opportunities presented by species diversity in the Federation. Emphasis on workplace topics related to diversity in terms of species, sex (or lack thereof), race/ethnicity, socioeconomic class, and cultural background. Participants study species diversity within political situations, including various reports from Starfleet's Diplomatic Corps. This class includes the readings of Martin Luther King, Jr., Surak, Gronnin of Tellar, and Droh'vahn. Students must write one weekly paper on diversity and submit a final project culminating in an analysis of their own species' tendencies in cultural relations.

LEADERSHIP AND DEVELOPMENT PROGRAM

Established in 2246, the Leadership and Development Program prepares personnel for advancement opportunities within Starfleet. The program consists of two specialized bodies: the Certification Board and Branch Officer Training School.

CERTIFICATION BOARD

The Certification Board is an authorizing body that supervises, logs, and reviews all distance education and self-directed courses offered through Starfleet Academy. Examples include the Bridge Officer Examination, the Transporter Certification Exam, and the Shuttlecraft Qualification Requirements. The tests judge operational and technical knowledge required to serve in key positions aboard starships, drawing from a self-directed course including text work and holographic demonstrations.

The board reviews applicant qualifications and performance reports and issues certification in an area of expertise once the applicant passes the appropriate battery of tests. Offices are located on the Administrative Building's third floor.

The courses below represent a fraction of the many certification courses the board offers.





CERT-A 515. BRIDGE OFFICER CERTIFICATION

This self-directed course focuses on the responsibilities and duties of a bridge officer, preparing individuals to complete the interactive portion of the certification qualification. Areas of instruction include casualty procedures, protocol, and log requirements. If holodeck facilities are available, an interactive tutorial provides practice exercises. A computer-proctored exam completes the written portion, prior to examination by an executive officer or other command personnel.

CERT-A 520. TRANSPORTER CERTIFICATION

A self-directed tutorial concentrating on advanced transporter operations based on the foundations laid in the SE 328 Transporter Systems course. The instruction emphasizes operational and maintenance protocols, contingency procedures, and alternative problem-resolution management. Students participate in holographic simulations and briefly intern with their vessel's transporter chief. Individuals receive certification after successfully completing a written exam and observation evaluation from their transporter supervisor.

BRANCH OFFICER TRAINING SCHOOL

Branch Officer Training School is a six-week qualification program instructing officers to manage departments or branches and the personnel serving them. The school offers several advanced courses focusing on personnel and department management, each given on the Command School campus adjacent to Starfleet Academy.

70 The training is offered at three-week intervals and is open to officers who obtain the approval of their immediate supervisors. Attendees engage in lectures and cooperative discussions on organizational communication and management techniques. Participants write weekly papers based on case studies of management problems. Roleplaying techniques help demonstrate effective leadership and communication skills in the workplace. A

comprehensive final examination covering all material concludes the program.

Upon completion, an officer is ready for the responsibilities of being a department head, although appointment to such a position depends on position availability, assignment transfer, and a superior officer's recommendation.

PSYC-A 533. ORGANIZATIONAL BEHAVIOR

This course examines organizational theory and application. A comprehensive review is made of the managerial functions of planning, controlling, staffing, directing, and motivation in the contexts of both individual and group behavior. Students compare and contrast different management styles and behavior in the workplace, evaluating their effectiveness.

OFFICER CANDIDATE SCHOOL

Officer Candidate School prepares qualified enlisted personnel for the rigors of officer duties. The program paves the way for their eventual commission, though they must still earn this promotion through exemplary service, strength of character, and successful completion of their one-year cadet cruise.

Potential students must score high on the Starfleet OCS Application Test, obtain a recommendation from a faculty member or Starfleet officer, and have passed POLT 105 Federation Law, STAR 202 Starfleet Leadership and Administration, STAR 305 Command Indoctrination Seminar, and STAR 410. Starship Command. The Starfleet Sciences Department accepts a limited number of applicants to the OCS program each semester.

The eight-week OCS program is physically and mentally demanding. Students undergo physical training to strengthen the mind and body. All cadets share quarters in the dormitory and train as a unit to acquaint themselves with personality dynamics.

The main program consists of two intense seminars, each running four weeks. Students may elect to take additional courses through the Academy during this period with the consent of their faculty advisor, though no off-

campus excursions may interfere with the advanced school seminars.

STAR-A 425. DUTY AND RESPONSIBILITY ISSUES

This course covers advanced issues of serving as a Starfleet officer. Comparative discussion of the responsibilities to those under one's command, duty to one's fellow officer, and upholding the requirements of one's station under duress. Students participate in lectures and discussions on leadership training and styles of command. Frequent roleplaying officer interaction with student evaluation. Examination of Starfleet mission reports for leadership issues. Students must demonstrate an understanding of the material and pass an interactive evaluation by the instructor.

STAR-A 450. COMMAND INTERACTION

Four weeks of simulated intense duty shifts aboard a holographic *Saber*-class light cruiser. During their shifts students may not leave the holographic simulation, although they may spend their off hours on campus as they wish. Instructors assign officer duties and observe interaction during an extended series of simulated missions. Realistic situations include managing exploration, patrol, escort, rescue, scientific, and diplomatic operations, some drawn from actual Starfleet mission reports. Instructors ask students for self-evaluations during the postcourse debriefing.

SPECIAL OPERATIONS SCHOOL

This program trains participants to become members of the Starfleet Rapid Response Forces and offers additional training in heavy weapons, demolitions, unit tactics, and ground warfare.

Admission to the Special Operations School requires the recommendation of one's commanding officer or faculty advisor. Attendees must undergo a security check prior to acceptance and must be in good physical condition.

The intense curriculum has demanding physical and mental requirements. The tactical

ordnance training includes hands-on work with a number of Starfleet-issue weapons under instructor guidance. Simulators assist in demolitions training as students construct, place, and disarm a variety of ordnance. Lectures and demonstrations on ground warfare and unit tactics prepare attendees for mock exercises in a number of different environments. A very low instructor to student ratio provides each attendee with personal attention and helps ensure safety. To complete the course all graduates must pass an extended field exercise.

The Special Operations School is located along San Francisco Bay and intersects with many Academy parade and training grounds. Lectures and simulations take place in the Admiral Demaro Building. Members of the Tactical Sciences and Physical Education departments support Special Operations School training staff by providing intensive courses to prepare participants for service in Rapid Response Teams.

PE-A 350. ENDURANCE TRAINING

A concentrated physical training program to prepare students for the rigors of service and discipline in short- and long-term ground action in hostile territory. Students train in holographic environments and threat situations, honing their physical abilities while improving their senses and their tactical judgment. To pass this course, participants must endure a three-day hike through difficult terrain, pursued by the instructors posing as enemy personnel.

TACT-A 430. ADVANCED GROUND WARFARE

An examination of advanced and unorthodox tactics in ground warfare, including climate, terrain parameters, variable gravity, partisan support, numerical deception, and defensive ambush. Includes an analysis of past engagements and survival techniques. Emphasis on teamwork and the necessity of clear communication. Upon completion, students undertake a mock field exercise graded by the instructor.





STARFLEET ADVANCED RESEARCH ENGINEERING SCHOOL

For exceptional engineers the School of Engineering provides programs designed to teach advanced techniques in a variety of subjects, from advanced warp drive mechanics to theoretical transporter design.

Admission requires a high score in the School of Engineering entrance examination and an approved project proposal. The program is open to majors in Material, Propulsion, or Systems Engineering, and to Starfleet officers who obtain their supervisor's recommendations.

Students participate in intensive courses in the mornings and self-directed study in the afternoons. Each student selects a theoretical area in which to develop a project, required for completion of the program. The curriculum is tailored to each individual based on his field of study. Specialists in warp field dynamics study advanced subspace principles and interact with designers from the Starfleet Advanced

Propulsion Laboratories, while power system engineers construct their own reaction system and investigate potential regenerative power sources.

The Starfleet School of Engineering campus includes the Daystrom Building and Science Annex, the Montgomery Scott Engineering Building, and the Cochrane Laboratories. Students also use facilities at the Starfleet Science Institute located nearby.

ARES-A 503. QUANTUM MICROSCOPY TECHNIQUES

Introduction to scanning and transmission quantum microscopy. Course covers particle sources, wave guidance, and image formation and interpretation, including secondary and backscattered quanta, inverse fields, and high-resolution images. Course also covers quantum diffraction and analytical techniques such as microanalysis and quantum energy loss spectroscopy. Course prepares students to understand all quantum-level physics and scanning techniques and theoretical applications.

ARES-A 560. ADVANCED PROPULSION ENGINEERING AND DESIGN

Advanced issues in propulsion engineering and science: nuclear reactions, radioactive decay, neutron diffusion, kinetics, quantum spectral diffusion, ion discharge, antimatter reactions, impulse streams, energy removal, shielding, health physics, and system design. Physical and mathematical description of production, utilization, and loss of plasma in reactors and other systems. Includes laboratory work.

ARES-A 714—SUBSPACE FIELD THEORY

Advanced discussion of subspace laws, field dynamics, and stabilization patterns. Course also covers subspace probabilities, folding space, subspace tearing, quantum subspace harmonics, field design, and field integrity. Students measure and classify subspace phenomena and generate their own subspace field in laboratory assignments, observ-



ing flow dynamics. Completion requires successful field generation and analysis.

STARFLEET LAW SCHOOL

Starfleet Law School prepares officers for legal careers or advanced training in legal affairs through a vast offering of judicial programs.

Students applying to the office of the Judge Advocate General may enter the four-year graduate legal program, while other Starfleet personnel may return to enroll in elective courses to review current legal issues and procedures. Full class schedules and three-week refresher programs are regularly available to all Starfleet personnel.

Lectures in legal precedents and landmark cases immerse students in the foundation of law, its social responsibility, and its application within the ranks of Starfleet. Writing- and debate-intensive, the legal program requires all students become effective communicators not only in Federation Standard but also in the language of jurisprudence. Students analyze briefs daily and prepare cases to argue in holographically simulated courts. Instructors encourage students to use critical thinking to argue cases as a matter of law. For those returning for secondary training, the Law School has many preparatory classes and refresher courses on intergalactic affairs, law interpretations, and Starfleet regulations.

The Starfleet Law School facility includes debate chambers and lecture halls. The campus' Samuel T. Cogley Library serves as the largest repository of legal knowledge in the Alpha Quadrant.

LAW-A 505. ISSUES IN FEDERATION LAW

This course analyzes the Federation legal system, common law and its development, organizational structures, and the environment pertinent to social law. The course critically examines galactic and planetary judicial and alternative dispute resolution systems, torts, crimes and ethics, common law contracts, sales and lease contracts, associations, agency, and the scope of Federation jurisdiction. Frequent papers and class presentations test

students' writing and communication skills. Class analyzes prominent cases from holographic records and reargues certain trials in simulation.

LAW-A 613. LEGAL ISSUES OF COMMAND

This course studies various laws and legal issues involved in the supervision of personnel. Supervisors, department heads, and officers must understand the laws applicable to managing people in the fleet, and should focus on the legal liability undertaken by virtue of position. Students participate in discussions, lectures, and debates on the legal issues of command facing Starfleet officers and submit a thesis paper at the completion of the course.

STARFLEET MEDICAL ACADEMY

Starfleet Medical Academy is the premier learning institute in the Alpha Quadrant for life and medical sciences. The school prides itself on graduating the most gifted healers and medical researchers in the Federation. The Medical Academy offers a four-year doctoral program, practicing and research internships, and a career advancement center.

Medical Sciences majors may attend the Medical Academy only after completing their core Starfleet Academy requirements. Admission requires a minimum placement within the upper 85th percentile on a program application examination and a pre-evaluation by the Medical Review Committee. Each applicant must complete a thesis paper and make a presentation to the committee proving interest in and knowledge of a particular field of medical study.

Students progress on an accelerated study program that immerses them in advanced subjects like exobiology, exochemistry, and genetic analysis. Assignments build upon prior foundations, reinforcing the learning model. Simulations help students visualize subject matter, including anatomy, physiology, and cellular metamorphosis. A supervised internship program allows for real-world application of procedures and knowledge.





The Medical Academy campus consists of eleven buildings: dormitories, administrative offices, laboratories, and the Academy Hospital. The Academy also helps maintain and contributes to the Starfleet Medical Database, one of the most advanced in the quadrant, the culmination of centuries of medical knowledge and practices.

MDAC-A 505. ETHICS OF MEDICINE AND THE LAW

Students examine the legal and ethical aspects of their roles as caregiver, teacher, consultant, and manager of care. Emphasis on professional and legal responsibility, accountability, advocacy, collective action, and the ethical responsibility and decision-making related to the patient. Students must present case reviews, read the latest medical journals, and debate the issues of a current ethical or legal case. Text includes Braham's "The Legalities of Medicine," Bseiso's "Time Enough to Heal: The 24th-century Paradox," and a selected reading packet of material by Starfleet's accomplished physicians. Students must pass a comprehensive written test and oral examination.

MDAC-A 584. PATHOPHYSIOLOGY

This course analyzes the effects of pathological processes on care across the lifespan. Students analyze the disruption of normal physiology through sample manifestation, laboratory findings, and predicted impact of the altered physiology upon the individual's well-being. The course examines the interrelationship of structural, functional, and behavioral components of disease with reference to the influence of developmental environments. Includes lectures, study assignments, and laboratory analysis. To pass this class, students must complete an extended laboratory project of their own selection.

MCAD-A 610. ANDORIAN ANATOMY

A comprehensive examination of the Andorian species, including the cardiovascular system, musculature, and skeletal structure.

Students learn to conduct basic medical procedures on Andorian subjects simulated in holographic laboratories. Includes guest lecturers from Starfleet Medical and the Andorian Science Institute.

MCAD-A 650. MEDICAL INTERNSHIP

A three-month internship at a Starfleet medical facility or vessel. Prospective participants must petition the Medical Review Committee, gain sponsorship from their faculty advisor, and prepare a presentation explaining their choice for an internship post. Interns work under close supervision of the facility or vessel medical staff, conducting examinations, research, and procedures.

STARFLEET SCIENCE INSTITUTE

The Starfleet Science Institute enhances the skills of Starfleet personnel in all areas of physical, planetary, social, space, and computer science. Programs specialize in different fields of instruction based on student interest.

Attendance is open to all Starfleet personnel from the science branches who pass the required pre-entrance examination. The Science Committee reviews all candidates for admission. Classes last eight weeks.

Specialists in various scientific fields lecture on the latest developments in science. Students put theory into practice with laboratory assignments at the Institute's advanced facilities. Those with an emphasis in space sciences may access an advanced stellar cartography lab and the Academy Observatory to conduct their experiments.

For computer science work the Science Institute has a specialized computer annex dedicated solely to advanced artificial intelligence, a supercomputing center, and a research facility. Classes in theoretical neutral intelligence, temporal dilation, and galactic mass highlight the advanced programs offered.

Several Academy programs also use the Starfleet Science Institute facilities for its advanced resources. The Daystrom Institute maintains an Advanced Supercomputing Annex at the Science Institute.

SCIN-A 544. ADVANCED COMPUTING PRINCIPLES

A study of the numerical solution of three- and four-dimensional partial differential equations that arise in science and engineering problems. Topics include finite difference methods, finite element methods, boundary element methods, multigrid methods, mesh generation, storage optimization methods, and adaptive methods. Students must write a research thesis and construct a working model in laboratory exercises for part of their grade.

SCIN-A 610. PRINCIPLES OF QUANTUM RESONANCE

Explores concepts and experimental techniques of quantum resonance imaging. Topics include the Eoch equations, quantum mechanical treatment of spins in static and time-dependent subspace fields, the spin echo, dipolar broadening of resonance lines, spin-lattice relaxation, spin temperature, quadrupole resonance, double resonance, and applications to selected problems in solid-state physics and subspace physics. Computer simulations help students develop a functional hypothesis on which they must write a thesis paper by the course's conclusion.

SCIN-A 664. ADVANCED STRUCTURAL GEOLOGY

Quantitative analysis of planetary structures including two- and three-dimensional geometrical modeling, processes of brittle and ductile deformation, and response of rocks to static and dynamic stress fields. Applications to regional tectonics and landscape evolution, earthquake mechanics, hydrology-petroleum geology, and mineral exploration. Includes several expeditions to locations on Earth and other planets with geologically interesting formations.

STRATEGIC OPERATIONS SCHOOL

The Strategic Operations School offers courses to instruct officers in Starfleet doc-

trine, fleet deployments, defense strategies, and threat analysis. Since the curriculum covers topics of a sensitive nature, it is available only to officers with sufficient security access and Starfleet Intelligence approval.

Attendees engage in critical lectures and discussions of Starfleet tactical policy, reviewing historical engagements and examining options in theoretical confrontations. Students develop a State of the Federation deployment plan, used throughout the remainder of their course with an emphasis on external threat assessment. Exercises include all major powers, including allied resources and current Starfleet strengths. Instructors lecture on defensive strategies and special guest speakers provide insight into past and present Starfleet operations.

After discussions students participate in holographic simulations of historical confrontations and hypothetical threat situations.

STRT-A 510. ENGAGEMENT DOCTRINE

A historical study of the developments of space doctrine and the conduct of combat operations. Emphasis is placed on the evolution of warfare and tactics throughout history, including World War III, the Axanar Rebellion, and the Cardassian Conflict. Present-day potential and limitations on space operations, including the use of rapid deployment forces. Holographic simulations help demonstrate doctrine through historical and theoretical engagements. The course also explores assault, readiness operations, and landing operations from orbit. Students prepare a final thesis paper as part of their State of the Federation project.

STRT-A 520. ADVANCED STARSHIP OPERATIONS AND DEPLOYMENT

This course provides advanced examination of starship operations, including vector analysis, basic deployment, board solutions, fleet formations, and visual and shipboard communication procedures. The course concludes with an analysis of fleet handling, watchstanding fundamentals, underway replenish-





ment fundamentals, and command and control issues. Case studies of navigation and Starfleet operation incidents reinforce the lessons learned and underscore the need for vigilance when operating vessels in space.

FACULTY AND STAFF

Starfleet Academy is proud to have some of the finest instructors and administrative personnel in the Federation. The Academy offers an opportunity to teach new generations of Starfleet officers and work with the latest theories and experimental equipment. The Academy encourages faculty members to continue their own process of learning here. Many developments in science, education, and technology come from the faculty's research.

Cadets may access profiles of faculty and staff members on the Academy information net, along with current class schedules and certain course materials. Students may arrange appointments with faculty members for advising and academic assistance through the Advisory Center. 77

FACULTY

The Academy faculty contains a mix of Starfleet career officers, scientists, and visiting dignitaries, all dedicated to instructing young cadets and continuing their own research. They enjoy imparting their knowledge to students while indoctrinating them in the ideals of the Federation and Starfleet.

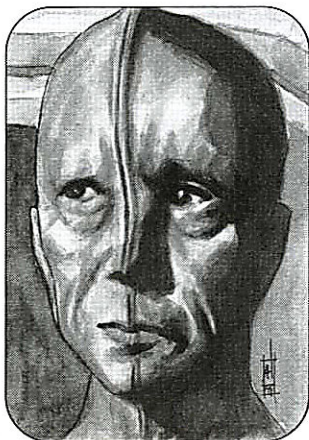




DR. RANF CAVIC

PROFESSOR OF MEDICAL SCIENCES

A native of Bolarus IX, Dr. Ranf Cavic holds a medical degree from the Bolian Academy of Medical Sciences. He served in the Starfleet Medical Division as a ship's doctor for fourteen years aboard three different starships before accepting a teaching position at the Academy.



While Chief Medical Officer on the *U.S.S. Discovery* Dr. Cavic found a treatment for Jeverian flu and completed a comprehensive study of humanoid immunological responses. Dr. Cavic's courses focus on his specialties, immunology and the study of viruses and microorganisms. He has written numerous papers on the subject of humanoid immunoreponse, including "Immunoreponse in Exoviral Exposure Studies," delivered at Starfleet's Medical Conference of 2370.

In addition to his teaching responsibilities, Dr. Cavic continues conducting research on virology and immunology at the Academy Medical School and teaches advanced classes on these subjects there. He also works as an immunology specialist at the Academy Infirmary. Medical students interested in a research internship should contact Dr. Cavic through the Center for Academic Resources.

Dr. Cavic resides on Earth with his wife and cohusband. They have three children, the oldest of whom serves in Starfleet on Deep Space 4.

"The study of the living organism is not unlike the exploration of the galaxy. Our bodies are microcosms as vast and diverse as the stars themselves and as subject to the threat of invasion or harm. Through our study of the body and its natural defenses, we better understand how to protect ourselves against many of the biological hazards we may encounter while exploring the larger galaxy. By applying our knowledge we can preserve life against outside threats and improve the quality of life for all beings in this Federation."

DR. RANF CAVIC

Attributes

Fitness: 2
Strength -1
Coordination: 2
Dexterity +1
Intellect: 3
Presence: 2
Psi: 0

Skills

Administration (Academic) 2 (3)
Athletics (Running) 1 (2)
Command (Starfleet Training) 2 (3)
Computer (Simulation/Modeling) 1 (2)
Culture (Bolian) 1 (2)
Dodge 1
Energy Weapon (Phaser) 1 (2)
First Aid (Chemical-Biological) 2 (3)
History (Federation) 1 (2)
Languages
Bolian 2
Federation Standard 2
Law (Starfleet Regulations) 1 (2)
Life Sciences (Microbiology) 2 (3)
Medical Sciences (Immunology) 3 (4)
Personal Equipment (Medical Tricorder) 2 (3)
Planetside Survival (Jungle) 1 (2)
Shipboard Systems (Medical Systems) 2 (3)
Social Sciences (Sociology) 2
Vehicle Operation (Shuttlecraft) 1 (2)
World Knowledge (Bolarus IX) 1 (2)

Traits

Ally (Starfleet Medical) (+3), Bold (+1), Synergy (+3)
Impulsive (-1), Pacifism (Hippocratic Oath) (-2),

Courage: 4

Renown: 53

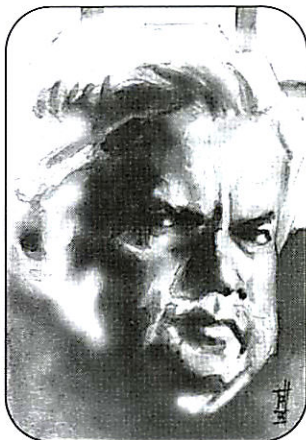
Aggression: -8 Discipline: 10
Initiative: 15 Openness: 12 Skill: 18

Wound Levels: 2/2/2/2/2/0

Story Hooks: Dr. Cavic's studies in immunology and microbiology involve many different and exotic organisms. Although lab conditions are carefully controlled, the possibility exists that an unforeseen problem could result in an unusual disease or organism getting loose and infecting people on the Academy campus. Cadets can assist Dr. Cavic's research and may become involved in helping him collect new samples of particular microorganisms for study.

DR. PAUL CHAPMAN

PROFESSOR OF SYSTEMS ENGINEERING



Dr. Chapman holds degrees in Systems Engineering from Starfleet Academy and the Daystrom Institute. Originally from Gault, Chapman served for twelve years on starships and starbases, including a tour of duty as chief engineer of the *U.S.S. Saratoga*. While aboard the *Saratoga*, he

took part in an exchange program to study Klingon engineering systems and techniques. Dr. Chapman accepted a teaching position at the Academy eight years ago. He teaches systems engineering, specializing in starship power systems.

Dr. Chapman conducts ongoing research into the design of electroplasma system waveguides and the efficient distribution and use of starship power at the Academy's school of Advanced Engineering.

Dr. Chapman lives in the San Francisco Bay area with his wife, Margaret. He collects Klingon artwork and serves on the committee that sponsors the Academy's Klingon cultural festival.

"Even when I was a boy I was fascinated by the way things worked. I always wanted to take things apart to see how they really functioned inside. I learned the trick was figuring out how to put them back together again when I was done. Engineering is nothing more or less than the study of how things work; learning to take them apart, break things down to their most basic components, and put them back together again, hopefully leaving things in better shape than you found them. By studying how other species perform these most basic of tasks we can learn a great deal about how they themselves are put together, and apply that knowledge to our own work."

DR. PAUL CHAPMAN

Attributes

Fitness: 2
Coordination: 3
Intellect: 3
Presence: 2
Psi: 0

Skills

Administration (Academic) 1 (2)
Command (Academy Training) 2 (3)
Computer (Computer Simulation/Modeling) 2 (3)
Culture (Human) 2 (3)
(Klingon) (3)
Diplomacy (Klingon Affairs) 1 (2)
Dodge 1
Energy Weapon (Phaser) 1 (2)
Engineering, Propulsion (Warp Drive) 2 (3)
Engineering, Systems (Computer Systems) 2 (3)
History (Human) 2 (3)
Languages
Federation Standard 2
Klingon 1
Law (Starfleet Regulations) 1 (2)
Personal Equipment (Engineering Tricorder) 2 (3)
Physical Sciences (Physics) 2 (3)
Planetside Survival (Desert) 1 (2)
Shipboard Systems (Power Systems) 2 (4)
Unarmed Combat (Mok'bara) 1 (2)
Vehicle Operation (Shuttlecraft) 1 (2)

Traits

Contact (Klingon captain) (+2), Innovative (+1)
Argumentative (-1), Code of Honor (Starfleet) (-4)

Courage: 5

Renown: 44

Aggression: 8 Discipline: 12
Initiative: 9 Openness: 0 Skill: 15

Wound Levels: 2/2/2/2/2/2/0

Story Hooks: Dr. Chapman makes a good mentor or academic advisor for a cadet majoring in Engineering. He tries encouraging each student to do his best and makes all of them work for their success—but he doesn't coddle his students. His research into power distribution systems could affect the power systems of the Academy campus (or simply the building which houses his lab). An unexpected power surge might cause problems with computers or holodeck systems. Dr. Chapman's interest in Klingon art and culture could involve him (and his students) with Klingon visitors to the campus, new Klingon cadets, or exchange students. Perhaps the doctor's latest acquisition has hidden value to certain interested Klingons who want to purchase or steal it.





PROFESSOR H'OKH

GUEST LECTURER IN KLINGON PHYSIOLOGY



H'okh, Son of G'nar, is a regular guest lecturer at Starfleet Academy on the topic of Klingon physiology and anatomy. H'okh is a native of the Klingon homeworld with advanced degrees in his field—equivalent to a Federation doctorate—gained from years

studying the structure of the Klingon body. H'okh's course in Klingon physiology emphasizes a hands-on approach. Examinations of holographic simulations and actual cadavers help students understand the multiply redundant systems in the Klingon body and how its structures make Klingons some of the most feared warriors in the galaxy. Professor H'okh also lectures at Starfleet Medical School on interspecies medical treatment and exoanatomy.

Professor H'okh lives and teaches on Earth for part of each year. He spends his remaining time at home in the Klingon Empire, where he also teaches and continues to further his research.

"Students! Your study of other lifeforms has prepared you for the study of one of nature's greatest achievements, the development and evolution of Klingon physiology. Forged in the fires of struggle and combat on Qo'noS, the Klingon is a survivor above all else. You will see with your own eyes the wonder of the brak'lul, touch with your own hands a Klingon heart, and understand how all these things work together to make a Klingon. Your study will be difficult but rewarding. If you are successful, you will understand the nature of the Klingon body, and something of the nature of the Klingon spirit."

PROFESSOR H'OKH

Attributes

Fitness: 3

Vitality +1

Coordination: 2

Intellect: 3

Presence: 2

Willpower +1

Psi: 0

Skills

Administration (Academic) 1 (2)

Command (Academy Training) 2 (3)

Computer (Research) 2 (3)

Culture (Human) 1 (2)

(Klingon) (3)

Dodge 2

Energy Weapon (Disruptor) 2 (3)

History (Klingon) 2 (3)

Intimidation (Bluster) 1 (2)

Languages

Federation Standard 2

Klingon 3

Law (Klingon) 1 (2)

Life Sciences (Biology) 2 (3)

Medical Sciences (Klingon Medicine) 2 (3)

Personal Equipment (Medical Tricorder) 2 (3)

Planetside Survival (Forest) 1 (2)

Primitive Weaponry (*Mek'leth*) 1 (2)

Unarmed Combat (*Mok'bara*) 1 (2)

Vehicle Operation (Shuttlecraft) 1 (2)

Traits

High Pain Threshold (+2), Patron (Klingon house) (+3)

Argumentative (-1), Code of Honor (Klingon) (-4)

Courage: 6

Renown: 40

Aggression: 12 Discipline: 10

Initiative: 2 Openness: -5 Skill: 11

Wound Levels: 4/4/4/4/4/0

Story Hooks: Professor H'okh's unique teaching style may shock some students at the Academy used to Starfleet methods and protocols. The Klingon professor works his students hard and demands both their respect and their best efforts. H'okh's ties with the Klingon Empire and the homeworld might come to the fore while teaching at the Academy. Perhaps certain Klingons consider some of the professor's research radical (since Klingons tend to disdain medical treatments). H'okh might also become involved in Klingon politics and the struggle between its different houses.

PROFESSOR WALTER HORNE

CHAIRMAN OF COMMUNICATIONS DEPARTMENT

Walter Horne has served as a Starfleet Academy instructor for more than fifty years, and chairman of the Communications Department for twenty-two of those years. The son of a Starfleet officer, Captain Thomas Horne, Professor Horne earned his bachelor's degree in Communications from Harvard University on Earth, and his masters and doctoral degrees from Cambridge University. After four years as a faculty member at Cambridge, Professor Horne accepted a teaching position at Starfleet Academy, "to teach officers a thing or two about expressing themselves clearly." He has devoted his efforts to that goal ever since, making the Academy's Communications Department a great success and encouraging all faculty members to teach cadets the importance of communication to Starfleet's operations.

In addition to his teaching, Professor Horne is the author of several renowned novels, including *The Light of Alpha III* and *The Tears of the Pleiades*. He lives in San Francisco with his family, including his ten grandchildren.

"Words are the foundation of our society and our identity. Without words we have no means of taking what we experience, what we feel, and what we think and communicating it to another being. Words are the bridge of understanding that allows us to reach outside ourselves and touch another individual, to take that which is personal and internal and make it social and external. Words led to the creation of societies and nations; they allowed us to reach the stars and create things like the United Federation of Planets, based on documents like the Articles of Federation. Words can wound and words can heal, making them greater tools than any other in Starfleet's arsenal."



PROFESSOR WALTER HORNE

Attributes

Fitness: 1
Vitality +1
Coordination: 2
Intellect: 4
Presence: 3
Empathy +1
Psi: 0

Skills

Administration (Academic) 2 (3)
Artistic Expression (Writing) 3 (4)
Charm (Influence) 2 (3)
Command (Academy Training) 3 (4)
Computer (Research) 2 (3)
Culture (Andorian) 1 (2)
(Human) (3)
(Rigelian) (2)
(Vulcan) (3)
Diplomacy (Intergalactic Affairs) 2 (3)
History (Federation) 2 (3)
Intimidation (Bluster) 1 (2)
Languages
Federation Standard 4
Vulcan 2
Law (Federation) 1 (2)
Personal Equipment (Composition PADD) 2 (3)

Traits

Allies (Starfleet officers) (+9), Commendation (literary awards) (+4)
Obsessive Tendencies (-3)

Courage: 5

Renown: 70

Aggression: -10 Discipline: 15
Initiative: 3 Openness: 12 Skill: 30

Wound Levels: 2/2/2/2/2/2/0

Story Hooks: Professor Horne is a man of considerable creativity and wisdom. He has been teaching at the Academy longer than nearly anyone else, so he knows a lot about the campus' history. Cadets can approach Professor Horne to hear first-hand about events that happened at the Academy decades ago, and will likely get a good story in the process. The Professor knows many Starfleet officers who are now captains and admirals who were once his students—he might pull some strings to help cadets with his connections. His creativity may also provide some interesting tests of communication and creative ability for his students, perhaps putting them in a situation on campus where they must communicate with a new lifeform.





PROFESSOR BRUNNEL OLAFSON

CHAIRMAN OF SYSTEMS ENGINEERING DEPARTMENT



Professor Olafson holds advanced degrees in Systems Engineering from Starfleet Academy and the Academy Advanced Research Engineering School. He has served in Starfleet for forty years, instructing at the Academy for the past eighteen years.

Previous to his assignment at Starfleet

Academy, Commander Olafson served as chief engineer aboard the *U.S.S. Endeavor* and the *U.S.S. Excalibur*. Olafson's specialty was ship systems operations—he developed several innovative techniques involving transporter systems, particularly in transporter buffer control. His quick action during a skirmish with Cardassian forces in 2352 allowed sixteen crew members from the *Excalibur* to beam to safety, despite interference from a Cardassian vessel. Olafson received a Starfleet commendation for his actions.

Since his assignment to the Academy, Professor Olafson has continued his research into transporter theory and design, developing advances in phase transition coils, pattern buffers, and biofilter systems. He received the Daystrom Medal for Engineering Excellence in 2368 in recognition of his work.

"Of the many technological marvels modern science has produced, the transporter is perhaps the most revolutionary tool for achieving the goals of the United Federation of Planets. With transporter and replicator technology, we possess sufficient control over matter to largely free ourselves from the constraints of a material culture, creating whatever we need when we need it. Still, we must not forget how easily such technology can be abused, and must use it wisely."

PROFESSOR BRUNNEL OLAFSON

Attributes

Fitness: 2

Strength +1

Coordination: 2

Dexterity +2

Intellect: 3

Presence: 2

Psi: 0

Skills

Administration (Academic) 1 (2)

Command (Academy Training) 2 (3)

Computer (Computer Simulation/Modeling) 2 (3)

Culture (Cardassian) 2 (3)

(Human) (3)

Dodge 2

Energy Weapon (Phaser) 1 (2)

Engineering, Propulsion (Warp Drive) 2 (3)

Engineering, Systems (Transporter/Replication Systems) 2 (4)

History (Human) 2 (3)

Languages

Cardassian 1

Federation Standard 2

Law (Starfleet Regulations) 1 (2)

Personal Equipment (Tricorder) 2 (3)

Physical Sciences (Physics) 2 (3)

Planetside Survival (Forest) 1 (2)

Shipboard Systems (Transporter) 2 (4)

Unarmed Combat (Starfleet Martial Arts) 1 (2)

Vehicle Operation (Shuttlecraft) 1 (2)

Traits

Bold (+1), Commendation (service award) (+2), Mathematical Ability (+3)

Code of Honor (Starfleet) (-4)

Courage: 5

Renown: 52

Aggression: 2

Discipline: 4

Initiative: 10

Openness: 6

Skill: 30

Wound Levels: 2/2/2/2/2/2/0

Story Hooks: Professor Olafson's research in transporter technology can spark any number of unusual situations or transporter accidents, like the duplication, merging, or splitting of unwitting cadets; interdimensional rifts or portals; or other unexpected effects. Olafson's service on various starships may have earned him allies among Starfleet personnel or enemies among the Cardassians.

PROFESSOR MARILYN HOSKIN

CHAIRMAN OF POLITICAL SCIENCE DEPARTMENT

Marilyn Hoskin came to Starfleet Academy from the Federation Diplomatic Corps. Professor Hoskin holds degrees in Political Science from the University of Chicago on Earth and the University of New Peking on Alpha Centauri. She served as assistant to the Federation Council representative from Alpha Centauri for four years and was later elected his successor on the Federation Council, where she served for eight years. During her tenure on the Federation Council, Professor Hoskin strongly advocated Federation unity and Starfleet's importance. She developed and supported programs to assist new species joining the Federation and smooth the integration process.

Following her departure from the Council fourteen years ago, Professor Hoskin accepted a teaching position at Starfleet Academy. The administration appointed her chairman of the Political Science Department four years ago. She has since directed the department with an emphasis on interstellar affairs and the Federation's role in governing a widely diverse collection of species and cultures. She also developed numerous internship programs for the Political Science Department with the Federation Council, the offices of the Federation President, and various planetary governments, including Alpha Centauri.

Professor Hoskin currently resides in Paris with her husband. She leads the Academy's committee on cultural diversity and works to develop new programs and activities to promote appreciation of the Federation's rich cultural heritage.

"The United Federation of Planets is the pinnacle of political development in human history. More importantly, it is also the pinnacle of Vulcan, Andorian, and Tellarite history, and



PROFESSOR MARILYN HOSKIN

Attributes

Fitness: 2

Coordination: 2

Intellect: 3

Presence: 4

Empathy +1

Psi: 0

Skills

Administration (Intergalactic) 2 (3)

Artistic Expression (Writing) 1 (2)

Charm (Influence) 2 (3)

Command (Political) 3 (4)

Computer (Research) 1 (2)

Culture (Alpha Centauri) 2 (4)

(Federation) (3)

(Human) (3)

Diplomacy (Intergalactic Affairs) 3 (4)

Fast Talk 2

History (Federation) 2 (3)

Languages

Federation Standard 3

Law (Federation Law) 2 (3)

Personal Equipment (PADD) 2 (3)

Persuasion (Debate) 2 (3)

Social Sciences (Political Science) 3 (4)

World Knowledge (Alpha Centauri) 2 (3)

(Earth) (3)

Traits

Contacts (political) (+1), Shrewd (+1)

Fanatic (Federation ideals) (-3)

Courage: 4

Renown: 82

Aggression: 6

Discipline: 17

Initiative: 7

Openness: 20

Skill: 32

Wound Levels: 2/2/2/2/2/2/0

Story Hooks: Professor Hoskin firmly believes in the importance of traditional Federation and Starfleet values, and is quite vocal about her opinions. She opposes the current trend at the Academy toward developing elite cadet groups like Red Squad, since she feels they violate the principles on which the Academy and Starfleet were founded.

Professor Hoskin still has friends in the Federation government, and probably a few enemies from her political career. Her views or her past might make her the target of violence or an attempt to damage her career. Her proximity to the President's office in Paris also makes her a possible target for a kidnapping or similar politically motivated crime.





PROFESSOR CHARLES NOVAKOVICH

Attributes

Fitness: 3

Coordination: 2

Intellect: 3

Presence: 2

Empathy +2

Psi: 0

Skills

Administration (Academic) 1 (2)

Artistic Expression (Writing) 1 (2)

Athletics (Climbing) 1 (2)

Command (Academy Training) 3 (4)

Computer (Research) 1 (2)

Culture (Human) 2 (3)

(Primitive Species) (4)

Energy Weapon (Phaser) 1 (2)

History (Federation) 2 (3)

Languages

Federation Standard 3

Law (Federation) 2 (3)

Personal Equipment (Tricorder) 2 (3)

Persuasion (Debate) 1 (2)

Planetside Survival (Plains) 3 (4)

Search 3

Social Sciences (Anthropology) 2 (4)

(Archaeology) (3)

Vehicle Operation (Ground Vehicles) 1 (2)

(Shuttlecraft) (2)

World Knowledge (Areolus V) 2 (3)

(Earth) (3)

Traits

Excellent Metabolism (+1), Species Friend (Areolus V) (+2)

Dark Secret (violated the Prime Directive) (-2)

Courage: 4

Renown: 64

Aggression: 5

Discipline: 5

Initiative: 14

Openness: 12

Skill: 28

Wound Levels: 3/3/3/3/3/0

Story Hooks: Professor Novakovich is a well traveled man who has visited many worlds in his time. His studies in anthropology and archaeology take him on extended trips away from the Academy and into the field. He often brings cadets along, giving them a chance to study an alien culture while carefully maintaining the Prime Directive.

Unknown to cadets, Prof. Novakovich violated the Prime Directive himself once. He gave medical assistance to inhabitants of a village

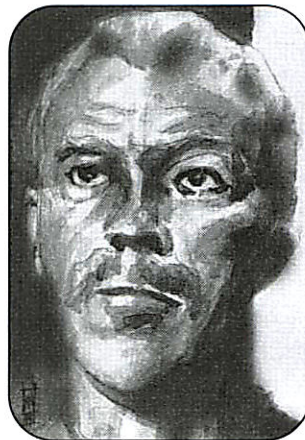
on Areolus V, which endeared him to them and allowed him to explore their culture more directly. Starfleet Command reprimanded him, and eventually allowed him to teach at the Academy; the records of his court martial trial remain sealed.

The Professor also keeps an extensive personal collection of artifacts and trinkets he has brought back from other worlds. Any one of these might contain hidden secrets and dangers merely awaiting something to trigger them. For example, a crystalline artifact might be an alien egg or could contain unknown matrix structures that stimulate psionic abilities.

in the history of over a hundred different species. For each world that becomes a part of this most incredible institution, the Federation represents the result of millions of years of cultural and social evolution to reach this point, a pinnacle where diverse species and cultures can work together for their mutual benefit. The task of creating and sustaining our Federation is a great challenge, but not a challenge that is beyond our abilities. We have the support of all our predecessors and ancestors, who stand behind us and offer the assistance of their successes and their failures, the wisdom of thousands of years across hundreds of worlds. All we need to do is listen to the lessons they have to teach us, and then do what we feel is right."

PROFESSOR CHARLES NOVAKOVICH CHAIRMAN OF ANTHROPOLOGY DEPARTMENT

Charles Novakovich holds degrees in Anthropology and Archaeology from the University of New Paris and the University of Meezan IV. He's studied many cultures on more than a dozen planets, including Alpha Carinae V, the Aolian Cluster, Armus IX, and Ligon II. Professor Novakovich wrote a series of papers supporting Hodgkin's Law of Parallel Planet Development based on his research. He concluded that a similarity in biology between humanoid lifeforms, coupled with similarities in environment, led to the



development of similar patterns in otherwise alien cultures with no previous contact.

Following an extended four-year field study of the primitive inhabitants of Areolus V, Professor Novakovich wrote a book on his experiences with the Areolans and began teaching at Starfleet Academy, with occasional sabbaticals to continue his research. The professor offers internships for cadets interested in performing extended field research but requires a minimum one-semester commitment, and cadets must continue to maintain their other studies while in the field. Interested cadets should contact the Center for Academic Resources.

"It is often a misconception that the Federation's advanced species have little or nothing to learn from more 'primitive' life-forms inhabiting planets throughout the galaxy. While it is quite important for the Federation to protect the rights of these life-forms to develop and evolve in their own good time, this is not to say we cannot learn from them. These cultures often demonstrate remarkable wisdom and development. They also provide us with a window into what the past of our own cultures may have been. The inhabitants of Mintaka III, for example, are quite like the history of Vulcan thousands of years ago. By better understanding these other cultures, we may better understand ourselves and the paths that brought us here."

COMMANDER HANS ZAKARIAN

PROFESSOR OF STARFLEET SCIENCES



Over the course of his thirty-year career in Starfleet, Hans Zakarian has visited dozens of worlds and led away missions in environments ranging from desert heat to Arctic cold, the Rocky Mountains to overgrown jungle. His service aboard the *U.S.S. Rutledge*, aiding

Federation citizens on the Setlik III outpost, earned him a commendation and promotion.

COMMANDER HANS ZAKARIAN

Attributes

Fitness: 2
 Vitality +2
 Coordination: 2
 Intellect: 3
 Logic +1
 Presence: 3
 Willpower +1
 Psi: 0

Skills

Administration (Academic) 2 (3)
 Command (Academy Training) 2 (3)
 Computer (Programming) 2 (3)
 Culture (Human) 1 (2)
 Dodge 2
 Energy Weapon (Phaser) 2 (3)
 Languages
 Cardassian 2
 Federation Standard 3
 Law (Starfleet Regulations) 2 (3)
 Life Sciences (Botany) 1 (2)
 Personal Equipment (Tricorder) 2 (3)
 Planetside Survival (Jungle) 3 (5)
 Shipboard Systems (Mission Ops) 2 (3)
 Starship Tactics (Cardassian) 2 (3)
 Streetwise (Locate Contraband) 1 (2)
 Unarmed Combat (Starfleet Martial Arts) 2 (3)
 Vehicle Operation (Ground Vehicles) 1 (3)
 (Shuttlecraft) (2)

Traits

Alertness (+2), Commendation (UFP Medal of Honor) (+3),
 Promotion (Commander) (+10)
 Code of Honor (Starfleet) (-4), Obligation (Zeela) (-2)

Courage: 7

Renown: 57

Aggression: 12 Discipline: 12
 Initiative: 13 Openness: 4 Skill: 16

Wound Levels: 4/4/4/4/4/0

Story Hooks: Commander Zakarian suffers from allergies to certain forms of pollen, which cause him to sniffle and sneeze in certain environments. Behind his back, cadets often refer to him as "Sneezy"—though they're careful he doesn't overhear them. Zakarian refuses to take any medication for this condition, insisting it is merely another example of how to survive hardships. Before his posting to the Academy, Zakarian assisted Zeela Dorrek (see "Locals" below) and her mother in escaping from Cardassian space. He feels responsible for Zeela and tries to look after her. He taught her wilderness survival, and sometimes sends cadets he likes to meet her and learn from her.





Shortly thereafter Zakarian accepted a position at Starfleet Academy teaching cadets Starfleet skills, notably Planetary Survival. He has been an instructor at the Academy for more than twenty years, and continues to pass on his knowledge and experience to new cadets.

"For all the great technology and resources at the command of Starfleet, crew members often find themselves with nothing more to rely on than their training, experience, and the natural resources they can find around them. It is vital for Starfleet officers to know how to survive under such conditions, and how to assist others to help them endure. Better for students to learn some harsh lessons in survival at the Academy than to learn them out in the field after graduation."

ADMINISTRATIVE STAFF

In addition to its fine teaching staff, Starfleet Academy benefits from the leadership of some of the finest officers in Starfleet.

SUPERINTENDENT GEORGE FOSTER

The current Superintendent of Starfleet Academy was promoted to the post in 2371. Admiral Foster was formerly the commanding officer of the *U.S.S. Valiant* on its ten-year exploration mission on the Federation frontier.

Born in 2301, Foster entered Starfleet Academy in 2319, where he took honors in tactics and diplomacy and graduated as valedictorian of his class in 2323. He attained the rank of captain at age 33 and performed numerous exploration missions for Starfleet. In 2360 Captain Foster assumed command of the *U.S.S. Möwe* for its exploration mission.

During this time the *Möwe* encountered and established relations with several new



SUPERINTENDENT GEORGE FOSTER

Attributes

Fitness: 2

Vitality +1

Coordination: 2

Intellect: 3

Presence: 4

Willpower +1

Psi: 0

Skills

Administration (Academic) 2 (3)

(Starship Administration) (4)

Command (Starship Command) 4 (5)

Computer (Programming) 1 (2)

Culture (Human) 2 (3)

Dodge 2

Energy Weapon (Phaser) 2 (3)

History (Human) 1 (2)

(Federation) (2)

Languages

Cardassian 2

Federation Standard 3

Romulan 1

Law (Starfleet Regulations) 2 (3)

Personal Equipment (Tricorder) 1 (2)

Planetside Survival (Mountain) 2 (3)

Shipboard Systems (Flight Control) 2 (3)

Unarmed Combat (Starfleet Martial Arts) 2 (3)

Vehicle Operation (Shuttlecraft) 2 (3)

World Knowledge (Earth) 1 (2)

Traits

Commendations (Preantares Ribbon of Commendation, UFP Medal of Valor) (+4), Innovative (+1), Promotion (Admiral) (+21), Resolute (+3)

Code of Honor (Starfleet) (-4)

Courage: 7

Renown: 85

Aggression: 5

Discipline: 25

Initiative: 14

Openness: 8

Skill: 32

Wound Levels: 3/3/3/3/3/0

Story Hooks: Superintendent Foster is an important figure in an Academy series: the ultimate authority cadets must face. The Admiral is an "old school" Starfleet officer and a strict disciplinarian, but not unbending or without sympathy. He expects the best from cadets and voices his disappointment when they fail to apply themselves. Cadets respect him, but also worry about earning his approval. The Narrator can use the Superintendent as a foil for a cadet Crew, offering them some leeway and help when they're on the right track, discipline and demerits when they're not.

species, fought minor skirmishes with Cardassian forces, charted and explored dozens of star systems, and gathered substantial data for Starfleet. Upon the *Möwe's* return to McKinley Station for a systems upgrade, Captain Foster was offered a promotion and the position of Academy Superintendent based on his skillful leadership and his unswerving devotion to Starfleet's ideals. The Federation has decorated Admiral Foster on numerous occasions. He received the Starfleet Medal of Honor, the Legion of Honor, and a Decoration for Gallantry.

Foster believes every Academy experience prepares one for future service to the Federation. He realizes one doesn't always learn through success—many times failure proves the better learning tool and gives a cadet more time for introspection and self-evaluation. He feels a cadet's years at the Academy foreshadow his future performance in and dedication to Starfleet. Superintendent Foster encourages the highest levels of excellence among students, knowing their experiences here not only prepare them for Starfleet duties, but strengthen their moral characters, hone their thinking processes, and forge exceptional officers.

"Although I am a newcomer to the Starfleet Academy staff, I feel in many ways as if I never left these halls. All my years serving in space remind me of the skills I first learned in my years as a Starfleet cadet. Without the training and experience given to me by my Academy instructors, I would not have achieved what I did as an explorer and a representative of the Federation. As Superintendent it is my goal to uphold the same values I learned when I was a cadet: honor, knowledge, and excellence."

TAC OFFICER CHANG

Lieutenant Commander Sun Chang is one of many Starfleet officers in charge of testing Academy applicants for admission to Starfleet Academy. The testing officer must prepare applicants for their various tests, then ensures those tests are administered in a fair and consistent manner that admits only the most worthy candidates to the Academy. Tac Officer Chang is assigned to the Federation Starbase

TAC OFFICER CHANG

Attributes

Fitness: 2
Strength +1
Coordination: 2
Dexterity +1
Intellect: 2
Presence: 2
Empathy +1
Psi: 0

Skills

Administration (Starbase) 2 (3)
Athletics (Paresis Squares) 1 (2)
Command (Academy Training) 2 (3)
Computer (Holosimulations) 2 (3)
Culture (Human) 1 (2)
Dodge 2
Energy Weapon (Phaser) 2 (3)
Engineering, Systems (Security) 1 (2)
History (Human) 1 (2)
Languages
Federation Standard 2
Law (Starfleet Regulations) 2 (3)
Personal Equipment (Tricorder) 2 (3)
Physical Sciences (Physics) 1 (2)
Planetside Survival (Urban) 1 (2)
Security (Security Systems) 2 (3)
Shipboard Systems (Tactical) 2 (3)
Unarmed Combat (Starfleet Martial Arts) 2 (3)
Vehicle Operation (Shuttlecraft) 1 (2)
World Knowledge (Quincy II) 1 (2)

Traits

Promotion (Lieutenant Commander) (+6), Shrewd (+1)
Code of Honor (Starfleet) (-4)

Courage: 5

Renown: 25

Aggression: 0 Discipline: 10
Initiative: 5 Openness: 4 Skill: 6

Wound Levels: 2/2/2/2/2/0

Story Hooks: Lieutenant Commander Chang (or someone very like him) is the first Academy representative prospective cadets meet. He must test them to their limits and find out if they have what it takes to become Starfleet officers. Narrators can start an Academy series with the characters going through their entrance examinations. Alternatively, a cadet character's entrance exams can make an interesting flashback scene for an Academy or even a regular *Star Trek* series, particularly if something during the exams left a strong impression on the character.





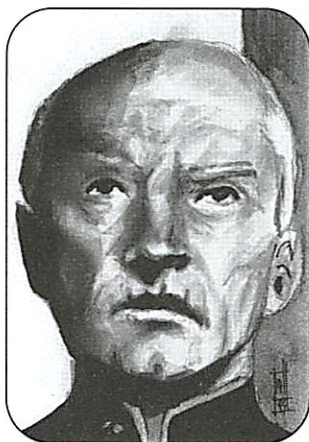
on Relva VII, one of the regional testing facilities for the Academy.

"My job is a difficult one. Many people seek to become Starfleet cadets, but only a few will be chosen. It is my job to ensure the Academy accepts only the best. It is a job I do with pride, but it can often be difficult to

choose which applicants to accept and which to turn away. To those applicants who have come this far, I say congratulations, you have already achieved a great deal. To those applicants who are not chosen, I hope you will choose to apply again. Some of the finest officers in Starfleet were not accepted into the Academy on their first attempt. I myself tested twice before succeeding on my third attempt. Becoming a cadet is not an easy task, but nothing worthwhile ever is."

COUNSELOR JEV DONARRA

Commander Jev Donarra, Academy Counselor, oversees the mental and emotional well-being of Academy cadets. He helps ensure that their time at the Academy gives them the experience needed to make them healthy and capable Starfleet officers. Counselor Donarra hails from the



88 Federation colony world of Rokev III. He is half-Betazoid, a graduate of the University of Betazed with a degree in Psychology, and a graduate of Starfleet Academy. He served as Counselor aboard several Starfleet ships and starbases, including the *U.S.S. Hermes*, before accepting his current position at the Academy.

Commander Donarra has published several papers on counseling Starfleet personnel and the unique challenges they face. He works

COUNSELOR JEV DONARRA

Attributes

Fitness: 2
Coordination: 2
Intellect: 3
Presence: 3
Empathy +1
Psi: 3
Focus +1

Skills

Administration (Personnel) 2 (3)
Athletics (Swimming) 1 (2)
Charm (Influence) 2 (3)
Computer (Holosimulations) 2 (3)
Culture (Human) 1 (2)
Dodge 1
Energy Weapon (Phaser) 1 (2)
First Aid (Human) 1 (2)
History (Federation) 1 (2)
Languages
Betazoid 2
Federation Standard 2
Law (Starfleet Regulations) 2 (3)
Medical Sciences (Psychology) 3 (4)
Personal Equipment (Medical Tricorder) 1 (2)
Persuasion (Counseling) 3 (4)
Planetside Survival (Urban) 1 (2)
Receptive Empathy 4
Shipboard Systems (Medical) 1 (2)
Unarmed Combat (Starfleet Martial Arts) 1 (2)
Vehicle Operation (Shuttlecraft) 1 (2)
World Knowledge (Rokev III) 1 (2)

Traits

Mixed Species Heritage (+6), Promotion (Commander) (+10)
Code of Honor (Hippocratic Oath) (-2), Pacifism (-3)

Courage: 5

Renown: 45

Aggression: -8 Discipline: 5
Initiative: 7 Openness: 13 Skill: 12

Wound Levels: 2/2/2/2/2/2/0

Story Hooks: Counselor Donarra is a useful ally for cadet characters in an Academy series. The Counselor is sympathetic to the needs of cadets and willing to keep information confidential. Cadets can go to him with their problems, giving the Narrator a "voice" with which to offer advice and guidance to the players. For example, a cadet faced with a moral dilemma can speak with Counselor Donarra, who outlines the problem and the character's choices.

BOOTHBY

Although not a member of the academic or administrative staff, Boothby is a fixture at Starfleet Academy. He's the groundskeeper and friend to many homesick and overworked cadets. Boothby's exact age, even his species, isn't certain, and he prefers not to talk about himself. He appears as a human of advanced years, and he's been working as the groundskeeper at the Academy for at least fifty years, if not longer. Even cadets who knew Boothby back in those days described him as an old man. Some suspect he may be an El-Aurian because of his advanced age and natural ability to get people talking about themselves but, again, Boothby isn't telling.

Boothby's official duties at the Academy include maintaining the appearance of the grounds, including the trees, grass, and various flowerbeds. He does most of this work by himself, seemingly tireless in his efforts. He constantly grumbles about how disrespectful cadets always mess up his carefully tended grounds. Boothby also works in the Academy's gardens and greenhouses, caring for many of the exotic plants there. Some say he knows every leaf, stem, and flower of every plant on the Academy grounds.

Unofficially Boothby is a friend, counselor, advisor and sounding board for many cadets. Those who take the time to get past his gruff and grouchy exterior find Boothby a constant source of wisdom and information about Academy history. He's aided cadets in trouble in the past, usually by helping them listen to their own inner voice telling them to do what is right.

Boothby is an excellent character to serve as the "voice" of the Narrator in an Academy series. The old man can turn up from time to time offering helpful advice and guidance to cadets when they're having difficulties. Narrators should use Boothby to guide characters subtly, by giving them someone to talk to and help organize their thoughts. Boothby shouldn't solve a cadet's problems, and he's usually too busy to deal with trivialities, but somehow he's always there when cadets really need him. Narrators should play him like a grouchy Zen master, dispensing advice and helping characters think for themselves. If the Narrator wishes, Boothby can occasionally display unusual knowledge or insight. Whether this comes from some special ability or merely years of experience dealing with cadets should be left as a mystery for the players to wonder about.

Attributes

Fitness: 2
Coordination: 2
Intellect: 3
Perception +1
Presence: 4
Empathy +1
Psi: 0

Skills

Artistic Expression
(Gardening) 1 (5)
Culture (Human) 3 (4)
Gaming (Three-dimensional Chess) 2 (3)
History (Human) 2 (3)
Languages
Federation Standard 2
Life Sciences (Botany) 2 (3)
Persuasion (Storytelling) 3 (4)
Vehicle Operation (Ground Vehicles) 1 (2)
World Knowledge (Earth) 2 (3)

Traits

Contacts (Starfleet) (+10)
Argumentative (-1), Obsessive Tendencies (Groundskeeping) (-3)

Courage: 2

Renown: 4

Aggression: 0	Discipline: 0	
Initiative: 1	Openness: 3	Skill: 0



closely with instructors from the Academy's Psychology Department and a trained staff of therapists at the Academy's Counseling Center.

"The creation of a Starfleet officer requires much more than simply imparting facts and skills. It is a process, a molding of the mind and personality of a young cadet into a capable and confident officer. This requires skill in guiding the emotional and social aspects of a student as much as the physical and intellectual aspects. Training at the Academy can be one of the most exciting and challenging experiences of a cadet's life. It can also be one of the most stressful, as cadets are exposed to so

many new ideas, new experiences, and new challenges. My job is to help cadets deal with this stress in a positive and constructive manner."

LOCALS

In this portion of our guide we asked Starfleet cadets to comment on individuals and places of importance to them during their time at the Academy. New students can use this information from these senior cadets to enhance their own experience at the Academy.



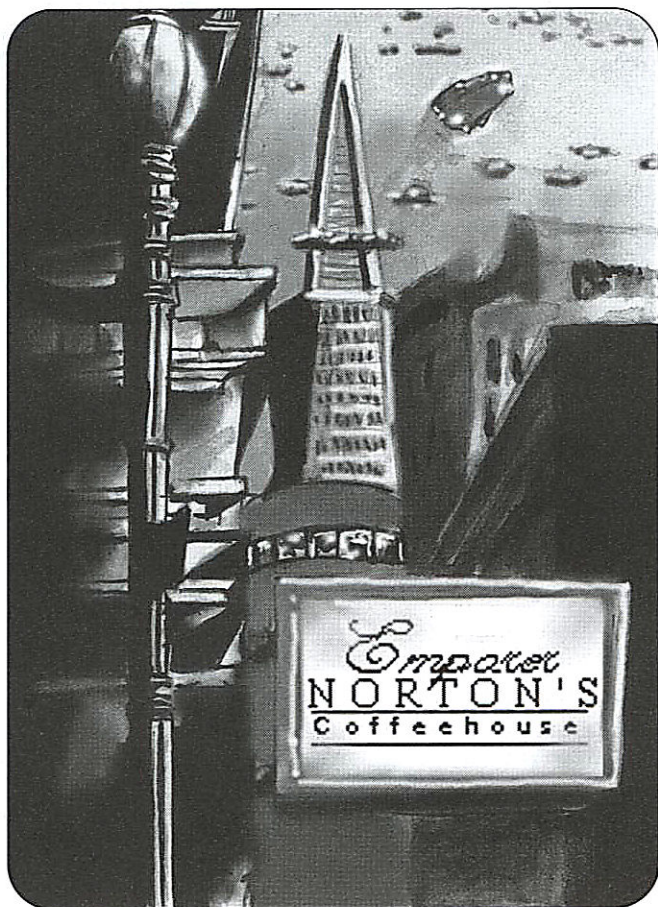


NORTON

By CADET NUMIS VEN

I don't know Norton's full name (if he actually has one), but I still feel like I've known him all my life. He runs a coffeehouse in San Francisco called "Emperor Norton's Coffeehouse," named for some obscure political figure from Earth history, not Norton himself. It's tucked away in a quiet part of the city, among the hills and winding roads. It's a quiet place to get away from the Academy campus. You can sit and read, study, listen to the musicians who often come to play there, and enjoy the food and drink Norton serves along with his warm hospitality.

Norton introduced me to the Earth beverage known as coffee, and he seems to know everything about it in all its many forms. "Coffee is the true power source of Starfleet," he says with a wink. Norton's serves forty different varieties of coffee, along with snack foods and things like that. The menu always



NORTON

Attributes

Fitness: 2

Coordination: 2

Intellect: 2

Presence: 3

Empathy +1

Psi: 0

Skills

Charm (Influence) 2 (3)

Culture (El-Aurian) 2 (3)

(Human) (3)

(Klingon) (3)

Dodge 2

History (Federation) 2 (3)

Languages

El-Aurian 3

Federation Standard 3

Klingon 2

Law (Federation) 1 (2)

Merchant (Restaurateur) 2 (3)

Persuasion (Counseling) 2 (3)

World Knowledge (Earth) 2 (3)

(Qo'noS) (3)

Traits

None

Courage: 3

Renown: 11

Aggression: 0

Discipline: 0

Initiative: 3

Openness: 6

Skill: 2

Wound Levels: 2/2/2/2/2/2/0

Game Use: Norton's coffeehouse provides a local hangout for Starfleet cadets to meet outside the campus. It can become a regular "set" for an Academy series, serving as the second home for a Crew of cadet characters. Norton himself is an El-Aurian, a "listener" with a fine ear for other people's problems. He's always willing to hear whatever the guests of his establishment have to say, good or bad, and he does his best to make everyone feel welcome. Norton is hundreds of years old, and traveled a lot before settling in San Francisco. Cadets who ask the right questions might discover that he visited Earth and met the real Emperor Norton in the 19th century. He knows about many different worlds and cultures. He may be able to offer cadets unexpected insights that could help them with their studies or other problems.

changes based on whatever Norton feels like making that particular day. He prepares much of the menu himself with the help of a small staff.

A lot of cadets I know like Norton's because it's a quiet place to study and relax. I especially like it because of Norton. He has a way of making you feel welcome, like you're a real guest, and he's always asking everyone how they are and what's going on with them. He seems to know everyone who comes into his establishment by name. If he doesn't know you, he makes it his business to introduce himself. I always sense such good feelings from him, although I admit I've never been able to pick up any more than that. I've wondered a few times if Norton might be empathic himself, but he's never said one way or another.

If you're looking for a nice place to come and relax off campus, give Norton's a try. And be sure to try the vanilla French roast—it's the best!

SANDRINE

BY CADET TOM PARIS

Sandrine is a local treasure, and so is her place in Marseilles, a little wharfside bistro called Chez Sandrine. Sandrine's family has owned the place for more than 600 years, since the 18th century, and it's full of history and atmosphere. There's a traditional-style pool table there (along with plenty of expert pool-hustlers, so watch out!). Sandrine has amazing taste in spirits of all kinds; she especially knows her wines. And the food! If you're getting tired of the replicated stuff, you can chow down on some real food at Sandrine's, prepared by some of the best cooks around. They make a really great steak here, along with just about anything else you might want.

The place isn't exactly as "respectable" as some of the hangouts you'll find near Starfleet bases. If you come in wearing a cadet's uniform, some of the locals are going to think you're an easy mark for a con or something similar. Just pay no attention to them and don't agree to buy anything and you'll be fine. Casual dress is better if you want to blend in.

If you can do some of your Starfleet skills training in Paris, or you're willing to spend a few transporter credits to have a truly unique experience, you should check this place out. Just tell Sandrine that Tom sent you.

ZEELA DORREK

BY CADET GERARD LYNCH

They told me to expect the unexpected when I took my first Starfleet Academy exams, and they were right. I certainly never expected to spend time visiting some of the beautiful nature spots on Earth, then meet a Cardassian who knew them better than I did. I'm from Denaris II, a planet with some beautiful foliage

SANDRINE

Attributes

Fitness: 2

Coordination: 2

Dexterity +1

Intellect: 2

Presence: 3

Empathy +1

Psi: 0

Skills

Charm (Influence) 2 (3)

Culture (Human) 1 (2)

Dodge 1

History (Federation) 1 (2)

Languages

Federation Standard 2

French 3

Law (Federation) 1 (2)

Merchant (Restaurateur) 2 (3)

Persuasion (Counseling) 2 (3)

Streetwise (European Underworld) 2 (3)

World Knowledge (Earth) 1 (2)

Traits

Sexy (+2)

Courage: 3

Renown: 8

Aggression: 3

Discipline: 0

Initiative: 0

Openness: 5

Skill: 0

Wound Levels: 2/2/2/2/2/2/0

Game Use: Sandrine's is well off the beaten track for Academy cadets, but no farther than a single transporter trip. The bistro allows cadets to slip out of their uniforms, escape the strict regulations of Starfleet, and unwind for a while, provided they don't get involved in anything shady that might be going on. The bistro is populated by a lot of colorful characters, providing players with some fun roleplaying opportunities.





in its tropical zone, where our colony is located. Although San Francisco is nice, I really wanted to visit Earth's Amazon jungle, which is similar in many ways to my homeworld. I inquired with Professor Zakarian and he directed me to Zeela.

She is a Cardassian, like I said. Her father was a gul with the Seventh Order who defected from Cardassia during the conflict with the Federation. He managed to smuggle his family out of Cardassian space, but he himself was killed trying to escape the authorities. Zeela and her mother were debriefed by Federation authorities and chose to settle on Earth. Zeela was only a child then, so she grew up among humans. I guess it couldn't have been easy, being separated from Cardassian society and unable to return, even after the conflict was over.

Like me, Zeela preferred a warm climate. She often visited Earth's tropics and became quite well acquainted with them. She has served as a professional guide for those who wanted to visit the jungles, and she offered to help guide me. The week we spent in the wilderness was one of the most amazing I've ever experienced. I learned as much from Zeela as I ever did in Planetary Survival class, and I found out she'd actually studied independently with Professor Zakarian. She'd even thought about applying to Starfleet Academy, but she didn't think she could handle dealing with other Cardassians as a Starfleet officer.

Last I knew Zeela still spent time in San Francisco occasionally. If you're ever looking for a guide to the out-of-the-way places on Earth, ask Professor Zakarian about her.

ZEELA DORREK

Attributes

Fitness: 3

Vitality +1

Coordination: 2

Dexterity +1

Intellect: 2

Perception +1

Presence: 2

Psi: 0

Skills

Animal Handling (Horse) 1 (2)

Culture (Federation) 1 (2)

Dodge 2

First Aid (Herbal Remedies) 1 (2)

History (Federation) 1 (2)

Languages

Cardassian 2

Federation Standard 3

Life Sciences (Botany) 1 (2)

Persuasion (Storytelling) 1 (2)

Planetside Survival (Jungle) 2 (3)

Primitive Weaponry (Bow) 2 (3)

Riding (Horse) 2 (3)

Streetwise (Scrounging) 1 (2)

Unarmed Combat (Wrestling) 1 (2)

World Knowledge (Earth) 2 (3)

Traits

Alien Upbringing (+1), Toughness (+2)

Courage: 3

Renown: 15

Aggression: 2

Discipline: -4

Initiative: 3

Openness: 3

Skill: 3

Wound Levels: 4/4/4/4/4/4/0

Game Use: Zeela Dorrek should be a conundrum to most cadets: a Cardassian woman exiled from her home, raised among humans, and fascinated with the wild places of Earth. Zeela is a skilled guide and survivalist, and Professor Zakarian (or another friends of hers at the Academy) might recommend her services to the cadets. Zakarian might also enlist her as an assistant or guest teacher for a course in jungle survival. Zeela tolerates other people, but she prefers they judge her on her actions, not on the fact she is Cardassian. Meeting her could be an important lesson in tolerance for new cadets.

CREATING ACADEMY CADETS

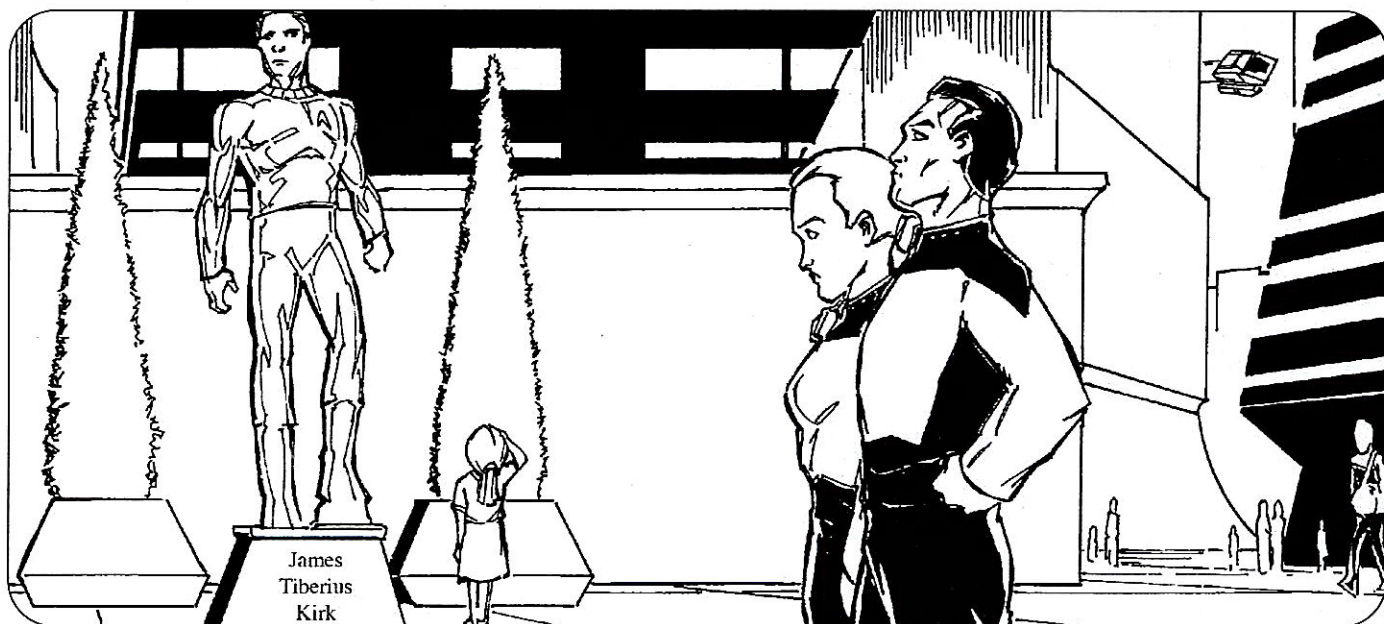
In the past you may have played Vulcan science officers, Tellarite engineers, or human captains, but at Starfleet Academy you build your character from the ground up. You start at the beginning of your career, developing the skills and abilities that will one day serve you well as Starfleet officers. For now you'll be playing "plebes," fresh-faced, expectant, and more than a little "green," at Starfleet Academy. Camaraderie, brash youthfulness, and a little help from the groundskeeper replace your lack of experience. Your skill, aptitude, and willingness to better yourself got you into Starfleet Academy, and those same traits will help you succeed in your adventures.

Many of you will play "wet behind the ears" kids from across the Federation, looking to take their first steps into a world of excitement and adventure. Others may have already grown up as part of a dangerous or taxing childhood. Some may come from a long line of distinguished Starfleet officers. Whether your character is a reflective idealist, a cautious defender, or a flamboyant romantic, you can be assured that your years spent attending Starfleet Academy will be memorable ones!

CHARACTER CREATION

As with any *Star Trek: The Next Generation* game setting, players should begin the character creation process with a firm concept. In a typical series, you create a character based on your con-





cept—if you want a capable science officer, you choose the science officer Overlay and buy a lot of science skills. You start with an idea of who your character is, then go back and create his past. How did your science officer become an expert in planetology? What kind of adventures did he have prior to starting play? In an Academy series you start with a blank slate, and through play establish who your character will be.

Who is your cadet? Why did he enroll at the Academy? What does he want to do in Starfleet? These are important questions to answer before you begin creating your character. Think about your character's hopes and aspirations. This can involve your character's eventual goals—one day to be a starship captain, engineer, or diplomat—or your character's outlook—perhaps you joined Starfleet to better yourself, or to challenge your abilities. This concept should guide you during your character's years at the Academy, determining the choices you make, from your class schedule to the choices you make during play.

When roleplaying your Academy days, you're not limited to your initial concept; you can always change your initial concept as you play. This is the time for you to experiment, where every experience shapes your development. You might begin your career at the Academy intending to become a security officer, but discover over the course of the series

that you'd prefer to go into the sciences. You can always make a midcourse correction and choose a different major. Similarly, your choices during play can affect your academic career. B'Elanna Torres discovered she didn't like the Academy's rules and regulations and eventually dropped out, while Cadet Kirk participated in the Axanar peace mission and earned a commendation. The Academy is all about self-discovery, about the choices you make and how they affect your development.

But it's not all looking forward to the day your character receives a commission in Starfleet. Your character has already done a fair amount of living and has had many childhood experiences. Who are your parents? Where did you grow up? What did you study in the 24th-century equivalent of high school? Perhaps your parents were Starfleet officers, and you grew up moving from starship to starship. Then your cadet might already know a fair amount about Starfleet. Your character, despite his young age, should also have a fully fleshed out personality. Do you like to play sports? Do you hate broccoli? Are you a whiz with computers? All these elements tell you who you are.

After deciding on an initial concept, you can begin to create your character. As with generating characters for play with *Star Trek: The Next Generation RPG*, players follow a multistep process. You will be asked to make decisions based on your character concept

and will receive Development Points to spend on your character's attributes, skills, advantages, and disadvantages.

1) Select a species Template. This defines your general physical and mental characteristics, as well as providing skills common to a member of your species. Note these down on your character sheet. You can find Templates in the *Star Trek: The Next Generation* Core Rulebook (pages 64–65), or in one of Last Unicorn Games' numerous supplements. Check with your Narrator on the suitability of your selection; nearly all applicants to Starfleet Academy must be members of the Federation, although, with the Narrator's approval, there are some exceptions.

2) Choose your personality archetype. Typically, when creating a character, you next choose an Overlay (see *ST: TNG* core rulebook page 63). This represents your character's profession—science officer, engineer, doctor—and provides you with the skills to perform those duties. When creating an Academy cadet, however, do not select an Overlay. Your character is at the beginning of his career in Starfleet, and thus doesn't yet have the skills necessary for the job.

Because cadet characters do not start play with an Overlay, they don't have many of the skills needed for a typical *TNG* episode. This stage of character creation gives you a few additional Development Points to spend on skills tied to your character's disposition. An adventurous experimenter, for example, may have dabbled in the sciences or engineering (perhaps devouring technical journals, or winning a science prize at school), while a cautious defender could have picked up a bit of boxing (and stood up to bullies on the playground). Your personality archetypes should conform to your initial character concept.

3) Create your character's Background. Select skills from pages 70–71 of the

ST:TNG Core Rulebook to reflect your character's experiences prior to attending Starfleet Academy. During this Early Life History phase you are allotted 5 Development Points to spend, in addition to points added for any disadvantages you take. Players should not choose Background packages for Academy Life, Cadet Cruise, or Tour of Duty Those haven't happened, yet.

THE PERSONALITY ARCHETYPE

To round out characters prior to play, select a personality archetype to help define your persona. Are you a brash explorer, eager to seek out the undiscovered, heedless of the dangers? Or are you a tireless mediator, working until the job is done, resolving conflicts through talk? These archetypes provide a broad basis to frame your character's personality and dictate what additional skills and traits you may purchase. The personality archetypes are divided into two parts: Aspect and Focus.

Aspect describes your character's personality, ranging from adventurous to cautious, to egotistical and tireless. Intentionally broad, the Aspect provides you with a general guideline as to your disposition. Your Aspect helps determine what traits your character may possess.

Focus provides your character's driving motivation. Like your Aspect, Focus is broad, providing a model for you to mold your character around—analyst, defender, leader. Your Focus determines your character's skills.

To create your character's personality archetype, select one Aspect and one Focus, such as tireless analyst or egotistical misfit. Once you have determined your character's personality archetype you may spend a total of five Development Points on the combined list of advantages, disadvantages, or skills listed between the Aspect and Focus Overlays. 95

Example: Don sits down to create his Academy cadet, a young Andorian. He envisions his character as a Brash Misfit, continuously looking for his next adventure (and making one up if he can't find one), but not quite fitting in with the rest of the crowd. He decides being brash is





ASPECTS

Adventurous
Ambitious
Brash
Calm
Cautious
Cold
Crusty
Disciplined
Egotistical
Ingenious
Inquisitive
Maverick
Nurturing
Romantic
Tireless
Traditionalist
Strategist
Survivor

FOCI

Analyst
Athlete
Caretaker
Defender
Doer
Experimenter
Explorer
Fighter
Gambler
Humanist
Investigator
Leader
Mediator
Misfit
Rebel
Scamp

what makes him a misfit. Looking over the Personality Overlays, Don starts spending Development Points: From his Aspect Overlay, Don spends 1 DP on Bold (he wants to get to the action) and 1 DP on Cultural Flexibility (he's open to new experiences); from the Focus Overlay, Don chooses to spend 3 DP on Athletics—his cadet tries to gain acceptance through athletics. Don's spent a total of 5 Development Points between the two Overlays. Looking over the options under his Aspect, Don decides to take a disadvantage—Cocky—for an extra 2 DP. He spends these to buy up his Fitness by one point (listed on the Focus Overlay).

If none of the available Aspects or Foci are appropriate for your character concept, speak with your Narrator about creating or designing your own.

Some players may prefer to develop their character's personality through the course of roleplaying, rather than allowing the rules to predefine it. Although the rules encourage you to choose your character's personality prior to

starting play, this need not be a straightjacket to your roleplaying. It is important to remember that you determine your character's behavior during a game session, not by some arbitrary entry on your character sheet. Will you react with cautious optimism when the Ferengi DaiMon offers a truce, or will you be suspicious? Your answer should come out your understanding of your character and should arise spontaneously. This is the magic of roleplaying.

The personality archetypes presented here are merely tools. We encourage you to expand beyond the archetypes here. No one behaves consistently. A Cold Analyst can still react with tenderness and compassion, while even the most Tireless Leader sometimes wearies or chooses to follow. Your personality archetype defines how your character is likely to act to circumstances, but by no means should it be mandatory. Ultimately, you decide how your character acts and reacts.

Each Aspect includes an advantage and a disadvantage associated with the personality type, collectively referred to as the Aspect's characteristics. An Adventurous character can be either Daring or Reckless, for example. You are not required to choose one of these traits; it is entirely possible to be Adventurous without being Daring or Reckless. But when you choose one of the Aspect's characteristics, you identify yourself more strongly with that par-

ADVANTAGE	PAGE	DISADVANTAGE	PAGE
Adamant (+3)	106	Apathetic (-2)	99
Career-minded (+2)	98	Cocky (-1)	98
Confident (+2)	98	Close-minded (-2)	106
Cool (+3)	99	Hard-hearted (-2)	100
Daring (+2)	97	Imperious (-1)	102
Decisive (+2)	104	Indecisive (-2)	100
Empathetic (+2)	104	Information-hungry (-1)	103
Gallant (+3)	105	Puzzled (-3)	102
Imaginative (+1)	102	Overreaching (-2)	98
Inquisitive (+3)	103	Passionate (-1)	105
Meticulous (+2)	101	Reckless (-2)	97
Objective (+2)	100	Rule-bound (-3)	101
Plain-spoken (+3)	101	Smothering (-2)	104
Prudent (+2)	99	Tactless (-3)	101
Self-assured (+3)	102	Unorthodox (-2)	104
Steadfast (+2)	105	Zealous (-3)	105

ticular attitude. You are not only Adventurous (a general outlook on life), but also Daring (you take chances) or Reckless (you lack caution). Or you can choose both characteristics, tying the personality firmly to your character. If you choose a particular characteristic, your Narrator will expect you to roleplay it (as with any trait). If you don't want to be Reckless, don't choose that disadvantage, but you can still have an Adventurous outlook.

Be careful not to create a caricature of your character. While it may seem fun to play a Brash Analyst Benzite with the Competitive, Obsessive Tendencies, and Reckless disadvantages, such a character would make for a significant roleplaying challenge.

PERSONALITY ARCHETYPES

ASPECTS

A character selects one Aspect to define half of his Personality Archetype.

ADVENTUROUS

"It's never been tried, but that's no reason it can't work."

You are a thrill-seeker and a risk taker. Why sit and read a PADD when you could be out vectorboarding, orbital skydiving, or white-water rafting on the holodeck? You prefer action over discussion. People sometimes think you should slow down and exercise caution, but they appreciate your *joie de vivre*. New experiences are what you live for, and you occasionally take rash chances, whether it's climbing the Bolian Sword Stones or volunteering for a dangerous mission.

Suggested Focus: Analyst, Athlete, Doer, Experimenter, Explorer, Fighter, Gambler, Investigator, Leader, Rebel, Scamp, Survivor

Suggested Advantages: Alertness (+2), Athletic Ability (+2), Bold (+1), Curious (+1), Excellent Balance (+1), Excellent Hearing (+2), Excellent Sight (+2), High Pain Threshold (+2), Peripheral Vision (+1), Quick-draw (+2), Rapid Healing

(+3), Strong Will (+2), Toughness (+2), Sixth Sense (+4)

Suggested Disadvantages: Argumentative (-1), Bad Reputation (-2 or -4), Chronic Pain (-2), Competitive (-1), Dark Secret (-1 to -3), Fanatic (-2 or -3), Guilt (-1), Impulsive (-1), Obsessive Tendencies (-3), Rival (-1 to -3), Sworn Enemy (-1 to -3), Weakness (-2), Wrongfully Accused (-1 to -4)

CHARACTERISTICS

Daring (+2)

You are willing to take chances, sometimes taking the dangerous route to achieve your goals. You receive a +1 Test Result to any test associated with a Fitness or Coordination skill when pursuing a tangible goal—saving the ambassador, climbing to freedom, clearing a collapsed cave entrance.

Reckless (-2)

You lack caution. Careless of the consequences of your actions, you sometimes sacrifice preparation to get it done now. In times of stress or danger, unless you spend a Courage Point, you lose one die to all Tests associated with your reckless endeavor. It is up to the Narrator to define when this is appropriate.

AMBITIOUS

"Of course, all that will change when I'm Admiral."

You always grab for the brass ring, always have a goal to strive for. You want to make cap-

USING PERSONALITY ARCHETYPES IN OTHER SERIES

The Personality Archetypes provide players with an additional layer of complexity and refinement, and as such they make a useful roleplaying tool. Your Vulcan Science Officer really comes to life by making him a Tireless Analyst or an Inquisitive Explorer. With your Narrator's approval, you can use Personality Archetypes with characters created for series other than those set at Starfleet Academy. Try using them with a standard *TNG* series, or imagine a *Tal Shiar* agent as a Cold Analyst or a Klingon as an Egotistical Strategist. Including this option as a part of standard character creation adds 5 points to the Development Point total for characters.





tain by age 25, become chief tactical officer on a *Sovereign*-class ship, or be the one to invent transwarp drive. You are a real go-getter, hard-charging toward your future. Others resent you for your achievements, no matter how hard-earned, though they always seem to come to you for help.

Suggested Focus: Analyst, Athlete, Defender, Doer, Experimenter, Explorer, Fighter, Gambler, Leader, Misfit, Rebel, Scamp, Survivor

Suggested Advantages: Ally (+2 to +5), Bold (+1), Curious (+1), Eidetic Memory (+3), Engineering Aptitude (+3), Favor Owed (+1), Innovative (+1), Mathematical Ability (+3), Multitasking (+2), Patron (+2 to +4), Resolute (+3), Scientific Genius (+3), Shrewd (+1), Strong Will (+2), Tactical Genius (+3)

Suggested Disadvantages: Arrogant (-1), Code of Honor (-2 to -5), Competitive (-1), Dark Secret (-1 to -3), Dependent (e.g., a sibling) (-2), Domineering (-1), Fanatic (-2 or -3), Greedy (-1), Hides Emotions (-2), Impulsive (-1), Intolerant (e.g., laziness, incompetence) (-1 to -3), Obligation (-1 to -3), Power-hungry (-1 or -2), Rival (-1 to -3), Sworn Enemy (-1 to -3), Weakness (-2)

CHARACTERISTICS

Career-minded (+2)

You always manage to make yourself look good. When the Narrator awards you Renown in a particular Aspect, you may switch this with an equal number of Renown of a different aspect. This also applies to negative Renown. The Narrator can (and should) ask for a role-playing explanation.

Example: Ken receives 4 points of Initiative Renown, which he instead puts into Discipline, explaining that he emphasizes his commitment to duty in his report to the captain.

Overreaching (-2)

Your superiors see you as concerned only with your own career at the expense of others, or your mission. You always get half the Discipline Renown, or double the negative Discipline Renown, awarded by the Narrator.

BRASH

"I'll recalibrate the sensors while I plot the torpedo trajectory, no problem."

You are eager for the next challenge that awaits you. You frequently don't consider the consequences of your actions, overenthusiastically volunteering for duties, leaping before looking. You wear your overconfidence like armor. "Yes, sir. I can do that" is your motto. Some people think you bite off more than you can chew (but think of the experience you're earning).

Suggested Focus: Athlete, Doer, Experimenter, Explorer, Fighter, Gambler, Leader, Misfit, Rebel, Scamp

Suggested Advantages: Alertness (+2), Athletic Ability (+2), Bold (+1), Cultural Flexibility (+1), Curious (+1), Excellent Balance (+1), Excellent Chemoreception (+1), Excellent Hearing (+2), Excellent Sight (+2), High Pain Threshold (+2), Innovative (+1), Multitasking (+2), Patron (+2 to +4), Engineering Aptitude (+3), Famous Incident (varies), Mathematical Ability (+3), Multitasking (+2), Quick-draw (+2), Rapid Healing (+1), Sixth Sense (+4), Tactical Genius (+3)

Suggested Disadvantages: Argumentative (-1), Arrogant (-1), Competitive (-1), Fanatic (-2 or -3), Greedy (-1), Guilt (-1), Imprudent (-1), Impulsive (-1), Inept (-1), Intolerant (-1 to -3), Phobia (-2 to -5), Power-hungry (-1 to -2), Rival (-1 to -3), Reprimand (-1), Vengeful (-1 to -2)

CHARACTERISTICS

Confident (+2)

Your eagerness translates into self-esteem backed by preparation. Prior to the game session, the player should choose one skill in which his character feels especially confident and tell the Narrator. During play, when you make a Skill Test with the named skill, you receive an additional die to roll.

Cocky (-2)

Your overconfidence occasionally gets you and others into trouble. You must spend a

Courage Point to keep from attempting a Skill Test for a skill in which your character has only one skill level. Example: Cadet Tupolev has Vehicle Operations (Ground Car) 1 (2). While on a shuttlecraft, the thrusters flame out. Although Tupolev is accompanied by a skilled instructor, Tupolev's player must spend a Courage Point to keep from grabbing the controls and attempting a controlled glide.

CALM

"Undue emotional display will only enrage the creature further."

While those around you lose their heads, you keep your wits about you. When the warp core is about to breach, a second Romulan warbird appears, or a targ charges from the bushes, you remain unruffled. You pride yourself on your composure. Some see you as level-headed and come to you for your well reasoned help. Others believe you have ice water in your veins.

Suggested Focus: Analyst, Caretaker, Defender, Doer, Experimenter, Fighter, Gambler, Investigator, Leader, Mediator, Strategist

Suggested Advantages: Alertness (+2), Curious (+1), Favor Owed (+1), High Pain Threshold (+2), Multitasking (+2), Resolute (+3), Sense of Time (+1), Sense of Direction (+1), Shrewd (+1), Strong Will (+2), Synergy (+3)

Suggested Disadvantages: Arrogant (-1), Code of Honor (-2 to -5), Dark Secret (-1 to -3), Expatriate (-1 to -4), Guilt (-1), Hides Emotions (-2), Obsessive Tendencies (-3), Pacifism (-1 to -5), Phobia (-2 to -5), Rival (-1 to -3)

CHARACTERISTICS

Cool (+3)

Stressful situations do not ruffle your feathers. Whenever you are in a stressful situation—battle against a warbird, defusing a bomb, repairing the deflector shields—you receive a +1 Test Result to a related Skill Test, as though you had spent a round preparing (*ST: TNG RPG*, page 121). The Narrator should determine whether this advantage applies to a given Skill Test.

Apathetic (-2)

You are indifferent to the needs and feelings of others, and have trouble "connecting" with people. You lose one die to a Skill Test involving Presence skills or Medical Sciences skills unless you spend a Courage Point to hide your indifference.

CAUTIOUS

"I'd like to run a few more simulations, just in case."

On every exam you check your answers twice, sometimes three times. You leave nothing to chance and take precautions at every turn. You get up early, just in case, and study twice as hard because you want to be ready for every eventuality. Others sometimes don't understand your attention to detail, but that's all right with you. At least you won't be caught by surprise.

Suggested Focus: Analyst, Caretaker, Defender, Doer, Experimenter, Fighter, Gambler, Leader, Mediator, Strategist, Survivor

Suggested Advantages: Alertness (+2), Curious (+1), Innovative (+1), Medical Remedy (varies), Peripheral Vision (+1), Shrewd (+1), Sixth Sense (+4), Strong Will (+2)

Suggested Disadvantages: Arrogant (-1), Chronic Pain (-2), Code of Honor (-2 to -5), Dark Secret (-1 to -3), Dependent (e.g., a sibling) (-2), Hypochondria (-1), Low Pain Threshold (-2), Medical Problem (-1 to -3), Pacifism (-1 to -5), Phobia (-2 to -5), Physically Impaired (-1 to -3), Poor Hearing (-1), Poor Sight (-2), Slow Healing (-2), Weak Will (-2), Weakness (-2)

CHARACTERISTICS

Prudent (+2)

You hold back when others rush to rash action. Any time you exercise caution you receive a free Courage Point to spend in the situation. For example, if you gain initiative in a fight and you delay your action, you can spend your free Courage Point.





Indecisive (-2)

It is hard for you to act decisively, always overthinking the situation. You always get half the Initiative Renown, or double the negative Initiative Renown, awarded by the Narrator.

COLD

"I understand you may have attached meaning to this for some reason."

Some may consider you heartless or unemotional but those who truly know you understand that you have your own moral compass. Some things are more important than others.

You will neglect human values for simple survival or the success of your mission. You do not become upset when things do not turn your way. Instead, you view the events and occurrences around you with a detached sense of understanding. This Aspect is common among Vulcans.

Suggested Focus: Analyst, Defender, Experimenter, Fighter, Gambler, Investigator, Leader, Mediator, Misfit, Rebel, Strategist, Survivor

Suggested Advantages: Alien Upbringing (+1), Battle-hardened (+3), Bold (+1), Eidetic Memory (+3), Engineering Aptitude (+3), High Pain Threshold (+2), Lightning Calculator (+1), Mathematical Ability (+3), Medical Remedy (varies), Mixed Species Heritage (+6), Multitasking (+2), Rapid Healing (+1), Resolute (+3), Scientific Genius (+3), Strong Will (+2), Tactical Genius (+3), Telepathic Resistance (+4), Toughness (+2), Weaponmaster (+2 or +4)

Suggested Disadvantages: Amnesia (-2 or -4), Arrogant (-1), Bad Reputation (-2 or -4), Bloodlust (-2), Chronic Pain (-2), Code of Honor (-2 to -5), Competitive (-1), Dark Secret (-1 to -3), Domineering (-1), Expatriate (-1 to -4), Guilt (-1), Hides Emotions (-2), Intolerant (-1 to -3), Medical Problem (-1 to -3), Obligation (-1 to -3), Obsessive Tendencies (-3), Pacifism, (-1 to -5), Physically Impaired (-1 to -3), Rival (-1 to -3)

CHARACTERISTICS

Objective (+2)

Your objectivity allows you to see patterns without becoming involved in the results. You receive a +1 Test Result to any Sciences Skill Test.

Hard-hearted (-2)

You must spend a Courage Point to allow your character to be swayed by any emotional argument. Example: Appeals to such weak human concepts as loyalty, dignity, compassion, and mercy do not work on you.

CRUSTY

"I'm a cadet, damn it, not an ambassador."

You can be irritable, preferring to be left alone or snapping at people when you don't intend to. Sometimes you don't want to go into San Francisco, or to the Sadie Hawkins dance. Other times, people impose upon your time, keeping you from your work. You give your opinion freely, which sometimes strays into dissension. People often find you cantankerous, but you don't mean to hurt anyone's feelings. You just wish people would see things your way.

Suggested Focus: Analyst, Caretaker, Defender, Doer, Experimenter, Explorer, Humanist, Investigator, Leader, Misfit, Strategist

Suggested Advantages: Alien Upbringing (+1), Ally (+2 to +5), Bold (+1), Contact (+1 to +3), Curious (+1), High Pain Threshold (+2), Innovative (+1), Medical Remedy (varies), Resolute (+3), Shrewd (+1), Sixth Sense (+4), Strong Will (+2), Toughness (+2)

Suggested Disadvantages: Argumentative (-1), Arrogant (-1), Bad Reputation (-2 or -4), Chronic Pain (-2), Code of Honor (-2 to -5), Competitive (-1), Domineering (-1), Expatriate (-1 to -4), Imprudent (-1), Intolerant (-1 to -3), Low Pain Threshold (-2), Medical Problem (-1 to -3), Obligation (-1 to -3), Obsessive Tendencies (-3), Pacifism (-1 to -5), Physically Impaired (-1 to -3), Slow Healing (-2), Weakness (-2)

CHARACTERISTICS

Plain-spoken (+3)

You imprudently say what's really on your mind. When you tell it like it is (at least from your point of view), you receive one free Courage Point to spend during the scene. (The Narrator should enforce any negative consequences resulting from the character's frankness).

Tactless (-3)

You imprudently say what's really on your mind, even if it hurts someone else's feelings or gets you into trouble. To resist the impulse to say what you really think, the player must spend one Courage Point.

DISCIPLINED

"If I may point out regulation 105.1, sir."

You dislike chaos, and follow the rules to take control and impose order. You do things "by the book." Everything you need to know can be found in "the book," from the proper protocols for first contact to the tolerances for the phase inverters. This doesn't mean you're a martinet or that you blindly follow orders, but you like everything to be organized and properly in its place.

Suggested Focus: Analyst, Athlete, Caretaker, Defender, Doer, Experimenter, Fighter, Humanist, Investigator, Leader, Mediator, Strategist, Survivor

Suggested Advantages: Alertness (+2), Ally (+2 to +5), Athletic Ability (+2), Battle-hardened (+3), Eidetic Memory (+3), Excellent Hearing (+2), Excellent Sight (+2), High Pain Threshold (+2), Innovative (+1), Medical Remedy (varies), Multitasking (+2), Patron (+2 to +4), Peripheral Vision (+1), Resolute (+3), Strong Will (+2), Telepathic Resistance (+4), Toughness (+2)

Suggested Disadvantages: Arrogant (-1), Chronic Pain (-2), Code of Honor (-2 to -5), Domineering (-1), Fanatic (-2 or -3), Guilt (-1), Hides Emotions (-2), Intolerant (-1 to -3), Low Pain Threshold



(-2), Medical Problem (-1 to -3), Obligation (-1 to -3), Obsessive Tendencies (-3), Phobia (-2 to -5), Rival (-1 to -3), Slow Healing (-2), Vengeful (-1 to -2)

CHARACTERISTICS

Meticulous (+2)

You go about your job in a methodical, orderly fashion. You receive a +1 Test Result when engaged in Extended or Combined Skill Tests (as defined by the Narrator).

Rule-bound (-3)

You cannot bring yourself to break rules. 101 You must spend a Courage Point to break the rules, whether they're local laws, social conventions, or Starfleet regulations.

Example: On a Klingon planet, you must spend a Courage Point to decline a duel; but to engage in the duel, against Starfleet Regulations, you must also spend a Courage Point.





EGOTISTICAL

"Of course, my system is more efficient."

You are better than others and are not afraid to let them know. For some reason—your social class, your family's distinguished history, or some innate talent—you have a difficult time hiding your superiority. Others may be offended at your nature but in time they will come to realize that you were right all along.

Suggested Focus: Analyst, Athlete, Doer, Experimenter, Explorer, Fighter, Gambler, Investigator, Leader, Misfit, Rebel, Scamp, Strategist, Survivor

Suggested Advantages: Alien Upbringing (+1), Eidetic Memory (+3), Excellent Balance (+1), Excellent Metabolism (+1), Excellent Hearing (+2), Excellent Chemoreception (+1), Excellent Sight (+2), Telepathic Resistance (+4)

Suggested Disadvantages: Argumentative (-1), Arrogant (-1), Competitive (-1), Domineering (-1), Impulsive (-1), Intolerant (-1 to -3), Obligation (-1 to -3), Power-hungry (-1 or -2), Rival (-1 to -3), Sworn Enemy (-1 to -3)

CHARACTERISTICS

Self-assured (+3)

You have ultimate confidence in your abilities, which people sometimes find reassuring. In situations where you project an aura of confidence—"I can fix the transporters in 30 minutes"—you receive a free Courage Point to spend on a related Skill Test.

Imperious (-1)

You boss others around, disdaining their input and exhorting them to do it your way. You lose one die to Combined Tests unless you spend a Courage Point to keep from being gratingly overbearing.

INGENIOUS

"If you could recrystallize the dilithium while it's still in the transport buffer, it just might work."

Whether it's making a computer out of stone knives and bear skins or passing the Kobayashi Maru scenario by reprogramming the simulation, you approach problems from an original perspective. You constantly think "outside the box" and gain satisfaction from dreaming up new solutions. Often, you're far ahead of your time; society at turns treats you like a visionary or a crackpot. For you, every problem, no matter how complex, has a solution.

Suggested Focus: All

Suggested Advantages: Bold (+1), Curious (+1), Eidetic Memory (+3), Engineering Aptitude (+3), Innovative (+1), Mathematical Ability (+3), Multitasking (+2), Resolute (+3), Scientific Genius (+3), Synergy (+3), Tactical Genius (+3),

Suggested Disadvantages: Arrogant (-1), Competitive (-1), Domineering (-1), Imprudent (-1), Impulsive (-1), Phobia (-2 to -5), Weak Will (-2), Weakness (-2)

CHARACTERISTICS

Imaginative (+1)

When you approach a problem or job creatively—from a cold restart of the warp drive to creating a work of art—you receive a +1 Test Result to one related Skill Test.

Puzzled (-3)

Even the most simple questions become complex conundrums to you. For all Intellect-based Skill Tests, you must treat all Routine Difficulties as Moderate (6) (before any modifiers are applied).

INQUISITIVE

"I wonder how this venom maintains such a low specific heat index—my leg barely feels warm at all."

You hunger for knowledge, seeking answers to questions both big and small. Why is warp 10 unattainable? How can transporters work across interstellar distances? What happened to the Debrune? Practically everything interests you; the answer to one question might provide a clue to solving a completely differ-

ent question. Life's mysteries wait for you to solve them.

Suggested Focus: Analyst, Caretaker, Doer, Experimenter, Explorer, Humanist, Investigator, Leader, Mediator, Misfit, Scamp, Survivor

Suggested Advantages: Alertness (+2), Bold (+1), Cultural Flexibility (+1), Curious (+1), Eidetic Memory (+3), Engineering Aptitude (+3), Excellent Chemoreception (+1), Excellent Hearing (+2), Excellent Sight (+2), Innovative (+1), Mathematical Ability (+3), Medical Remedy (varies), Multitasking (+2), Peripheral Vision (+1), Resolute (+3), Scientific Genius (+3)

Suggested Disadvantages: Amnesia (-2 or -4), Arrogant (-1), Chronic Pain (-2), Competitive (-1), Fanatic (-2 or -3), Hides Emotions (-2), Hypochondria (-1), Imprudent (-1), Impulsive (-1), Low Pain Threshold (-2), Medical Problem (-1 to -3), Obsessive Tendencies (-3), Phobia (-2 to -5), Poor Hearing (-1), Poor Sight (-2), Rival (-1 to -3), Slow Healing (-2), Weak Will (-2), Weakness (-2)

CHARACTERISTICS

Inquisitive (+3)

Each time you try something, you find out what does not work, bringing you one step closer to the real solution. You may attempt an Intellect-based Skill Test a second time without suffering the penalty for additional attempts (see *ST: TNG* Core Rulebook, page 122).

Information-hungry (-1)

Whenever information is involved, you pursue it unthinkingly, perhaps at risk to your life. You must spend a Courage Point to resist the lure of new knowledge. Otherwise you pursue your intellectual curiosity, no matter where it leads.

MAVERICK

"To blazes with the regulations!"

You act independently of others. You go your own way, follow the beat of a different drummer, or refuse to be shackled by the conventions of others. You might be a free-think-

ing scientist, an unconventional leader, or an unorthodox doctor. Whatever you do, you're your own person. Others may call you independent-minded, or insubordinate, but you know how to get the job done.

Suggested Focus: Analyst, Athlete, Caretaker, Defender, Doer, Experimenter, Explorer, Fighter, Gambler, Investigator, Leader, Scamp, Strategist, Survivor

Suggested Advantages: Alertness (+2), Ally (+2 to +5), Athletic Ability (+2), Bold (+1), Cultural Flexibility (+1), Excellent Balance (+1), Excellent Metabolism (+1), Excellent Hearing (+2), Excellent Sight (+2), High Pain Threshold (+2), Innovative (+1), Patron (+2 to +4), Peripheral Vision (+1), Rapid Healing (+1), Sexy (+2), Strong Will (+2), Toughness (+2)

Suggested Disadvantages: Argumentative (-1), Arrogant (-1), Bad Reputation (-2 to -4), Chronic Pain (-2), Code of Honor (-2 to -5), Competitive (-1), Dark Secret





(-1 to -3), Domineering (-1), Expatriate (-1 to -4), Guilt (-1), Hides Emotions (-2), Imprudent (-1), Impulsive (-1), Intolerant (-1 to -3), Low Pain Threshold (-2), Medical Problem (-1 to -3), Power-hungry (-1 or -2), Rival (-1 to -3), Species Enemy (-3 to -5), Sworn Enemy (-1 to -3), Vengeful (-1 or -2), Wrongfully Accused (-1 to -4)

CHARACTERISTICS

Decisive (+2)

You know when to seize the moment. You may, at your discretion, put a Renown award in a different Aspect into Initiative instead. You should come up with a roleplaying explanation. Example: Ken receives 4 points of Skill Renown, but instead puts it into Initiative, explaining that it was his decisive action that carried the day.

Unorthodox (-2)

You do things your way, orders be damned! This sometimes gets you into trouble. You always get half the Discipline Renown, or double the negative Discipline Renown, awarded by the Narrator.

NURTURING

"Let me help."

You care about others, sometimes excessively. People's hopes, dreams, and aspirations interest you as much as their health and welfare. You are the shoulder to cry on, the helping hand, the encouraging voice. As a doctor, you have an excellent and abiding bedside manner. As a captain, the well-being of your crew forms a vital concern. People around you depend on your strength and count on your support.

Suggested Focus: Caretaker, Defender, Doer, Experimenter, Humanist, Leader, Mediator

Suggested Advantages: Alien Upbringing (+1), Ally (+2 to +5), Cultural Flexibility (+1), Curious (+1), Excellent Hearing (+2), Excellent Sight (+2), Favor Owed (+1), Innovative (+1), Mixed Species Heritage (+6), Multitasking (+2), Patron

(+2 to +4), Rapid Healing (+1), Resolute (+3), Sexy (+2), Shrewd (+1), Sixth Sense (+4), Strong Will (+2)

Suggested Disadvantages: Chronic Pain (-2), Code of Honor (-2 to -5), Dark Secret (-1 to -3), Dependent (-2), Guilt (-1), Imprudent (-1), Impulsive (-1), Inept (-1), Intolerant (-1 to -3), Obligation (-1 to -3), Pacifism (-1 to -5), Phobia (-2 to -5), Weak Will (-2)

CHARACTERISTICS

Empathetic (+2)

You connect with people, communicating your concern for their welfare (whether non-verbally or verbally). When making a Charm, Command, or Persuasion Skill Test, you receive a +1 Test Result.

Smothering (-2)

You take undue interest in those under your care, so much so that you feel responsible for their welfare. Unless you spend 1 Courage Point, you must make every effort to safeguard your charge (as defined by the Narrator); you may endanger yourself to protect another, refuse to leave an injured patient, or let emotional considerations interfere with your duty.

ROMANTIC

"All I ask is a tall ship and a star to steer her by."

You are the original romantic—imbued with a sense of idealism, preoccupied with love, and in touch with your emotions. You do nothing solely for the practical reason, fighting not for the way things are, but for the way they ought to be. Love is perhaps the greatest force in the universe, for without it nothing matters. You trust your gut and believe in fair play.

Suggested Focus: Athlete, Caretaker, Defender, Doer, Experimenter, Explorer, Fighter, Gambler, Humanist, Investigator, Leader, Misfit, Rebel, Scamp, Survivor

Suggested Advantages: Alertness (+2), Ally (+2 to +5), Athletic Ability (+2), Bold (+1), Contact (+1 to +3), Cultural Flexibility (+1), Excellent Balance (+1), Excellent Hearing (+2), Excellent

Metabolism (+1), Excellent Sight (+2), High Pain Threshold (+2), Innovative (+1), Resolute (+3), Sexy (+2), Sixth Sense (+4)

Suggested Disadvantages: Arrogant (–1), Code of Honor (–2 to –5), Dark Secret (–1 to –3), Dependent (–2), Fanatic (–2 or –3), Imprudent (–1), Impulsive (–1), Intolerant (–1 to –3), Low Pain Threshold (–2), Obligation (–1 to –3), Pacifism (–1 to –5), Physically Impaired (–1 to –3), Poor Hearing (–1), Poor Sight (–2), Rival (–1 to –3), Sworn Enemy (–1 to –3), Vengeful (–1 or –2), Weak Will (–2), Weakness (–2)

CHARACTERISTICS

Gallant (+3)

When it comes to protecting the things that matter to you the most you are exceptionally daring and brave (this can be your friends, your starship, or someone you love). You receive a free Courage Point to spend on a Coordination-based Skill Test when defending the subject of your commitment (subject to the Narrator's decision).

Passionate (–1)

Where matters of love are involved, you pursue goals unthinkingly. You romance the Elasian Dohlman, the maverick archeologist, or the Kriosoian "gift" even if it jeopardizes your career (though it never seems to). You must spend a Courage Point or pursue the object of your ardor heedlessly. Subtract one die from any Tests made to dissuade you.

TIRELESS

"I assure you, Doctor, that I have only been studying this phenomenon for thirty-seven hours."

You give 110 percent, no matter what the job. You don't start a task without finishing it, and you are loath to turn away from a challenge. While others may be content to suffer distractions—like eating and sleeping—you plug away until the task is done. You seem to have a nearly inexhaustible energy supply, though your focus sometimes jeopardizes your health.

Suggested Focus: All

Suggested Advantages: Alertness (+2), Ally (+2 to +5), Athletic Ability (+2), Bold (+1), Curious (+1), Engineering Aptitude (+3), Eidetic Memory (+3), Excellent Metabolism (+1), Favor Owed (+1), Innovative (+1), Mathematical Ability (+3), Multitasking (+2), Rapid Healing (+1), Resistant (+2 to +4), Resolute (+3), Scientific Genius (+3), Sense of Time (+1), Strong Will (+2), Synergy (+3), Telepathic Resistance (+4)

Suggested Disadvantages: Addiction (–1 to –3), Argumentative (–1), Arrogant (–1), Bad Reputation (–2 to –4), Code of Honor (–2 to –5), Competitive (–1), Dark Secret (–1 to –3), Domineering (–1), Expatriate (–1 to –4), Guilt (–1), Imprudent (–1), Inept (–1), Obsessive Tendencies (–3), Power-hungry (–1 or –2), Rival (–1 to –3), Vengeful (–1 or –2)

CHARACTERISTICS

Steadfast (+2)

Unwavering, you do the job until it's finished, regardless of the circumstances. No matter what, you work to find the cure, try to decipher the strange, alien glyphs, or realign the main deflector dish. You receive one extra die to roll on all Intellect-related Skill Tests when following your goal.

Determine your current goal and inform the Narrator. You cannot choose another goal until the first goal is met. The Narrator will determine whether or not this advantage applies to a particular Skill Test: You cannot steadfastly phaser a Romulan, or steadfastly Charm an alien dignitary.

Zealous (–3)

You pursue some goal with fanatic dedication—avoiding sleep, food, recreation, social interaction and other duties. Once per game session, determine your immediate goal for the episode and tell the Narrator. For each Skill Test not associated with your stated goal, you lose one die.

You may spend 1 Courage Point to offset this disadvantage. Attempts to dissuade a zealous character from endlessly pursuing his goal are made at a –1 die penalty.





TRADITIONALIST

"Without tradition, how can you set a course?"

You believe the tried and true ways are the best. The status quo exists for a reason, and you dislike newfangled ideas on principle. You do not seek fresh methods to solve a problem, and believe in the axiom "If it ain't broke, don't fix it." Others may consider you a stick in the mud, a reactionary, or an "old fogey," but you see yourself as being grounded.

Suggested Focus: Analyst, Caretaker, Defender, Doer, Humanist, Leader, Mediator, Strategist

Suggested Advantages: Ally (+2 to +5), Contact (+1 to +3), Curious (+1), Engineering Aptitude (+3), Favor Owed (+1), High Pain Threshold (+2), Language Ability (+2), Mathematical Ability (+3), Medical Remedy (varies), Patron (+2 to +4), Resolute (+3), Scientific Genius (+3), Sense of Direction (+1), Sense of

Time (+1), Shrewd (+1), Species Friend (+2 to +5), Strong Will (+2), Tactical Genius (+3), Telepathic Resistance (+4), Toughness (+2)

Suggested Disadvantages: Argumentative (-1), Arrogant (-1), Code of Honor (-2 to -5), Competitive (-1), Dark Secret (-1 to -3), Dependent (-2), Domineering (-1), Fanatic (-2 or -3), Hides Emotions (-2), Imprudent (-1), Inept (-1), Intolerant (-1 to -3), Medical Problem (-1 to -3), Obligation (-1 to -3), Pacifism (-1 to -5), Phobia (-2 to -5), Physically Impaired (-1 to -3), Power-hungry (-1 or -2), Slow Healing (-2)

CHARACTERISTICS

Adamant (+3)

Unshakable in your beliefs, you do not change your mind easily, nor are you easily swayed. When engaged in an Opposed Test of Charm, Fast Talk, or Persuasion, you receive an extra die to roll.

Close-minded (-2)

You are unwilling to listen to others or to entertain their suggestions. You always get half the Openness Renown, or double the negative Openness Renown, awarded by the Narrator.

FOCUS

Next, you select one Focus to define the other half of your Personality Archetype.

ANALYST

"Fascinating."

You have the innate ability to look at problems and situations and break them down into their bare components. To you the universe is a logical place, and you have an almost clockwork view of nature. Everything has a reason, every question has an answer. Unfortunately, you lack some of the social graces and don't know how to act around people. If only people were as easy to understand as four-dimensional chemistry....

Suggested Aspects: Adventurous, Ambitious, Calm, Cautious, Cold, Crusty,

Disciplined, Egotistical, Ingenious,
Inquisitive, Maverick, Tireless,
Traditionalist

Suggested Attributes and Edges:
Coordination (Dexterity); Intellect (Logic,
Perception)

Suggested Skills: Behavior Modification,
Computer, Culture, Engineering (Any),
History, Instruction, Knowledge, Law,
Personal Equipment, Planetary Tactics,
Sciences (Any), Shipboard Systems
(Sensors), Starship Tactics, Strategic
Operations, World Knowledge

ATHLETE

*"Exercise keeps the blood flowing; it's
what makes thought possible."*

The body is just as important as the mind. Athletics teach you discipline, commitment, self-esteem, and perseverance. They clear your head and give you a way to vent your frustrations. You live by phrases like "When the going gets tough, the tough get going," and "No pain, no gain." Some people may underestimate you, calling you a "jock," and assume you lack intelligence.

Suggested Aspects: Adventurous,
Ambitious, Brash, Disciplined,
Egotistical, Ingenious, Maverick,
Romantic, Tireless

Suggested Attributes and Edges: Fitness
(Strength, Vitality); Coordination (Dexterity,
Reaction); Presence (Willpower)

Suggested Skills: Acrobatics, Athletics,
Dodge, First Aid, Intimidation, Primitive
Weaponry, Unarmed Combat

CARETAKER

*"Why discover life, if not to better pre-
serve it?"*

For some reason, people come to you with their problems. You don't mind, because you like to help those around you. People are comfortable around you and depend on your strength and stability. You tend to place the needs of others before your own, making you well liked by many. While you may be drawn

to traditional caring professions like doctor or counselor, even in other occupations you try to do the best you can to make people feel better.

Suggested Aspects: Calm, Cautious, Crusty,
Disciplined, Ingenious, Inquisitive,
Maverick, Nurturing, Romantic, Tireless,
Traditionalist

Suggested Attributes and Edges:
Coordination (Reaction); Intellect
(Perception); Presence (Empathy)

Suggested Skills: Charm, Diplomacy, First
Aid, Medical Sciences, Personal
Equipment, Persuasion

DEFENDER

"Some things are worth dying for."

You have the courage of your convictions and are willing to lay it all on the line. Whether it's the ideals you hold dear—the Prime Directive, IDIC—or protecting the weak, you fight to defend what you believe. You despise bullies and champion those in need. You pride yourself on your willingness to give up your life for your principles. Many look to you for strength and respect your ideals.

Suggested Aspects: Ambitious, Calm,
Cautious, Cold, Crusty, Disciplined,
Ingenious, Maverick, Nurturing,
Romantic, Tireless, Traditionalist

Suggested Attributes and Edges: Fitness
(Vitality); Coordination (Reaction);
Presence (Willpower)

Suggested Skills: Athletics, Charm,
Command, Diplomacy, Dodge, Energy
Weapon, Espionage, Fast Talk, First Aid,
Intimidation, Mediation, Persuasion,
Planetary Tactics, Planetside Survival,
Primitive Weaponry, Unarmed Combat

DOER

*"It'll take five hours to fix it, sir. But I'll
have it for you in two."*

You are a team player, content to let others take command. You're simply happy to do your job to the best of your abilities. You may be a craftsman, taking pride in his work, or an





expert, adept in a certain area. You don't like defeatists—in your experience, people who give up haven't tried hard enough. When someone needs to get the job done, he comes to you. You have a “can do” attitude.

Suggested Aspects: Adventurous, Ambitious, Brash, Calm, Cautious, Crusty, Disciplined, Egotistical, Ingenious, Inquisitive, Maverick, Nurturing, Romantic, Tireless, Traditionalist

Suggested Attributes and Edges: Any

Suggested Skills: Any

EXPERIMENTER

“It's a derivative of a Klingon nerve gas—try it.”

You're never as happy as when you're tinkering with a piece of machinery, mixing chemicals in a new way, or trying to use the transporter to do something different. Some of the greatest inventions in history were mis-

takes, made by people just trying things out. You learn by doing: You'd try Klingon *gagh*, ask a Malcorian for a date, or cold-mix the matter with the antimatter. While others may fear pushing the shiny red button, you give it a try. After all, how else will you find out what it does?

Suggested Aspects: Adventurous, Ambitious, Brash, Calm, Cautious, Cold, Crusty, Disciplined, Egotistical, Ingenious, Inquisitive, Maverick, Nurturing, Romantic, Tireless

Suggested Attributes and Edges: Intellect (Logic)

Suggested Skills: Computer (Simulation/Model), Culture, Dodge, Engineering (Any), Fast Talk, First Aid, Languages, Personal Equipment, Sciences (Any)

EXPLORER

“To seek out new life and new civilizations—to boldly go where no one has gone before.”

You want to follow the road less traveled, to blaze a trail for others to follow. You climb every mountain to see what's at the top, then explore the valley beyond.

You can think of no greater adventure than following in the footsteps of Columbus, Kirk, and Picard. Some call you a dreamer, but you know that to explore is to expand the boundaries of civilization. “That's what we're out here for.”

Suggested Aspects: Adventurous, Ambitious, Brash, Crusty, Egotistical, Ingenious, Inquisitive, Maverick, Romantic, Tireless

Suggested Attributes and Edges: Fitness (Strength, Vitality); Coordination (Dexterity); Intellect; Presence (Willpower)

Suggested Skills: Animal Handling, Athletics, Bargain, Charm, Computer, Culture, Diplomacy, Fast Talk, First Aid, Gaming, History, Law, Personal Equipment, Planetside Survival, Sciences (all except Medical), Shipboard Systems, Streetwise, Tracking, Vehicle Operations, World Knowledge



FIGHTER

"What I wouldn't give for a phaser—or a good, solid club."

Sometimes fighting is necessary—for another's right to speak, to defend your ideals, to preserve life. Some people understand only might and power, or are intent on starting trouble; when the fighting starts, you're intent on finishing it. You're not necessarily aggressive, or a bully, but you don't give up in the face of opposition. Physically, mentally, or emotionally, you combat whatever opposes you, by whatever means available.

Suggested Aspects: Adventurous, Ambitious, Brash, Calm, Cautious, Cold, Disciplined, Egotistical, Ingenious, Maverick, Romantic, Tireless

Suggested Attributes and Edges: Fitness (Strength, Vitality); Coordination (Dexterity, Reaction)

Suggested Skills: Acrobatics, Athletics, Dodge, Energy Weapons, First Aid, Personal Equipment, Planetary Tactics, Planetside Survival, Primitive Weaponry, Security, Stealth, Unarmed Combat, Weaponsmith

GAMBLER

"114 to 1? Our odds are improving."

You like to take chances, be it risking it all on a throw of the dice or bluffing your way out of danger. To be a good gambler, you have to know yourself and your opponents. Will the Romulans believe your "corbomite maneuver?" You're willing to bet they do. You might take unnecessary chances, or be a calculating risk-taker. Others like to play it safe, to play the odds. But you can't get ahead—and win all the marbles—without risking a little. You don't believe in the "no win" scenario.

Suggested Aspects: Adventurous, Ambitious, Brash, Calm, Cautious, Cold, Egotistical, Ingenious, Maverick, Romantic, Tireless

Suggested Attributes and Edges: Coordination (Dexterity); Intellect (Logic, Perception); Presence (Willpower)

Suggested Skills: Administration, Bargain, Charm, Computer, Concealment, Disguise, Dodge, Energy Weapon, Engineering (Any), Fast Talk, Gaming, Law, Personal Equipment, Persuasion, Sciences (Any), Sleight of Hand, Stealth, Streetwise.

HUMANIST

"A great human poet named Shakespeare wrote those words."

You focus on the "liberal arts"—the arts, literature, history, philosophy. Rather than a mechanistic worldview, you look at the universe through the lens of civilization. To you, Shakespeare, Hemingway, and Somak are at least as important, if not more so, than Einstein, Daystrom, or Soong. You are not as concerned with why a sun goes nova, as much as the danger it poses to the orbiting inhabited planet. To you, everyone shares the same qualities—love, hate, beauty, greed—whether they hail from Iowa or Qo'noS.

Suggested Aspects: Crusty, Disciplined, Ingenious, Inquisitive, Nurturing, Romantic, Tireless, Traditionalist

Suggested Attributes and Edges: Intellect (Logic, Perception); Presence (Empathy)

Suggested Skills: Administration, Artistic Expression, Charm, Computer, Culture, Diplomacy, History, Languages, Law, Personal Equipment, Persuasion, Politics, Social Sciences, World Knowledge

INVESTIGATOR

"Hmm. An entirely new form of energy."

You don't like unanswered questions. What happened to the Iconians? Who attacked Starbase 182? Who killed Dr. Apgar? You might be a detective trying to get to the bottom of things, a scientist seeking answers to the universe's mysteries, or a curious busybody with a hunger to know. Intellectual curiosity, a fine sense of justice, a need for order, or a search for logic motivate you. The question "Why?" is your closest friend.

Suggested Aspects: Adventurous, Calm, Cold, Crusty, Disciplined, Egotistical,





Ingenious, Inquisitive, Maverick, Romantic, Tireless

Suggested Attributes and Edges: Intellect (Logic, Perception)

Suggested Skills: Athletics, Charm, Computer, Culture, Disguise, Dodge, Engineering (Any), Fast Talk, History, Intimidation (Cross Examination), Law, Personal Equipment (Tricorder), Search, Security, Sciences (Any), Sleight of Hand, Stealth, Streetwise, Surveillance, Unarmed Combat, World Knowledge

LEADER

"Get back to the ship. That's an order."

You are comfortable making decisions. Whether by design or happenstance, no matter the duty, you often find yourself in charge. This might stem from your inability to surrender control, or from a natural leadership ability. Sometimes you make the wrong decision, wounding your self-confidence. You aspire to



be a good officer, perhaps the best in your class, and to serve with distinction. Others look to you for direction, and leadership can be a heavy responsibility.

Suggested Aspects: All

Suggested Attributes and Edges: Fitness; Intellect (Perception); Presence (Empathy, Willpower)

Suggested Skills: Administration, Charm, Command, Computer, Diplomacy, History, Law, Mediation, Persuasion, Planetary Tactics, Planetside Survival, Politics, Shipboard Systems, Starship Tactics, Strategic Operations, Unarmed Combat, World Knowledge

MEDIATOR

"They had a dream—a dream that spread throughout the stars, and made us brothers."

You are the facilitator, the peace-maker, the moderator. Anyone can resort to violence to achieve his aims. The real test is whether you can reach a settlement peacefully, through mediation and conciliation. You pride yourself on your detachment, your rationality, your ability to see through the anger and greed to an amicable solution. It's your ability to serve as an impartial judge, while retaining your compassion, that others value.

Suggested Aspects: Calm, Cautious, Cold, Disciplined, Ingenious, Inquisitive, Nurturing, Tireless, Traditionalist

Suggested Attributes and Edges: Intellect (Logic, Perception); Presence (Empathy, Willpower)

Suggested Skills: Administration, Bargain, Charm, Computer, Culture, Diplomacy, Fast Talk, History, Languages, Law, Mediation, Merchant, Personal Equipment, Persuasion, World Knowledge

MISFIT

"I may say that my time working with humans has not been entirely pleasant."

For whatever reason, you don't fit in with the rest of the crowd. You might be a member

of an alien species new to the Federation, or possess some skill or ability you believe sets you apart. This could be genuine, or a figment of your imagination. Some people say you try too hard to fit in, which in itself marks you as an outsider. So you search for some niche to call your own—the class clown, the genius, the jock. If people would just get to know you, they'd learn to like you.

Suggested Aspects: Ambitious, Brash, Cold, Crusty, Egotistical, Ingenious, Inquisitive, Romantic, Tireless

Suggested Attributes and Edges: Any

Suggested Skills: Acrobatics, Administration, Animal Handling, Artistic Expression, Athletics, Bargain, Charm, Computer, Culture, Disguise, Dodge, Engineering (Any), Fast Talk, Gaming, History, Languages, Law, Merchant, Planetside Survival, Primitive Weaponry, Sciences (Any), Search, Shipboard Systems, Stealth, Streetwise, Vehicle Operations, World Knowledge

REBEL

"The word is no. Therefore we are doing it anyway."

Who cares if you follow the rules, as long as you get the job done? You may rebel simply to rebel, or you may hold some belief opposed by convention and the establishment. Like all good rebels, you know just how far you can bend the rules without breaking them; then you proceed to break them anyway. You don't make a good follower, and you often lead others into trouble.

Suggested Aspects: Adventurous, Ambitious, Brash, Cold, Egotistical, Ingenious, Romantic, Tireless

Suggested Attributes and Edges: Fitness (Strength, Vitality); Coordination (Dexterity, Reaction); Intellect (Logic, Perception); Presence (Empathy, Willpower)

Suggested Skills: Administration, Athletics, Charm, Command, Concealment, Culture, Disguise, Dodge, Energy Weapon, Fast Talk, First Aid, Gaming, Intimidation, Law, Personal Equipment, Planetside Survival, Primitive Weaponry,

Search, Security, Sleight of Hand, Stealth, Streetwise, Tracking, Unarmed Combat, Vehicle Operations, Weaponsmith, World Knowledge

SCAMP

"Ahh, but on my home planet, we play fizzbin with seven cards. Let me explain the rules"

Trouble is your middle name. You are the class clown, the rake, the prankster. You can't help it if everyone takes things so seriously. You might be the lovable rogue, cheating convention and patting yourself on the back; the classic con man, trading *yamok* sauce for particle thrusters; or something more sinister (like Captain Kirk's Academy nemesis, Finnegan). Some people may not appreciate your antics, but at least you're having a good time.

Suggested Aspects: Adventurous, Ambitious, Brash, Egotistical, Ingenious, Inquisitive, Maverick, Romantic, Tireless

Suggested Attributes and Edges: Fitness; Coordination; Intellect

Suggested Skills: Acrobatics, Bargain, Charm, Computer, Disguise, Dodge, Fast Talk, Gaming, Merchant, Mimicry, Personal Equipment, Physical Sciences, Security Systems, Sleight of Hand, Stealth, Streetwise, Systems Engineering, Unarmed Combat, Ventriloquism

STRATEGIST

"With the right plan, there is no such thing as surprise."

You are the consummate mastermind, planning everything down to the second. You leave nothing to chance and take precautions at every turn. Your heroes are Patton, Nimitz, and Garth of Izar, because they could see ten moves ahead. You attempt to quantify the universe—people, events—with mathematical precision. You tend to think of things in black and white, and try to nail down the gray areas in between.

Suggested Aspects: Calm, Cautious, Cold, Crusty, Disciplined, Egotistical,





Ingenious, Maverick, Tireless,
Traditionalist

Suggested Attributes and Edges: Intellect
(Logic, Perception)

Suggested Skills: Administration, Athletics,
Command, Computer, Culture, History,
Languages, Physical Sciences, Planetary
Tactics, Planetside Survival, Shipboard
Systems, Starship Tactics, Strategic
Operations, World Knowledge

SURVIVOR

"Never give up."

"When life hands you tulaberries, you make tulaberry wine." No matter what happens, you always manage to land on your feet. You knuckle under, tighten your belt, and make the best of the situation. You may have come from a failed colony or a remote outpost where you fought for survival everyday, or your life may have been plagued with mishaps. You have no patience for those who do not appreciate the life they've been given, who give up in the face of opposition.

Suggested Aspects: Adventurous,
Ambitious, Cautious, Cold, Disciplined,
Egotistical, Ingenious, Inquisitive,
Maverick, Romantic, Tireless

Suggested Attributes and Edges: Fitness
(Strength, Vitality); Coordination;
Presence (Willpower)

Suggested Skills: Acrobatics, Animal
Handling, Athletics, Concealment,
Demolitions, Dodge, Energy Weapon,
Engineering (Any), Espionage, Fast Talk,
First Aid, Heavy Weapons, Intimidation,
Personal Equipment, Planetary Tactics,
Planetside Survival, Primitive Weaponry,
Search, Security, Sleight of Hand, Stealth,
Streetwise, Tracking, Unarmed Combat,
Vehicle Operations, Weaponsmith,
World Knowledge

FINISHING TOUCHES

After you select your character's Template, Personality Archetype, and Early Life History, you're almost ready to play. All you have left is

calculating your starting Courage, Resistance, and Wound Points. See the *Star Trek: The Next Generation* Core Rulebook, pages 76–77 for more information.

RENOWN

Starfleet Academy cadets don't begin the game with Renown. They're just starting out and have yet to do anything to merit attention. If your character is famous for some reason—being the only Klingon at the Academy, for example—or something noteworthy already happened to him, you might have a few points of Renown. In this case, you'll have to buy Renown using Development Points, using the Famous Incident advantage.

At this point your character is ready to enter play as a newly enrolled first-year cadet.

CHARACTER CREATION EXAMPLE

Chris wants to create a first-year cadet for a Starfleet Academy series. His character concept is a coldly scientific kid from Vulcan—in other words, your typical Vulcan. His character will be someone unmoved by emotion, someone who views the universe with a mathematical eye and is a bit close-minded about alien cultures. This Vulcan, whom Chris has already begun calling Svet, wants one day to serve as a science officer. What better way to observe the galaxy?

Since Svet is a Vulcan, the choice of Template is simple. Chris notes down the skills and traits from the Vulcan Template on his character sheet. (See the Vulcan Template, page 65 of the *Star Trek: The Next Generation* Core Rulebook, for the details.)

Chris next moves on to the Personality Archetypes. For the Aspect, the choice is clear: Cold. While Experimenter, Explorer, and Investigator could describe Chris' concept for Svet, he finally settles on Analyst. He has 5 Development Points to spend on the elements listed on both Overlays. Looking them over, Chris decides to spend 2 DP on Multitasking (listed under Cold), and 3 DP to buy one skill level in a Science. Since he already has a Science skill from his Vulcan Template, Chris

decides to select a second, different Science skill—Life Sciences (Biology) 1 (2). Chris really likes the new advantage, Objective, because it suits his character concept of a detached scientist, but he needs two additional Development Points to purchase it; he will have to take an extra disadvantage. Since his character already has Hides Emotions and Pacifism (from the Vulcan Template), Chris considers Arrogant and Domineering (both one-point disadvantages). Neither of these really fits his concept (and either would make Svet difficult to get along with), so Chris finally decides on Hard-hearted (–2).

Chris considers his options for Svet's childhood. He envisions Svet as someone a bit older, and more serious, than his peers (even for a Vulcan). He spent a lot of time on his studies, so he doesn't relate to people as well as he could. After reading over his options on page 71 of the *ST:TNG RPG Core Rulebook*, and considering the new packages in the *ST:TNG Players' Guide*, Chris decides on Academic Upbringing. He chooses the History skill (specializing in the history of science), adds +1 to his Logic edge, chooses his father as his Patron (a professor at the Vulcan Science Academy), and takes the Arrogant disadvantage.

Chris describes his character thusly: Svet grew up on Vulcan, the child of two scientists at the Vulcan Science Academy. He spent much of his time reading, conducting experiments, and interacting with other noted academicians, and as a result learned a bit about biology. Like many Vulcans, Svet isn't swayed by emotions, only more so—Svet only understands compassion, guilt, love, and anger conceptually; you can't appeal to Svet emotionally, though he responds to rational arguments. He's adept at splitting his attention between several tasks and remains detached from his experiments. He's objectivity personified.

CHARACTER ADVANCEMENT

As you look at your character sheet, you may wonder how he'll ever qualify as a Starfleet officer. At the beginning of the series, your character is little more than a novice lacking the necessary skills but eager to learn.

SVET'S CHARACTER SHEET LOOKS LIKE THIS:

Attributes

Fitness 2
Strength +1
Coordination 2
Intellect 2
Logic +2
Presence 2
Empathy –1
Psi 1
Range –1

Skills

Culture (Vulcan) 2 (3)
History (Vulcan) 1 (2)
(Science) (2)
Language
Vulcan 2
Life Sciences (Biology) 1 (2)
Mind Meld 2
Physical Sciences (Physics) 2 (3)
Unarmed Combat (Nerve Pinch) 2 (3)
World Knowledge (Vulcan) 1 (2)

Traits

Curious +1, Multitasking +2, Objective +2, Patron (Father; VSA Professor) +2
Arrogant –1, Code of Honor (Vulcan) –3, Hard-hearted –2, Hides Emotions –2

As the series progresses, your character will grow and develop—after all, that's why he's in the Academy! During the course of play, your Narrator will award you with additional Development Points, which you can spend not only to acquire or improve those skills and attributes important to your character, but also toward the skills necessary for your eventual profession in Starfleet. This reflects your character's achievements during play, as well as what he learned in class.

Using the Core Rulebook, select an Overlay to represent your eventual position in Starfleet. Those skills shaded on the Overlay represent your primary skills, and are the bare minimum required to graduate to your position. The





other skills, although important, are common to all Starfleet characters, and should be purchased at some point during your character's Academy career.

You spend these Development Points earned through play as you did when originally creating your character—the associated costs do not change. (A new skill still costs 3 Development Points, raising a Specialization costs 1 point, a 2-point advantage costs 2 points, etc.). You should not use the Experience Point table on page 179 of the *ST: TNG* Core Rulebook.

NARRATOR CONSIDERATIONS

The advancement system of a traditional *Star Trek* series involves the disbursement and expenditure of Experience Points. Because of the unique nature of Starfleet Academy and the goal to graduate a character ready to serve within Starfleet, Development Points are used in favor of Experience Points. Point distribution as rewards for a successful episode should be similar to those listed on page 178 of the Core Rulebook. Instead of awarding Experience Points, give the players Development Points to spend. The suggested award should be from 1 to 2 Development Points per episode, rarely more unless the characters had an exceptional adventure.

The overall goal is to graduate the characters as Starfleet officers at the end of their four years of training. You should track your rewards given to characters to gauge their progress at Starfleet Academy. Each year of training at Starfleet Academy is represented by the disbursement of 16 Development Points. Once characters have accumulated that many Development Points, they are assumed to have completed one year of the Academy.

114 As Narrator, you can use this system to scale your series, allowing you to start in the middle of a cadet's time at the Academy. Second-, third-, and fourth-year cadets starting a series should be given an additional 16, 32, and 48 points respectively when generating their characters.

These Development Point awards are spent exactly as they are during character generation—a character does not have to spend all of

RECOMMENDED SKILL ADVANCEMENT CHART

During your stay at the Academy, your character will learn a number of skills and acquire a wealth of knowledge. But you have to learn to crawl before you can walk, and walk before you can run. Before you can pilot a starship, you should understand the principles of navigation, for instance. The Academy program teaches specific classes at particular stages in a cadet's academic careers. You should keep this in mind when spending Development Points on skills once the game has begun.

This chart should be used as a guideline to determine what skills should be raised and/or bought during a character's time at Starfleet Academy. Attributes, edges, or traits should be purchased with the Narrator's approval.

1st Year Cadet/General Starfleet Skills

Athletics, Dodge, History (Federation), Language (Federation Standard), Law (Starfleet Regulations), Planetside Survival

2nd Year Cadet/Basic Shipboard Functions

As above and including Computer, Energy Weapon (Phaser), Personal Equipment, Shipboard Systems, and Vehicle Operations

3rd Year Cadet/Departmental Skills

As above and including any primary skills from the character's intended Overlay

4th Year Cadet/Advanced Concepts

Select any skills above or from the Academy Life History on page 72 of the Core Rulebook.

his Development Points as awarded. However, do not have your players use the chart on page 179 of the Core Rulebook when spending Development Points—those costs are intended for Experience Points only! The Recommended Skill Advancement Chart provides the recommended path that characters should use to acquire and raise skills. A first-year cadet should not become an expert in Warp Drive Propulsion, instead focusing on the basic skills taught at the Academy.

Narrators should monitor the expenditure of Development Points during play to ensure characters possess, or are working toward, the skills required for their eventual positions. The absolute minimum skills required to graduate Starfleet Academy are the shaded Primary skills shown on each Overlay. The remaining skills, although important to a Starfleet officer, are not required (but are strongly recommended).

ACADEMY TECHNOLOGY

After observing numerous stagnant civilizations like the computer-dominated culture of Beta III, Federation social scientists realized it is extremely easy for a society to grow so dependent upon robots and computers that the citizens become completely helpless without them. While some worry that Earth and the other central worlds of the Federation are heading toward such problems, Starfleet makes certain Academy training teaches cadets enough self-reliance not to depend unduly upon technology. Cadets and Starfleet personnel use equipment designed with this same philosophy in mind.

115

STARFLEET TECHNOLOGY

While Starfleet technology can build robots and create emergency medical holograms which are as good as almost any living physician, no evidence exists that automatons or EMH programs are superior to well trained physicians. Living physicians practice medicine. Starfleet prefers exploring new planets on foot instead of simply sending down automated probes—unless investigating environments lethal to humanoid life. When possible, all Starfleet designs equipment for an individual's use, not to operate remotely or automatically.





ACADEMY TRAINER CRAFT

Class and Type: *Bantam-class Trainer*

HULL CHARACTERISTICS

Size: 1 (4 meters long, 1 deck)

Resistance: 1

Structural Points: 30

OPERATIONAL CHARACTERISTICS

Crew/Passengers: 1/1(3)

[1 pwr/round]

Computer: 1

[1 pwr/round]

Transporters: none

Tractor Beams: 1 fwd

[2/rating used]

PROPULSION AND POWER CHARACTERISTICS

Warp System: None

Impulse System: .5C/.75C

[5/7 pwr/round]

Power: 75

SENSOR SYSTEMS

Long-range Sensors: +0/5 light-years

[6 pwr/round]

Lateral Sensors: +0/1 light-years

[4 pwr/round]

Navigational Sensors: +0

[5 pwr/round]

Sensors Skill: 3

DEFENSIVE SYSTEMS

Starfleet Deflector Shield

Protection: 24/36

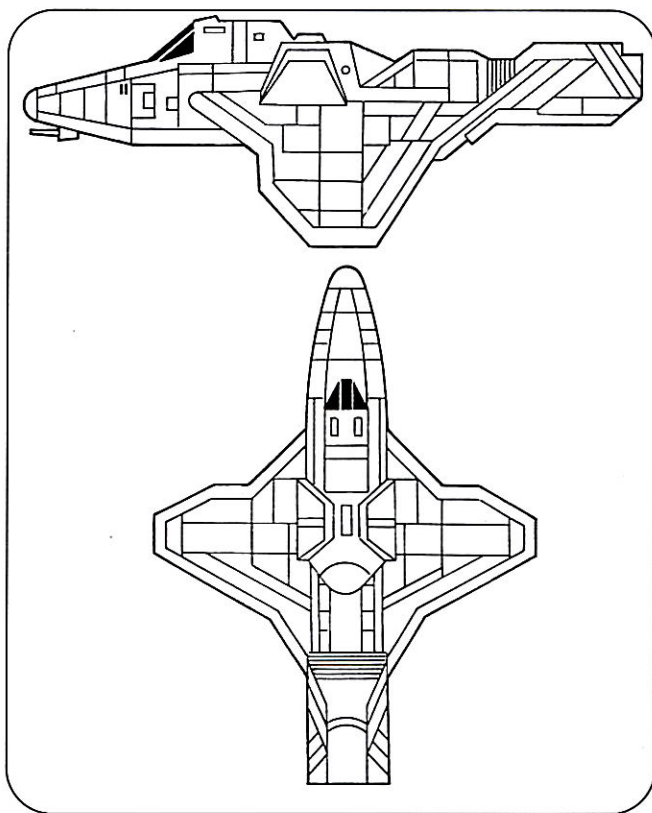
Power: [24]

DESCRIPTION AND NOTES

Starfleet Cadets primarily use the Academy Trainer craft to practice flight operations.

116 Although these vessels do not have warp drive so as to prevent cadets from venturing into unsafe regions of space, they still contain low-powered versions of all other equipment found on a larger starships, including high-speed impulse engines, tractor beams, and long-range sensors not normally found on small vessels.

A single cadet can pilot a trainer. These vehicles also contain a second seat usually



used by an instructor, or by a second cadet during some training missions involving teamwork. The vessel's cabin contains two additional fold-down seats to carry the crew of a damaged trainer during rescue operations. Since these conditions make the cabin extremely cramped and uncomfortable, pilots use the extra sets only in emergencies.

Instructors use trainers to simulate almost any possible mission that does not require warp drive capability. During wargame simulations trainers employ their targeting sensors to determine phaser hit status. During such wargames instructors program training craft to respond like larger starships and sometimes even generate signals which cause the other trainer's instruments to make them appear as full-sized starships.

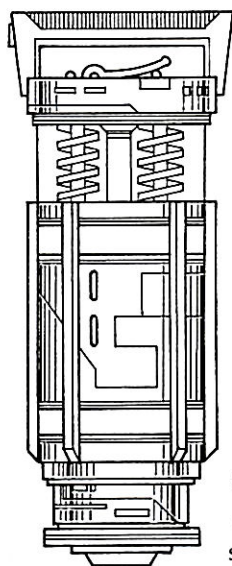
ENGINEERING EQUIPMENT

Academy instructors train cadets to use a variety of tools, instruments, and equipment useful in engineering applications and research. Many receive basic training to apply these items during various situations all future Starfleet officers might encounter.

FLUX GENERATOR

Most Starfleet cadets receive training to use the flux generator, one of the basic tools of both scientific research and engineering. Many science labs contain large flux generators to investigate distant energy-related phenomena. Science officers and engineers also use less powerful hand-held models.

Flux generators employ spin-polarized bilonium coils to generate variable tetryon fields. These fields alter the transmission of various high-energy phenomena by minutely modifying the structure of normal space.



In practice flux generators temporarily vary physical constants like the local speed of light by a few tenths of a percent. These fluctuations can help analyze, alter, fluctuate, or completely disrupt many high-energy phenomena like force fields, wormholes, quantum singularities, tachyon eddies, and soliton waves.

The spatial distortions flux generators produce are only temporary—the structure of space returns to normal once the generator is turned off. The large flux generators found on starships and science labs can usually disrupt self-sustaining disturbances like soliton waves or tachyon eddies of intensities up to 7×10^4 diracs.

Naturally or artificially powered energy disturbances like force fields and artificial quantum singularities resist such disruption. At best, flux generators can only slightly alter or vary these phenomena.

Although this device cannot affect the powerful deflector shields found on highly mobile targets like starships, flux generators can create temporary openings in force fields. Hand-held flux generators can affect small-scale energy phenomena like interior force fields or quantum singularities with a power of less than 3×10^3 microdiracs. Science officers often carry flux generators whenever they may

be called upon to investigate any unusual high-energy phenomena.

Size: 20 cm x 12 cm x 5 cm

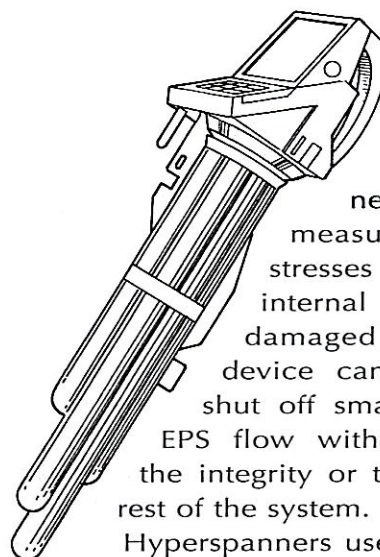
Mass: 0.8 kg

Duration: 25 hours

HYPERSPANNER

While somewhat similar in both use and appearance to the magnetic probe, hyperspanners are both considerably safer and easier to use. This device monitors, calibrates, and adjusts the plasma flow in the plasma injectors used in electoplasma systems (EPS). It also helps control the plasma flow inside the EPS conduits.

Since EPS systems are the primary power generation system on both starships and starbases, and serve as an integral portion of all impulse drives, taking the EPS system completely off-line for maintenance and repair is usually impractical unless a ship is berthed in a repair facility. Engineers most often use hyperspanners to regulate the EPS plasma flow



without shutting down critical systems. They also reroute the plasma flow around damaged components and precisely measure compression stresses in the plasma if the internal EPS monitors are damaged or off-line. This device can also temporarily shut off small portions of the EPS flow without compromising the integrity or the function of the rest of the system.

Hyperspanners use a miniature array of polarized gravimetric projectors to create and direct several different sets of force fields. The unit's primary force field activates when its xynium-based sensors detect significant plasma density. This field protects both the unit and the user's arm from actually encountering the plasma. Failure of the primary field can result in severe plasma burns. The secondary force fields actually measure



and manipulate the plasma flow. If the primary field fails, the secondary fields automatically compensate to provide protection for the device and its user while manipulating the plasma. Unfortunately, the secondary field can operate in this dual mode for approximately two minutes only.

Size: 25 cm x 4 cm x 4 cm

Mass: 0.25 kg

Duration: 100 hour for normal usage.

MAGNETIC PROBE

One of the most delicate and important tools used by engineers, magnetic probes employ powerful vibranium-rhombium electromagnets to measure, shape, and control the flow of antimatter plasma in a starship's warp core. In critical situations it is sometimes impossible to take the warp engines off-line for maintenance. The probe's precisely controlled

and modulated magnetic field can safely affect and measure the antimatter flow through the warp engines. On its highest setting the unit's specially made sari-um krellide power cells can even provide enough power to stop temporarily the flow of antimatter, allowing replacement or servicing of critical components like the dilithium crystals without actually taking the warp engines off-line. A magnetic probe helps speed repairs

that might normally take several hours. The probe's powerful sensors can also measure minute changes in the antimatter plasma which sensors on the warp engines often cannot detect. This allows engineers to recalibrate the engines to provide maximum power output, or to route the antimatter flow around damaged portions of the EPS conduits.

Cadets must remember that direct manipulation of the antimatter flow is extremely dangerous. Any serious mistakes—such as ground-

ing the probe on the side of the antimatter conduit—can result in an uncontrolled explosion as the antimatter contacts both the probe and the user's arm. Since such mistakes can easily destroy an entire starship, cadets taking engineering courses use this device in numerous holodeck simulations before actually performing carefully supervised manipulations on actual starship engines.

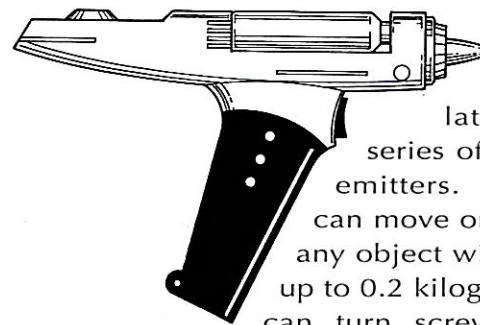
Size: 25 cm x 3 cm x 3 cm

Mass: 0.3 kg

Duration: 100 hours on normal settings, although it can stop a starship's antimatter flow for only 1 hour

MULTIPURPOSE GRAVITONIC EFFECTOR (MGE)

The MGE is perhaps the most common device used by Starfleet cadets and other Federation citizens engaged in technical work. Hikers and campers use the MGE, and all Starfleet survival kits stock this device. This miracle of microgravitonic technology uses the same principles powering a starship's tractor beams and deflector shields. MGE's produce a



coherent graviton beam focused and modulated by a series of zeta meson emitters. This beam can move or manipulate any object with a mass of up to 0.2 kilograms. MGE's can turn screws, hammer and pull nails, tighten bolts, and dephase molecular nanocouplings. By carefully focusing the graviton beam an MGE can undertake delicate micromanipulation, such as opening or closing individual contacts on a single isolar chip.

MGE's are also useful for more robust work. By focusing the beam to a pinpoint this device can weld, cut, and melt ordinary materials at a range of up to 2 meters. While the unit's beam cannot affect refractory materials like solid tritanium or duranium, on its highest setting the

unit can easily shape and cut ordinary composites including boronite whisker epoxy and foamed duranium. An MGE can serve as an exceedingly sharp and precise drill, knife, or punch. The focused graviton beam can, in emergencies, work as a weapon; however, even on its highest setting it has a range of only 3 meters and a maximum damage of 10+2d6.

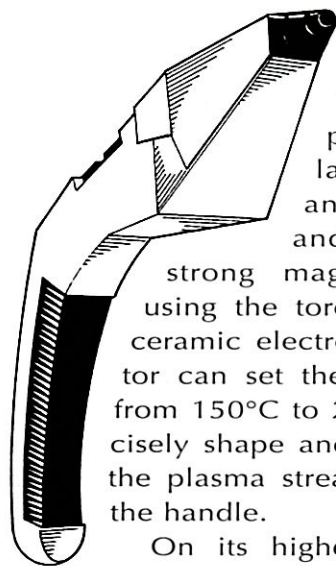
Size: 18 cm x 1.5 cm x 1.5 cm

Mass: 0.1 kg

Duration: 1,000 hours of continuous use

PLASMA TORCH

Every cadet studying engineering or technical skills receives training using this basic piece of equipment. Plasma torches weld and cut all varieties of refractory material used in starships, starbases, and other settings where



durable, damage-resistant materials are essential. The torch heats deuterium plasma using an oscillating positron beam and then compresses and shapes it with a strong magnetic field created using the torch's nickel-rhombium ceramic electromagnets. The operator can set the heat of the plasma from 150°C to 2,500°C and can precisely shape and direct the length of the plasma stream using controls on the handle.

On its highest setting a plasma torch can cut a hole 1 meter deep in solid duranium or tritanium in fifteen minutes. Welding instead of cutting requires slightly lower-powered beams, but it takes approximately the same amount of time as cutting. Even the vast heat generated by this unit cannot cut the new duranium-tritanium alloys or collapsed matter like pressure-stabilized neutronium.

In an emergency, plasma torches can serve as weapons. This device can inflict terrible burns on an enemy, as high as 12+4d6. The

unit's plasma stream can extend out only 0.5 meters, preventing attacks from affecting targets farther away.

Size: 10 cm x 15 cm x 5 cm

Mass: 0.3 kg

Duration: 10 hours

Damage: variable, up to 12+4d6

QUANTUM FOLD BINOCULARS (QFB)

Cadets use this device during military exercises and for simulated search and rescue missions. Using technology developed by Starfleet four years ago, the binoculars project a pair of scanning tetrayon beams. Trionic sensors read the subspace distortions produced where the beams intersect and determine the structure and composition of any matter within 1 meter of the beam intersection.

By adjusting

tetrayon

beam align-

ment this

unit essen-

tially allows

the user to view any loca-

tion within 2 kilometers.

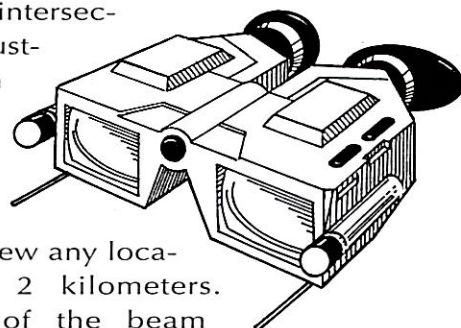
Limitations of the beam

parallax, combined with the

lack of sensitivity in the trionic sensors, prevent this unit from being used to view regions farther than 2 kilometers away.

A simple trackball on the side of the device directs the beams. Using a series of three buttons the operator can move the beam focus in 10 m, 1 m, or even 1 cm increments. Used properly, quantum fold binoculars can display the interior of a locked suitcase, the circuitry inside a control panel, or the contents of a sealed vault 1 kilometer away. Since the unit only allows the user to view objects within 1 meter of the beam focus, careful adjustment of the trackball is required to locate specific objects.

This unit shows only portions of larger objects like shuttlecraft. It is impossible to pull back the focus of a QFB unit and view a larger area from a distance. Limitations in the trionic sensor array sensitivity allow the unit to view regions with less than 10 meters of solid





matter between the user and the beam focus. QFB's cannot see through force fields.

A special tetryon beam modulation in all units issued to Starfleet cadets allows ordinary sensors to detect the scanning beam easily and pinpoint its source. This last feature may discourage cadets attempting to spy upon their fellows. Most cadets use QFB's to locate hidden opponents or victims trapped in simulated avalanches and cave-ins.

Size: 15 cm x 10 cm x 3 cm
Mass: 0.3 kg
Duration: 100 hours

MEDICAL EQUIPMENT

Cadets studying in the Academy medical program learn to use a variety of instruments and equipment commonly used throughout the Federation. Those pursuing medical careers in Starfleet use these instruments and others for many procedures.

CORTICAL STIMULATOR

Cortical stimulators help return the brain and nervous system to a normal, healthy state when a humanoid enters a coma or suffers other forms of serious neurological disturbance.

During treatment doctors place the unit on the patient's head. The stimulator's linear array of electromyonic sensors analyzes the current level of neural activity and compares this

activity to the normal parameters for the patient's species. Using these readings the physician then activates the stimulator's network of

phased muon projectors. Intersecting muon

beams focus on individual neurons, stimulating them in patterns similar to normal brain activity. A sufficient level of neural stimulation usually results in the patient's other neurons adapting their firing to match this pattern, returning the patient to a normal state.

Doctors must carefully monitor the cortical stimulator or the patient could experience

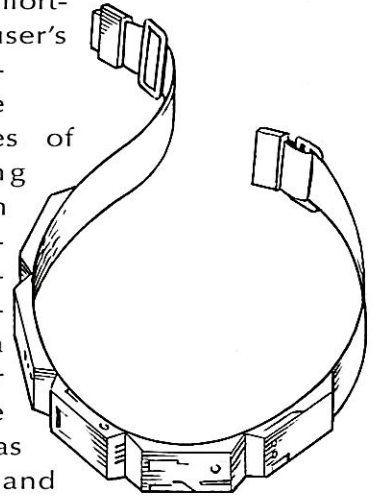
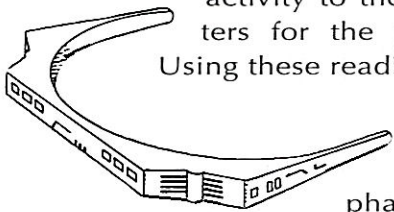
neural damage or seizures. In the hands of a skilled physician this device can even help cure complex neurological abnormalities like the Vulcan *t'lokan* schism or temporary insanity induced by drugs or stress. Doctors have occasionally used this device to reinforce normal neurological patterns to such a degree that noncorporeal beings inhabiting patients were expelled. On rare occasions when a patient's bioneural energy is temporarily displaced from the body, a cortical stimulator can keep the patient's body alive until this energy is returned.

Size: 20 cm x 3 cm x 1 cm
Mass: 0.1 kg
Duration: 100 hours

DELTA WAVE INDUCER

Physicians throughout the Federation use delta wave inducers to help patients enter a deep and restful sleep. Starfleet cadets and other students sometimes use inducers to get to sleep before an important performance review. Most humanoid brains oscillate in a certain range of resonance frequencies (known as delta waves) while asleep; this device artificially induces this state and eases the subject into sleep.

The delta wave inducer is a partial head-band that fits comfortably over the user's forehead and temples. The device activates a series of superconducting nickel-rhombium zeta-meson projectors. The zeta-meson fields produced by the delta wave inducer oscillate in the same frequency as delta waves, and cause the neurons in the user's brain to fire in a similar pattern through mesonic induction. Within five minutes of activation the user falls into a sound sleep. Normally the unit turns itself off after ten min-



utes, although a physician may program it to keep the user asleep for a set period of time, waking him up by damping out the delta waves in his brain. Doctors advise healthy subjects who simply need help getting to sleep not to use this unit more than twice a week to avoid psychological dependence.

Size: 18 cm x 3 cm x 0.1 cm

Mass: 0.1 kg

Duration: 100 hours

or duranium, an exoscalpel can easily cut all ordinary organic material like wood or bone, and most of the boronite whisker composites used in furniture and clothing. When used as a weapon an exoscalpel inflicts between 1 and 3+2d6 points of damage.

Size: 10 cm x 4 cm x 4 cm

Mass: 0.1 kg

Duration: 100 hours

Damage: variable, up to 3+2d6

EXOSCALPEL

Sometimes internal injuries or the presence of foreign bodies inside the patient requires physicians to perform surgery. Based on principles similar to those used by multipurpose gravitonic effectors (see above), exoscalpels are the 24th-century surgical cutting device.

This unit uses trionic emitters to tightly focus a low-powered rapid nadian cutting beam.

Exoscalpels have two modes of operation. In the normal mode an exoscalpel projects a linear nadian beam that functions as an exceedingly thin blade. A surgeon can focus the beam as short as 0.1 cm or as long as 20 cm for exceptionally deep incisions. The trionic emitters can also focus the nadions at certain

points along the beam. Since only focused nadions can slice tissue, an exoscalpel can cut deeply within a patient without actually piercing the skin or damaging any tissue between the exoscalpel and the affected region. This focused cutting area can extend up to 20 cm away from the unit and can focus as short as 0.1 cm or as long as 5 cm. If the surgical procedure requires it, a strong electric charge carried by the trionic beam can instantly cauterize any incision this device makes.

Like many instruments, exoscalpels have alternate uses. While this device is incapable of affecting refractory materials like tritanium

PROTECTIVE SUITS

Cadets learn to use and function in several protective suits employed in exercises and Starfleet operations. Training programs also stress suit maintenance and limitations.

FLIGHT SUIT

Used primarily by Starfleet cadets while flying training missions, flight suits help cadets cope with the rigors of high acceleration, zero gravity, and even short-term periods of decompression. The design is comfortable enough for long-term wear and flexible enough to allow the pilot to function normally. Made of a durable boronite fiber mesh, the flight suit includes a comfortable jumpsuit with integral boots, detachable gloves, and a foldable helmet. While conventional environment suits use rigid helmets, the headpiece on a flight suit consists of a transparent, highly flexible ferropolymer. In normal use cadets store the gloves on the belt and fold the helmet back into the suit's collar.

Sensors in the suit can detect both decompression and atmospheric toxins. If the suit's sensors detect hazardous conditions the helmet automatically extends and seals the suit. A trained user can then put on the gloves in less than four seconds. Molecular adhesion units automatically close and seal the suit. To prevent overheating during normal use the boronite mesh maintains its normally comfortably loose weave and the jumpsuit has a slightly baggy feel to facilitate ease of movement. When the suit seals the molecular adhesion units also compress the weave so it becomes a form-fitting jumpsuit which is both





air- and watertight. During periods of high acceleration the suit's weave compresses the wearer's legs and lower abdomen to help maintain blood flow to the torso and head. This compression helps wearers remain conscious when under the effects of higher gravity (+1 Vitality to resist the effects of acceleration).

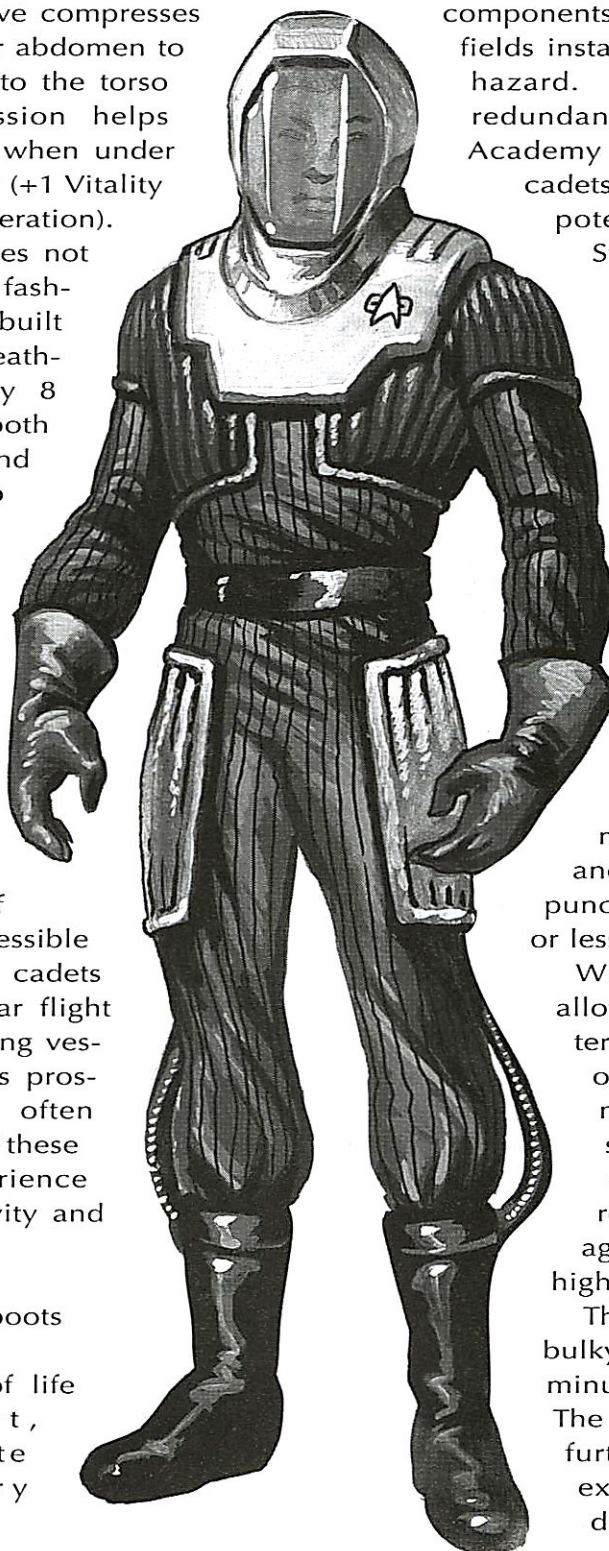
Wearing a flight suit does not encumber the pilot in any fashion. The life-support unit built into the suit provides a breathable atmosphere for only 8 hours. Flight suits include both integral communicators and gravitic boots identical to those found on ordinary environment suits.

Flight suits are significantly inferior to environment suits for long-term use in hostile environments. Flight suits provide no armor protection and can self-seal punctures of only 2 points of damage or less. Sealing larger punctures requires application of one of the six easily accessible patches. In Starfleet only cadets and test pilots usually wear flight suits. The crews of smuggling vessels, pirates ships, and less prosperous merchant vessels often wear flight suits, since all of these vessels can easily experience unplanned changes in gravity and atmosphere.

Size: 5 L (folded) + boots

Mass: 3 kg

Duration: 8 hours of life support, indefinite ordinary wear



gear when repairing warp drive or weapons components. A series of powerful force fields instantly seals off any radiation hazard. To provide acceptable, redundant protection, however, Academy safety protocols require cadets to wear radiation suits in potentially hazardous areas.

Starfleet personnel also wear these suits when visiting worlds with dangerous levels of ambient radiation.

Radiation suits reduce the wearer's radiation exposure by a factor of 10 thanks to a thick tripolymer mesh and numerous layers of tough, flexible, boronite whisker fabric. The suit material also contains an inner layer made of duotronically controlled nanofibers capable of maintaining suit integrity and automatically sealing any punctures of 7 points of damage or less.

While this garment does not allow the user to endure long-term exposure to high levels of radiation, it largely eliminates the risk of short exposures to low and moderate radiation levels and reduces the severity of damage caused by exposure to high radiation levels.

The suit comes with a large, bulky helmet of transparent aluminum and foamed duranium. The helmet's narrow face plate further reduces radiation exposure. To prevent lung damage from radioactive vapors or poisonous coolant leaks the suit also includes a

microreplicator system for temperature control, air purification, and recirculation. Radiation suits protect wearers from tempera-

RADIATION SUIT

Improved shielding technology greatly reduced the necessity of wearing protective

ture extremes ranging from -150°C to 150°C and from pressures ranging from vacuum to 10 atmospheres. If necessary, a radiation suit can also serve as a short-term environment suit. The suit's life-support system provides breathable air for up to 25 hours.

Many users complain that wearing the helmet reduces visibility and increases the suit's discomfort. Trained engineers often substitute a simple breathing mask for the helmet. The lack of head protection halves the level of shielding the suit affords. When dealing with short-term exposure to low-level radiation, many engineers leave the helmet off and spend more time in sickbay after their exposure.

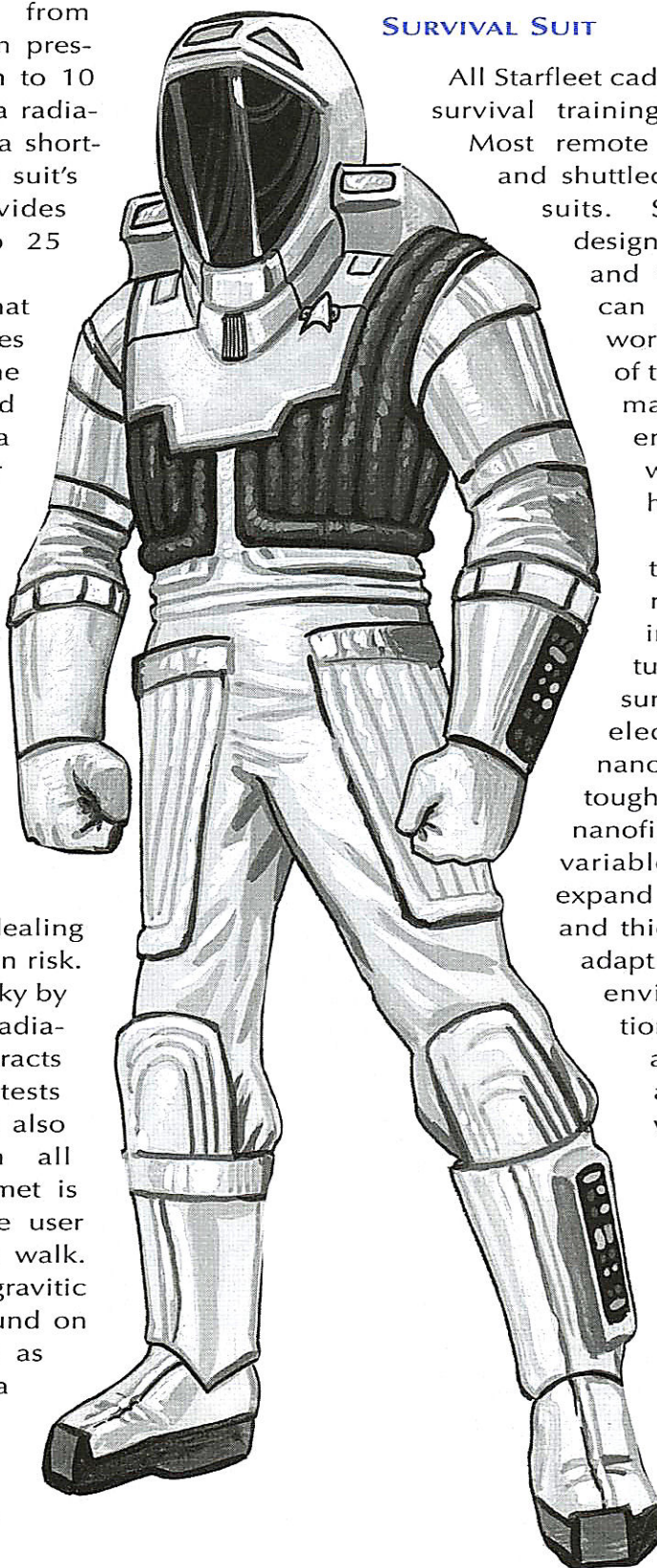
Starfleet cadets must wear the full suit, complete with helmet, when dealing with any significant radiation risk. Radiation suits are quite bulky by nature. When wearing a radiation suit a character subtracts one die from all skills tests involving Coordination. He also subtracts one die from all Perception tests if the helmet is worn. The suit restricts the user from moving faster than a walk. All radiation suits include gravitic boots identical to those found on standard environment suits as well as built-in lights and a personal communicator.

A armor: 3

Size: 18 L (folded) + helmet

Mass: 12 kg

Duration: 12 hours



SURVIVAL SUIT

All Starfleet cadets who participate in survival training use survival suits.

Most remote Federation outposts and shuttlecraft also stock these suits. Survival suits are designed for use on Class M and Class L worlds, and can function on Class H worlds with the addition of the optional breathing mask. Personnel use environment suits when visiting less habitable worlds.

Made from one of the smart cloth materials first developed in the early 24th century, the fabric used in survival suits consists of electrically active nanofibers imbedded in a tough dylec mesh. These nanofibers allow the suit's variable-state material to expand or contract in width and thickness. Survival suits adapt themselves to local environmental conditions. In arctic weather a survival suit serves as a warm, fully waterproof insulating garment capable of protecting the wearer from temperatures as low as -30°C . In humid jungles it becomes a cool, loose-weave fabric that shields the wearer from the sun, or a thin, cool, but completely waterproof garment like a wind-

breaker. Superconducting thermoelectric heating and cooling elements woven into the fab-





ric allow the suit to keep wearers comfortable in temperatures ranging from -30°C to 50°C . To endure extreme temperatures safely the user must wear the hood built into the suit's collar.

The suit's nanofibers also allow the wearer to change the suit's color to one of nearly two dozen settings—from various forms of camouflage to heat-reflective silver or high visibility colors like bright orange and magenta. Thin film sarium krellide power cells built into the suit's fabric power its various functions. These power cells maintain all of the suit's functions for up to 200 hours. Solar cells bonded to the upper layer of fabric can recharge the suit's power supply.

Survival suits also come equipped with a wide range of additional gear, including powered binoculars, an MGE, a water purification unit, a dermal regenerator, a personal communicator, a powerful palm beacon, a dylec memory tent, and 1 kilogram (6 days' worth) of survival rations. Survival suits provide 1 point of armor for the wearer and self-seal punctures and tears of up to 3 points. Six tear-off patches allow the wearer to repair more serious damage.

On Class H worlds and on shuttlecraft emergency lockers survival suits also come with separate breathing masks. These serve the dual purpose of providing the wearer with a breathable atmosphere and recycling the moisture the wearer exhales, preventing dehydration in dry climates. A breathing mask consists of a trans-

parent kylar mask that automatically conforms to the wearer's face, and a miniature rebreathing filter/compressor unit that attaches to the survival suit belt. This rebreather extracts oxygen from any atmosphere or liquid which contains more than trace amounts of the gas. The rebreather unit is rated for 1,000 hours of continuous operation before its picotronic filters require cleaning and service. If necessary, a survival suit and breathing mask can even allow the user to operate for a limited time under water.

SURVIVAL SUIT

Armor: 1

Size: 6 L

Mass: 2.5 kg (5 kg with included gear and survival rations)

Duration: unlimited with sufficient sunlight

BREATHING MASK

Size: 1.2 L

Mass: 1 kg

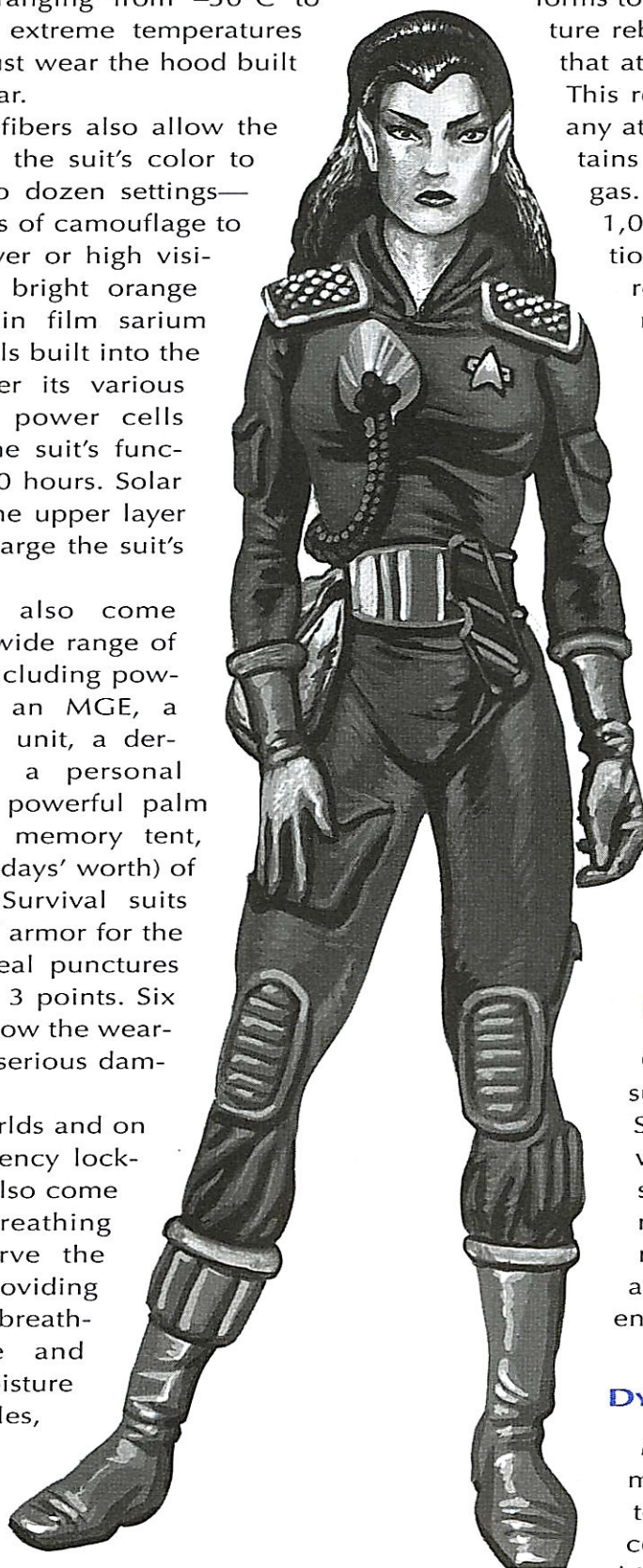
Duration: 1,000 hours

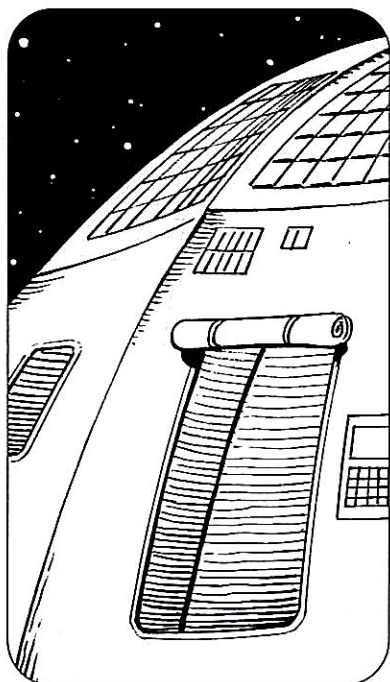
SURVIVAL GEAR

Cadets learn to use a variety of survival gear at the Academy. Starfleet personnel never know when they might find themselves stranded in difficult environments without support, and must use their survival skills and available equipment to endure until aid arrives.

DYLEC MEMORY TENT

Memory tents serve as the ultimate in portable, easily erected temporary habitation. The tent consists of an electrically active biomimetic tripolymer capable





of changing shape with a touch of the control pad on one corner—essentially a single flat sheet of thick, flexible tripolymer. This sheet can automatically change form from a small folded packet to a large domed oval with a rigid top, a flexible floor, and a moveable door flap.

The tent requires two minutes to erect itself.

Once the tent unfolds, the built-in miniature molecular adhesion generators activate to bond the tent tightly to the ground underneath. When erected, this tent provides completely waterproof shelter.

Thermoelectric fibers aided by variable-weave dylec smart cloth heat and cool the tent to maintain comfortable temperatures inside in environment ranging from -40°C to 50°C . Like Starfleet survival suits, memory tents automatically adapt themselves to local conditions. The tent becomes highly insulating and heat reflective in cold weather, and loose and porous to increase air flow in warmer climates.

Thin film sarium krellide power cells built into the tent's fabric power its various functions. These power cells maintain all the tent's functions for up to 100 hours and recharge themselves through the solar cells bonded to the fabric's upper layer. Refolding the tent requires some effort on the user's part and takes approximately ten minutes.

Size: 10 cm x 10 cm x 2 cm (folded); a domed, flat-bottomed oval 2.2 m x 0.7 m x 0.4 m (unfolded)

Mass: 0.3 kg

Duration: unlimited with adequate sunlight

SURVIVAL RATIONS

Cadets and Starfleet personnel must rely upon Starfleet survival rations during survival training, extended treks through the wilderness, or any situation where they are cut off from food replicators or other sources of nutrition. Survival rations come in several varieties and many flavors and textures to suit the various sentient species in Starfleet. Colors code ration boxes into five different types of survival nutrients, one for each major type of metabolism found in Starfleet personnel. Each type provides a wide variety of different flavors and textures.

When planning extended excursions into wilderness areas, Starfleet personnel can choose which flavor and texture combination to take along. Such details are assigned randomly during survival training and in the survival kits found in all Starfleet shuttlecraft. Human-compatible rations (found in red survival ration boxes and individually packaged bright red wrappers) come in four textures: crunchy bars, thick gelatinlike bars, tough chewy bars, and thick pastelike liquids (in squeeze tubes). Personnel can combine textures to vary flavor. Four of the standard 40 gram bars or tubes provide a human with complete nutrition for a full day of strenuous exercise.

Personnel frequently complain about the monotony and taste of rations despite their high nutritional content. Eating nothing but survival rations can keep most humanoids healthy for at least a full month. A standard 1.3 liter, 1 kilogram box of rations contains enough food to sustain a humanoid for six days.

Although survival rations contain some moisture, all humanoids need water. Ration packs also contain foil pack canteens holding 0.5 liters of water. Users can mix water with a concentrated mineral and vitamin supplement for extra sustenance in extremely hot environments. 125

All standard survival kits contain miniature water purifiers. A single unit can purify one liter of water in five minutes, including sea water. If the power cell runs down, or the myotronic pump malfunctions, the optional





hand pump can purify one liter of water in fifteen minutes. Power cells and filters last up to 1,000 hours, enough time to purify the one gallon per day a single person requires. After this time personnel must wash the entire filter cartridge in pure water and replace some parts. To operate the purifier, the user pours in one liter of water and activates the pump. A minute later pure water begins to trickle from the spout.

SURVIVAL RATIONS

Size: 1.3 L box

Mass: 1 kg

Duration: A standard survival ration box contains enough ration bars to sustain a single humanoid for 6 days

WATER PURIFIER

Size: 0.8 L (a cylinder 16 cm x 8 cm x 8 cm)

Mass: 0.5 kg

Duration: 1,000 hours

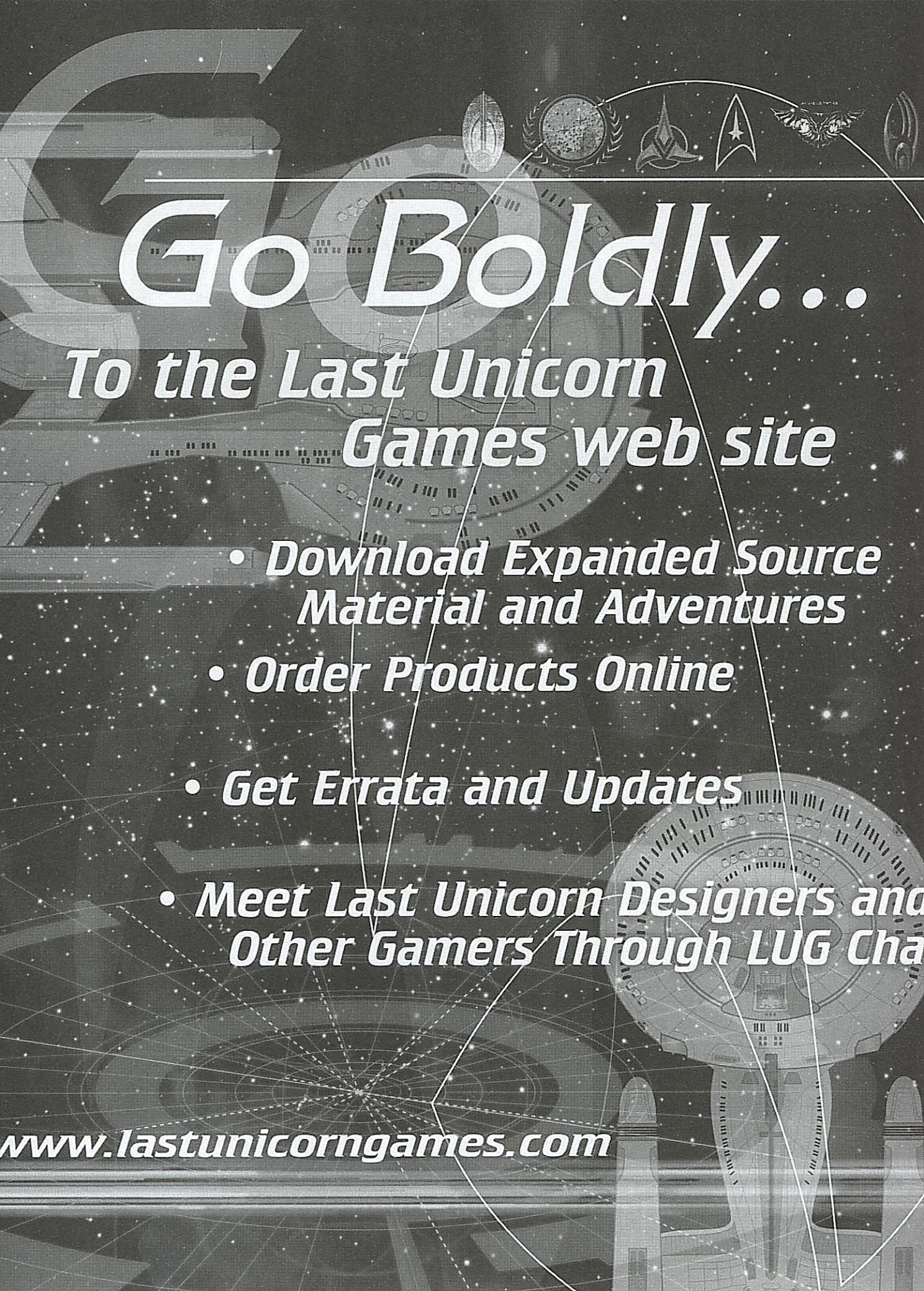
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GUIDE



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DEDICATION: TO THE FINEST GROUP OF PEOPLE I'VE HAD THE PLEASURE TO WORK WITH — CHRISTIAN MOORE, OWEN SEYLER, MATT COLVILLE, CHARLES RYAN, KENNETH HITE, STEVE LONG, INMAN YOUNG, AND JAY LONGINO. WHEN HISTORIANS LOOK BACK ON THIS DAY, THEY'LL SAY "NEVER BEFORE HAS SUCH A GROUP OF HEROES STRODE THE LAND. IT WAS AN AGE OF LEGEND!"

SPECIAL THANKS TO ALESSANDRA ISAACS AND CHRISTIAN MOORE, BOTH OF WHOM NEVER GET THANKED ENOUGH.

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LAST UNICORN GAMES
9520 JEFFERSON BLVD., SUITE C
CULVER CITY, CA 90232

PRINTED IN CANADA
FIRST PRINTING — SEPTEMBER 1999

DISTRIBUTED TO THE BOOK TRADE BY SIMON & SCHUSTER, 1230 AVENUE OF THE AMERICAS, NEW YORK, NY 10020

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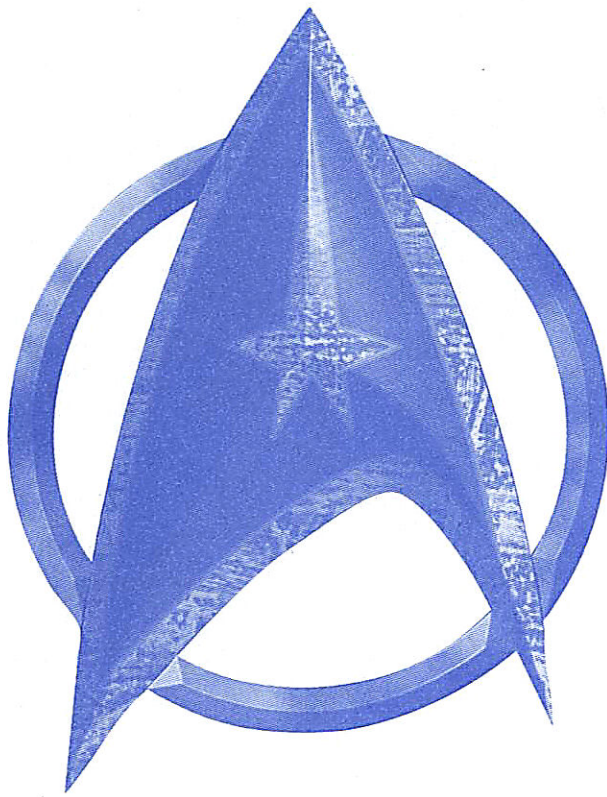
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THE ACADEMY SERIES

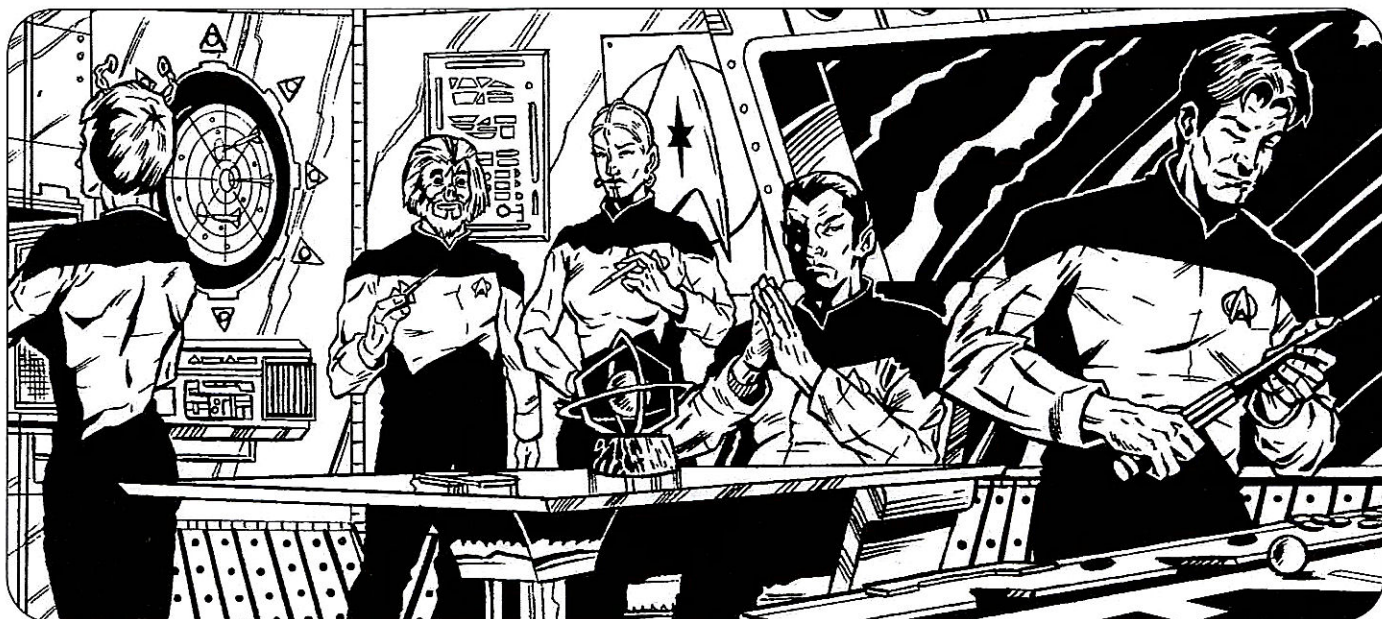
Setting a *Star Trek* series at Starfleet Academy offers certain opportunities to the Narrator and players. It also involves certain limitations and differences in style from a standard *Star Trek* series. This chapter looks at these differences and provides advice for the Narrator on how best to deal with them.

CHARACTER CREATION

Players and Narrators should consult “Chapter Seven” of the *Starfleet Academy Handbook* for rules on creating Academy cadet characters. 5

The important thing to keep in mind about cadet characters is that they’re not really finished yet. They are at the beginning of their Starfleet careers, so they are correspondingly less capable than experienced Starfleet officers; cadets start out with only the most basic skills. They aren’t proficient in warp drive engineering, phaser use, or any of the skills taken for granted in your typical *ST:TNG* RPG series. That’s why they’re at the Academy in the first place. Cadets are also likely to have more personal flaws, since turning rough recruits into polished officers is part of the Academy experience. Narrators should keep these limitations in mind when creating challenges for cadets.





THE PERSONALITY ARCHETYPE

To give cadets a bit of an edge, the rules provide an additional 5 Development Points to spend on the Personality Archetype. This consists of two separate halves—the Aspect and the Focus. When combined, these present a near-endless combination of personality types. The player should think about his character's outlook on life, his perspective on the universe. Is he like Geordi La Forge? Then he might be an Ingenious Experimenter. Is he like Worf? Then perhaps Tireless Defender or Disciplined Fighter might best describe him. Ask each player to describe the type of character he wants to portray—not the species and profession, but how he'd react to certain stock situations—first contact with a new civilization, an enigmatic alien device, a standoff with a Ferengi DaiMon. Then find the Aspect and Focus that best describes this point of view.

6 Some players will choose an extreme personality, like Maverick Rebel or Brash Fighter. This could cause some "interesting" roleplaying situations as the player focuses on the extreme behavior. In these cases, if you think a personality combination will interfere with everyone's enjoyment, simply ask the player to reconsider his choice. Talk to him about his choice and try to understand his rationale. He might be making his decision based on the combination of traits it allows (never a good

idea), or he might have a character concept inappropriate for Starfleet (in which case his goal might be to overcome his foibles).

Try to encourage your players to spend as many of those points as they can on extra skills—they're going to need 'em. Ask them to consider their childhood interests when spending these DP. A Humanist might have studied alien cultures or Earth's greatest philosophers in his free time. An Experimenter could have spent her early years reading engineering journals and tinkering in her backyard. A Survivor could have picked up skills necessary for his survival. These skills in particular should represent the character's abiding interest in a subject, something that will stay with him throughout his life. Narrators who prefer to omit this new system can simply provide players with five extra Development Points, perhaps to spend during the Early Life stage of Background development.

Players have the option of spending their Personality Archetype DP on advantages and disadvantages. Note that cadets shouldn't have more than 8 points worth of disadvantages. Otherwise they would never have passed the strenuous, and rigorous, Academy entrance examinations.

Always keep in mind that the Personality Archetype is a rough guideline for a character's behavior. Don't force the player to react a particular way—your way—because that's what

the Personality Archetype says. Not every Inquisitive Experimenter ceaselessly reacts with curiosity, nor is every Brash Leader continually rushing headlong into danger. People (whether human, Vulcan, or Ferengi) exhibit a range of emotions and respond in their own ways. Conversely, encourage your players to act with variety, especially if you notice them playing a cliché. Notice how Captain Picard could be described as a Nurturing Humanist, an Inquisitive Explorer, a Calm Leader, and a Tireless Mediator; he's all these things, and more. That's because his behavior depends on the situation—he's a leader when he needs to be, an explorer when confronted with something new—but one personality remains dominant (we leave it to you to decide which one).

CHARACTER DEVELOPMENT

With a Starfleet Academy series, players get a true sense of their characters' growth and development. They start out with only a few abilities. As they progress, they develop the skills their characters need for their Starfleet careers. These are the experiences to which Starfleet officers often refer, their formative years where they experienced love, fear, or responsibility for the first time. Running characters through even a short Academy series—only two or three sessions—can give them a great deal more depth and background by the time they graduate.

EXPERIENCE POINTS

When running an Academy series, the Narrator should be aware of the issue of Experience Point awards and their expenditure. The *Star Trek: The Next Generation RPG* rulebook suggests awarding from 1 to 3 Experience Points to each character per episode. But looking at the Experience Point Costs table on page 179 of the *ST: TNG RPG* rulebook reveals a problem. Experience Points have a variable value—the higher your skill level, the more Experience Points it takes to go to the next level. Raising Energy Weapon from 2 to 3, for example, costs 3 Experience Points; to increase this skill to 4 costs 4 Experience Points. In an Academy series, Narrators should instead

award Development Points, because their value remains "stable." Each skill level costs the same amount of Development Points: 3.

Because Development Points are "worth more" than Experience Points, you should award them sparingly—one or two points per episode. Even this moderate level of experience can quickly lead to characters more capable than Starfleet officers created using the core rulebook. If you're planning on narrating a long-term Academy series, you should keep your DP awards low, no more than one per episode. For more advice, see the *Starfleet Academy Handbook*, "Chapter Seven," page 114.

Of course Narrators have the option of simply ignoring any incongruities in the cadets' skill accumulation. After all, the player characters in a series are supposed to be extraordinary compared to their fellow cadets and officers, so if they come out of the Academy with a few more skills than a generic starting character, that isn't necessarily a problem (though you should keep it in mind if someone creates a character using the core rules).

One way Narrators can control the accumulation of Development Points is to vary the time between episodes. While interesting things happen to cadets, rather than following the weekly exploits of an intrepid Starfleet crew, your series could drop in on the cadets once every few months. If the typical *ST:TNG RPG* campaign is like a television series, then an Academy campaign could be compared to a miniseries. For example, the Narrator could rule that each semester at the Academy includes only four episodes, for eight episodes per year, resulting in a total of thirty-two episodes over the course of the cadets' four years on Earth. (See page 114 of the *Starfleet Academy Handbook*). (On the other hand, you might play only one episode per semester, resulting in eight episodes over the course of the cadets' four years at the Academy; then you might want to give each player 8 Development Points per episode.)

Increasing the time between episodes makes it more difficult for them to continue from one to another. You can't pick up where you left off the previous week, something many groups like to do. In this case, stories





need to be fairly self-contained, although subplots and supporting cast members can certainly carry over from one episode to the next. This format is best suited for a short-term Academy series where you intend the cadets eventually to “graduate” to regular Starfleet service.

CLASSES AND REQUIRED SKILLS

Narrators can control where the players spend their experience points by requiring them to purchase the basic skills for their Starfleet Overlay before spending any remaining points on other skills or advantages. A player who intends to become a starship doctor had better have skills required for the job. If, for some reason, the cadet’s final skill numbers upon graduation are not the same as that on the Overlay, don’t worry about it. The difference between having Computer 2 (3) and Computer 1 (2) is not worth quibbling over; that person simply chose to concentrate in other areas. As a general rule of thumb, a cadet needs to purchase two to three skill ranks per semester in order to acquire all of the necessary skills to fill out the Starfleet Overlay, with more opportunities to take “elective” skills in the cadet’s junior and senior years.

When it comes to allocating Development Points, the Narrator should consult page 114 of the *Academy Handbook*. Encourage players to spend their points according to their year at the Academy. Remember, you have to walk before you can run, so players should buy “basic” skills before advanced. For added fun and realism, ask the players to choose their courses for the semester using the Academy Curriculum chapter, based, again, on their year at the Academy. Have them spend their Development Points based on their class schedule. The classes relate to skills depending on the player’s desires and common sense. For example, if a player chooses Introduction to Warp Theory (PRE 301), he can spend 3 DP for the Propulsion Engineering (Warp Drive) skill, while Sociology classes would result in a Social Sciences (Sociology) skill. On the other hand, the course Starfleet Skills II (STAR 102) might translate into either Energy Weapon

(Phaser), First Aid, or Personal Equipment (Tricorder). Taking a course in Federation Law (POLT 105) would not allow a player to spend DPs on the History (Klingon) skill. The Narrator is the final arbiter on how a class translates into a particular skill.

ADVANTAGES

Some advantages can be acquired through study and training, and the Academy certainly provides cadets with plenty of opportunities. Cadets can purchase nearly any advantage that does not require a particular heritage or background (like Alien Upbringing or Mixed Species Heritage), or a particular biology (like Night Vision or Rapid Healing). The Narrator should require a cadet character to undergo some sort of special training to explain the new advantage, such as learning Alertness as a result of security training, or Quick-draw on the phaser range. “Social” advantages, such as Patron or Ally, can easily be justified. In some cases, the Narrator may choose to give a character a particular advantage, such as Commendation, Favor Owed, or Promotion, in lieu of any experience award for the episode. See the “Commendations” section for more information.

DISADVANTAGES

Another place where cadets can spend earned development points is in buying off various disadvantages. Cadets going into Starfleet Academy are not as polished and professional as full-fledged Starfleet officers. They may have various disadvantages they need to “buy off” as part of the process of their education. Some of these disadvantages may include things like Argumentative, Arrogant, Impulsive, Intolerant, Obsessive Tendencies, Phobia, or Weak Will. It may also include disadvantages related to the cadet’s pre-Academy life, like Dark Secret, Dependents, or Obligations. Generally speaking, the Academy won’t accept students with certain disadvantages, like Bloodlust, Fanatic, crippling Phobias, Medical Problems, or Physical Impairments, unless they can be treated in some way, in which case they’re no longer disadvantages.

Eliminating a particular disadvantage can form the basis of an entire episode or be an ongoing subplot for a cadet character. For example, an Intolerant character has to learn tolerance at the Academy or risk being expelled. A cadet with a Dark Secret must choose whether to keep the secret in order to graduate, or tell the truth and risk censure or even expulsion. Similarly, the Narrator could allow a player to select an extreme disadvantage and get into the Academy, making for a powerful story of inner conflict; as the cadet's Bloodlust becomes apparent over the course of the series, he will either have to overcome his foible or leave the Academy.

Some cultural disadvantages may also have to be bought off, or at least reduced, in order for a cadet to follow Starfleet rules and regulations. A Ferengi cadet, for example, may need to buy off his species tendency toward being Greedy. A Klingon cadet who has both Bloodlust and Vengeful may have problems dealing with Academy regulations, to say nothing of the occasional pranks cadets play on each other. While Starfleet honors the cultural heritages of all species, it also expects its officers to adhere to its rules and regulations.

Cadets may also gain certain disadvantages during their time at the Academy, although Starfleet would not consider all of them as such. For example, many cadets develop a Code of Honor during their Academy days, such as the Starfleet Code, the Hippocratic Oath, or some similar Code. Cadets may acquire other disadvantages. Involvement with other cadets can lead to Dark Secrets, Obligations, or Rivals. Training accidents might lead to Medical Problems or Physical Impairments, although this is rare, given the safety checks and the quality of Starfleet medical facilities. Excellence in Academy programs can make some cadets Arrogant or Argumentative.

If the Narrator allows it, disadvantages acquired by characters in play can give them additional Development Points, either to offset the cost of advantages they acquire or to help them purchase additional required skills or even new edges. Narrators should carefully consider any new abilities a player wishes to purchase to ensure they fit the character con-

cept. Narrators can also declare that cadets gain no Development Points for disadvantages gained during play, as with regular characters.

COURAGE

Narrators may, instead of awarding Development Points, choose to award cadets with Courage Points to reflect the boost in courage cadets get from their training at the Academy. This may allow cadets to graduate with more Courage Points than the average starting character, or the Narrator can reduce the number of Courage Points cadets graduate with to 1 or even 0. Cadets must then earn the same level of Courage possessed by a Starfleet officer, then gain additional courage afterward.

RENOWN

Starfleet cadets who manage to achieve great things can earn Renown for their actions, much the same as Starfleet officers. While few cadets become famous (or infamous) before beginning their careers as officers, Captains Kirk and Picard both had memorable, and pivotal, experiences during their days as cadets. To simulate this, Narrators may wish to award cadets with Renown normally, including benefits for commendations the cadets might earn. When a cadet graduates, reduce all of the cadet's Renown aspects to 0 except for the highest absolute Aspect. This is what the cadet is remembered and known for by other officers in Starfleet.

For example, Ensign Foley participated in the discovery of a new lifeform while he attended the Academy, earning him a Skill Renown of 8, his highest Aspect. When Foley graduates, he retains this Renown, but sets his other Aspects to 0. On the other hand, Ensign Seatal took part in an incident at the Academy that earned her a Discipline Renown of -8, which is her highest absolute Aspect. When Seatal graduates, all anyone seems to remember is that she disobeyed orders, not that she was a good student. She has to work hard to prove herself.

Narrators can choose to allow cadets to keep all the Renown they earn at the Academy, but this can lead to some pretty famous cadets,





unless the Narrator keeps careful control over the Renown awards. Keep in mind that the player characters are supposed to be extraordinary, however, so a high Renown score is not completely unbelievable for them, especially since they should have accomplished some great things during their Academy days!

COMMENDATIONS

It's possible for Starfleet cadets to earn commendations during their time at the Academy. While it is unlikely (but still possible) for cadets to win such major Starfleet commendations at the Medal of Honor or the Grankite Order of Tactics, it is fairly common for cadets to be awarded lesser commendations for their achievements at the Academy. Such honors are entered into the cadet's records and sometimes accompanied by a physical certificate or other trophy. Commendations also come with Renown Points, which reflect the increase in the cadet's reputation for the commendation. Page 25 of the *Starfleet Academy Handbook*, "Chapter Two," has more information about Starfleet Commendations cadets can earn and their Renown point values.

DEMERITS

Starfleet Academy uses a system of demerits and reprimands to discipline cadets who violate the Academy Code of Conduct and Starfleet regulations. Demerits warrant negative Renown assigned to the cadet (unless it's the Aggression Aspect, in which case the award should be positive), usually in the area of Discipline, although the demerits may affect other areas, depending on what the cadet did to earn them. For example, a cadet who was assigned demerits because of dereliction of duty might also gain negative Skill Renown. Cadets who earn demerits have to work hard to overcome them, gaining enough positive Renown to wipe them out. A Cadet with negative Discipline Renown will have a difficult time graduating from the Academy. See "Chapter Two" of the *Starfleet Academy Handbook* for more information about the demerit system and how it is used.

GRADUATION

Graduation generally means the end of a Starfleet Academy series and should be treated as a suitably momentous event. The Narrator can plan a special episode for the series' conclusion involving the cadets' graduation ceremonies and their becoming full-fledged Starfleet officers. See "Chapter Two" of the *Starfleet Academy Handbook* (page 25) for information about the Academy's graduation ceremonies and some ideas for running graduation episodes. You could even use the diploma included in the box, filling it out with the cadet's name.

It's a foregone conclusion that cadet characters will eventually graduate the Academy, unless the Narrator has a very different sort of series in mind. Even cadets who have been mavericks during their time at the Academy should be given a fair chance to graduate in the end. Graduation provides a sense of closure and completeness to the series.

Of course, Narrators can make use of the graduation ceremonies in an Academy series without having to end the series. A new class graduates from the Academy every year, so cadets will see at least three graduations before their own. Cadet characters can be involved in the graduation of upperclassmen, friends, or even rivals. They can be selected to deliver an address from their class or to take part in the graduation ceremonies in some

THE CADET CRUISE

After graduation, cadets can look forward to their cadet cruise and further adventures on board a starship. This is a period where cadets put their skills to the test and learn the practical applications of all they learned at the Academy. Taking tricorder readings in the classroom, or repairing a mock-up warp drive, is very different from scanning a new (and potentially dangerous) planet, or fixing a "live" warp core. It would be rare for Starfleet to keep a group of cadets together during this time, or afterward, making further adventures difficult; the player character group would be spread to the four winds.

If you plan to continue with the same group of characters, you could always skip over the cadet cruise and regroup the characters for their first official posting. Or you could play one episode focusing on everyone's cadet cruise, jump-cutting from character to character. Alternatively, everyone might end up on the same ship or base after all—the player characters are the stars of the show.

other way, such as part of an aerial demo team, the Academy band, or some other display or entertainment for the graduation guests.

Cadets can become involved in different plots based around graduation. In addition to all the possibilities posed by a gathering of Starfleet and Federation VIP's, there are plots involving the graduation itself and the cadets' fellow students. What if the cadets discover evidence that a member of the graduating class cheated on a final exam and should not graduate? Do they expose this person, even though he is otherwise an outstanding cadet and will likely be an excellent officer?

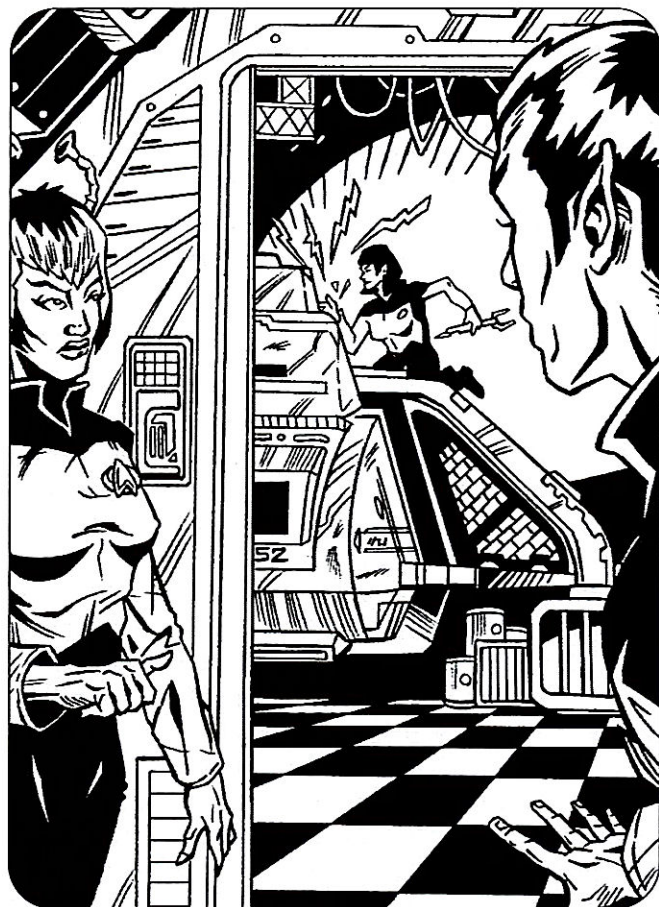
AXIOMS OF AN ACADEMY SERIES

In addition to the axioms found in all *Star Trek* series (*Star Trek: TNG* rulebook, page 162), certain rules describe the types of stories that fit into an Academy series. Most Academy adventures should share these axioms, to one degree or another. They are the foundation upon which the themes of the stories are built.

LIMITED TIME

An Academy series has a limited time span. Barring unusual circumstances, cadets are at the Academy for only four years. Of course, this is plenty of time for a very detailed series to take place, but Narrators must keep in mind the Academy series ends when the cadets graduate, perhaps moving on to a regular *Star Trek* series aboard a starship or starbase. The Narrator can stretch the series by encouraging the cadets to pursue postgraduate work at one of the Advanced Schools, or by requiring cadets to repeat an academic year as punishment for some infraction—but even then the series still has a very definite end-point.

Another factor involving time is the cadets' schedule of classes and other activities. Starfleet Academy keeps cadets busy, and the Narrator must keep in mind that cadets must attend to regular duties just as Starfleet officers do. Fortunately, classes can provide backdrops for different scenes or even ideas for whole stories, like an episode based around a test for a particular class the cadets attend. Episodes



can also center on what cadets do in their limited free time.

UP TO THE CHALLENGE

Cadets might seem less competent and capable player characters at first, but only when compared to experienced Starfleet officers. Keep in mind Starfleet cadets must undergo a lot of testing and training just to gain admission to the Academy. Although some cadets wash out, generally speaking Starfleet cadets are a cut above the rest. They have at least the potential to handle whatever challenges life may throw at them, or they wouldn't be at the Academy in the first place. Learning to use that potential is part of their Academy experience.

Cadets tend to have more rough edges than full-fledged Starfleet officers. They might have more personality-related Disadvantages and quirks to overcome. They're still young and still learning, and part of learning is making mistakes. Cadets don't always handle things as





well as they should, and they don't always do the right thing. The important thing is that they try to do the right thing and apply themselves to handling their own problems. Academy cadets aren't quitters. They shouldn't be willing to give up easily. Cadets also tend to be go-getters, filled with drive and ambition to get things done and impress their superior officers.

PERSONAL RESPONSIBILITY

Take the following situation: A group of cadets discovers evidence a Romulan spy who has infiltrated the Academy. They take their evidence to Academy Security, which arrests the spy. The Academy is safe once again.

Not much of a story, is it? That's because the cadets didn't really have to deal with the spy themselves; the authorities did it for them. A key element of an Academy series is that the cadets are the stars of the show. The adults the cadets work with sometimes become too involved in their own research, avoid acting on incomplete facts from cadets, or leave challenges up to the cadets to solve. The cadets go to Security with their evidence and Security dismisses their suspicions as baseless. Or the spy escapes and security can't find him, but the cadets think they know his hiding place. Or perhaps the spy poses as a security officer himself! In any case, always find a reason why the cadets can't simply run and get help from the nearest adult authority figure to solve all their problems.

By the same token, cadets should take responsibility for their actions. If they witness something that poses a threat to the Academy, Starfleet, the Federation, or even just a fellow cadet or innocent civilians, whether or not it's their fault, the cadets should try to do something about it. Starfleet doesn't teach its officers to stand around in the middle of a crisis. The cadets should often find themselves in situations where they are the only ones who can handle the problem at hand—someone makes them confront the problem (as in the case of a test), they're the only ones around, or no one in authority believes in the danger they perceive.

Sometimes cadets choose not to involve adult authority figures for other reasons, like

covering up their own mistakes. Take Wesley Crusher trying to deal with the rogue nanites he created in the *Next Generation* episode "Evolution." Wes tried to solve the problem himself before he revealed it to anyone else. In cases like these, the cadets should learn to own up to their mistakes and take responsibility for their actions. Even when the adult authorities realize the problem, the cadets should clean up their own mess.

THE STARFLEET CODE

The Academy Code of Conduct is more than just words—it is the principle Starfleet expects all cadets to live by and honor. The Academy tries to instill the values of truth, loyalty, honor, and duty into all cadets to make them better officers. Stories in an Academy series should give cadets chances to learn the value of these qualities, and to put them into action. For example, in the *Next Generation* episode "The First Duty," a group of cadets became involved in an illegal activity that resulted in the death of one of their squad members. They tried to cover up their involvement. They struggled between doing what was right and what they thought they needed to do to protect themselves and their careers. The episode illustrated the importance of telling the truth.

The Narrator doesn't have to have a heavy-handed moral for each episode, but some episodes should highlight Starfleet values and offer the cadets some choices involving those values. Which is more important, loyalty to the squad or telling the truth? Does duty to the Federation outweigh duty to one's own family or homeworld? Are personal achievement and recognition more important than being part of a team? These are all good questions to answer in an Academy series.

LESSONS LEARNED

Cadets attend Starfleet Academy to learn—not just academic theory, but to how to be Starfleet officers. Stories in an Academy series should help teach cadets something in the end, either an academic skill they need or a lesson in what it means to serve as a member of Starfleet. Sometimes the lessons are great

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personal achievements, and other times they are harsh lessons in life, but the players should come away from the episode feeling as though their characters learned something.

Don't stress this particular axiom too much. Stories with heavy-handed morals can become dull and predictable. Simply keep in mind that the cadets should come out of the story a little bit wiser than they went in.

SERIES FORMATS

Narrators can create and run many different types of series based around Starfleet Academy. The most common is a series based around a group of Starfleet cadets, but it is also possible to run an Academy series involving full-fledged officers.

ACADEMY CADETS

In this standard type of Academy series, the players take the roles of cadets at the Academy. Episodes focus on the cadets' adventures as they learn to become Starfleet officers. This series makes use of the various axioms mentioned in the previous section.

The Narrator can begin the series at any point during the cadets' Academy attendance. The Academy Preparatory Program or the Academy Entrance Examinations afford good places to start such a series. These events provide opportunities to test the cadets' personal characters, reveal some things about their personalities, and allow them to get to know each other. They may serve as a prologue for the beginning of the series, before the cadets even arrive at the Academy. This approach also allows players to learn about Starfleet Academy at the same time as their characters. During the episodes they are introduced to the Academy campus, the regulations, and their instructors and fellow cadets. The Narrator can allow players to read the *Starfleet Academy Handbook* in this set to familiarize themselves with the Academy.

An Academy cadet series can also begin at a later point, such as the cadets' arrival at the Academy, during their freshman or sophomore years, or even later on when the cadets

become upperclassmen. This allows for more experienced cadet characters, although still not as experienced as Starfleet officers. It also shortens the length of the series, but upperclassmen generally have more options in terms of classes and more involvement in field work, research, and other academic work that make for good episodes.

SERIES PROLOGUE

Although an Academy series can be fun on its own, Narrators can also use an Academy series as a prologue to a regular *Star Trek* series. After the cadets graduate from the Academy, they become the Crew of a starship or starbase in the regular series. In this case, the Narrator may want to speed up the progress of the Academy series to allow the cadets to graduate to the regular series quickly. This could mean running only one or two episodes of the Academy series per semester, allowing the cadets to graduate in eight to twelve episodes or so. The Narrator could even





run just one episode per year, having the whole Academy prologue take just four or five episodes.

Such a prologue tends to create characters with more depth and personality. Players have the opportunity to build their characters in stages, spending Experience Points over the course of their Academy careers and earning Renown and other background elements. This helps form characters who are well rounded with complete backgrounds. Events from the Academy can show up again during the regular series—when one of the characters talks about somebody he knew “back in his Academy days,” everyone will know what he is talking about because they were there.

FLASHBACK

The “flashback” offers another option. In this format the Narrator takes characters from a regular *Star Trek* series and goes back in time to tell the story of their Academy days. This could consist of a single episode—where characters recall their time together at the Academy—or it could form the basis of a short series. Although the characters don’t receive Experience Points from these adventures, they develop their characters by reliving part of the backstory which shaped their future selves.

To run a flashback series, the Narrator must work with the players to create versions of their characters in their Academy days. The characters should have fewer skills and Renown, no advantages like Promotions or Commendations (except those they’d earned at the Academy), and possibly more disadvantages (things they “bought off” previously). Players should use characters who could have attended the Academy together. Replace more senior characters with other cadet characters (friends of the main characters in their Academy days), or work them in as professors, guest lecturers, field instructors, or visitors to the Academy at the time of the episode. (“I remember when I first met Lieutenant Cheung,” Captain Porrikos recalled. “I was delivering a paper on advanced tactical use of sensor arrays at the Academy when he was just a freshman.”)

A flashback series poses a large challenge—the Narrator and the players know how things

end in some ways. Obviously none of the cadets die, since everyone knows about their future careers. That doesn’t mean the Narrator can’t provide dramatic tension in the series. A cadet might “die” in an episode and be brought back to life, either through medical technology or alien intervention. The Narrator must keep in mind the established continuity of the present-day series.

A flashback series often provides a simple look into the past of several characters while they were at the Academy, but Narrators can also run the series in other ways. The Narrator could give the characters a reason to recall the events played out in an Academy flashback. Perhaps something happened to the Crew during their Academy days, something related to events in the current episode. The solution to their problem may lie in recalling what happened at the Academy.

Perhaps something blocked characters’ memories of the Academy. For example, the Crew became involved with something top secret while at the Academy and voluntarily agreed to have their memories suppressed by a Starfleet telepath. Now, years later, the Crew must recall those memories to deal with a problem that arises. With the aid of another telepath or through the use of hypnosis the Crew “go back” to their Academy days and relive the events they’ve forgotten. The Narrator can play out the Academy scenes as an episode of their own, then return the Crew to the present. This theme is common in many *Star Trek* episodes.

Time travel offers another option allowing characters to revisit their days at the Academy. A warp accident or some sort of alien technology might send the Crew back in time to when their younger selves attended the Academy. An omnipotent alien like Q might intervene and send characters back to their Academy time, such as in the *Next Generation* episode “Tapestry,” when Q offered Captain Picard an opportunity to change his own past shortly after his own Academy days. The Crew might be visitors to the past, or their future minds might enter the bodies of their past selves. What happens if the Crew alters history? What if they’re supposed to alter history? For example, after a member of the Crew saves the life

of his younger self, he recalls how a mysterious visitor helped him out in his Academy days. He had always looked familiar, but the cadet couldn't figure out who he was until he saw things from the other side and realized it was his older self visiting from the future.

ADVANCED TRAINING

Academy graduation by no means signals the end of a Starfleet officer's education. In addition to on-the-job training that Starfleet officers receive, the Academy's Advanced Education Schools offer advanced degrees in many different fields. Normally this advanced study is in the background of a *Star Trek* series. Officers conduct their training "off camera," attend classes between episodes, or take correspondence courses while serving on a starship or starbase. The Advanced Training series takes these elements from the background and makes them the basis of a series.

Time limits this series' format as it does the Academy cadets series. After spending a few weeks at the advanced schools, the characters graduate and move on to other things.

GRADUATE STUDY

An Academy cadet series can segue directly into an Advanced Training series if the Narrator and the players wish. Academy graduates move on to study at the advanced schools, each following his particular field of interest. The Crew is no longer as tight-knit as it once was. Officers attend different schools with very different areas of study. Crew members no longer live in the same dorm, but in separate dorms or off-campus housing.

But the Crew is still based largely at the Academy and can easily stay in contact. They also have considerably more freedom, and more responsibility, than Starfleet cadets. Graduate students may spend part of their time teaching or working as teaching assistants in regular Academy classes, combining this format with an Academy educators series (see the following section).

Episodes in a graduate study series can focus on different schools with related problems. Generally episodes must bring the different characters together to handle mutual con-

cerns, somewhat more difficult than in a regular Academy series. Friends from the Academy are likely to help each other out when they can and still socialize together, leading to opportunities for the Narrator to bring the characters together at the start of an episode.

Graduate study episodes can often focus on the different kinds of advanced research conducted at Starfleet Academy. Researchers test new warp theories, build and try out new technologies, and develop new medical techniques for the rest of the Federation. Characters in this series can become involved in developing, testing, and disseminating these new ideas, and dealing with the problems that crop up when they don't quite work as expected.

ONE SCHOOL OR MANY?

In an ongoing advanced training series, the Narrator must decide whether the series focuses on one Advanced Training School or several. Each approach has its advantages and disadvantages.

Focusing on one school allows the Narrator to concentrate on characters who all attend or teach at that school. This provides characters a common bond and a good reason to spend so much time together. The episodes can focus around the particular people and events of that school. A series set at Starfleet Medical School would involve medical students, interns, and doctors handling different medical challenges. A series set at the Advanced Tactics School would include mainly command and security officers dealing with tactical problems. This gives the series a very strong theme.

The Narrator and players should take care, however, that characters in a one-school series don't start looking alike. Focusing on specializations helps avoid this. Rather than running a group of doctors, the characters include a virologist, molecular biologist, forensic specialist, and surgeon. The series can also become boring if characters deal with the same types of issues every episode. The Narrator may want to shake things up occasionally and offer the Crew a change of pace. A medical Crew might deal with the problem of a Borg brought in for dissection who somehow revived and took over the entire medical complex.





Focusing on multiple schools allows Narrators to include characters from all different branches of Starfleet, and use of plot lines based around any of the different schools. This broadens the options for the series, but can become less focused and scattered. The Narrator must take care not to focus too much on any one school, or players of other characters might feel slighted.

The Narrator may also find it more difficult to bring characters from different schools together every episode. Narrators might have all the characters know each other from their early days at the Academy (possibly during a previous Academy cadets series). The characters might form part of a special interdisciplinary team studying a particular subject, such as a team assembled by Starfleet to study a new species (for example, the Borg), or a new technology (including its effects on living beings).

RETURNING TO THE ACADEMY

Starfleet officers may return to the Academy for further training and education. An officer might choose to change service branches, or accept a promotion to a new position requiring additional training (such as going from tactical to ops). In these cases the officer trains while on duty, or may return to the Academy for additional training. Narrators can use this to insert an Academy episode or miniseries into an ongoing *Star Trek* series.

The Narrator might run a solo episode where one character from the Crew goes back to the Academy for a period of training. In this case the Narrator may run the episode with the player of that one character alone (good for times when only one player is available). The Narrator may assign new characters to the other players: other students attending that advanced school, instructors, and other supporting cast members (see “The Supporting Cast” for more ideas). The solo episode provides a spotlight on that particular character for a while and gives him an opportunity to take center stage. The scenario should remain fairly brief so other players don’t feel neglected. The Narrator and the individual player can run this as a separate solo game, perhaps even as an online or play-by-email (PBEM) game.

The Narrator might send a Crew back to the Academy together for specialized training. Perhaps Starfleet introduces a new technology or protocol with which the Crew must become familiar. A Crew transferring from one ship to another may return to the Academy for training seminars on their new vessel’s specs and operations. The Crew might attend a tactical seminar on a threat like the Romulans, Borg, or Dominion. They might also receive invitations to attend a particular Academy function, such as escorting an ambassador or other visitor, the graduation of a friend or family member, or the retirement dinner of a beloved professor.

Stories taking the entire Crew back to the Academy tend to last one or two episodes at most. They usually begin with the log entry “We have returned to Starfleet Academy because...” Such an episode serves as a change of pace for a regular series.

Starfleet officers may also return to the Academy to teach. As part of a regular series, a character might go back to the Academy to host a seminar or briefing, deliver a paper, or teach a new technique. Guest lecturing helps recognize the character’s achievements in a regular series. If the ship’s chief medical officer discovers a treatment for a rare disease like Anghelees fever, she might receive an invitation to teach a seminar on it at Starfleet Medical School. Some incidents might require the entire command crew to deliver briefings at the Academy, such as a report on a major new discovery or an encounter with a new lifeform.

ACADEMY INSTRUCTORS

In this campaign the players portray teachers at the Academy. In this most difficult of Academy series formats, the Crew cannot usually act together as a group. Academy instructors must train cadets, taking raw young recruits and making them into responsible and capable Starfleet officers. This challenging task is not necessarily the stuff of which great stories are made. To run an Academy instructors series, the Narrator must look at opportunities for the instructors and staff at the Academy to take action.

Narrators might broaden the focus and look at the Academy as a whole. In some ways, the

Academy is not unlike any other Starfleet facility or starbase. It has a commanding officer (the Superintendent), an administrative staff, a counselor, and security. The Academy sees guest speakers, aliens, ambassadors, and many of the same visitors a starbase does. Cadets face their own challenges of ability and character, and don't always succeed.

The Narrator can use this point of view to treat the Academy much like any other Starfleet posting, with some unusual differences. The players can run members of the Academy staff as well as instructors, including the Superintendent, Counselor, Security Chief, and the head of the Starfleet Medical School. In addition to maintaining the smooth functioning of the Academy, the Crew must contend with various challenges that crop up, from security breaches, spies, and saboteurs to lab accidents and troubled cadets.

In many ways this format reverses the Academy cadets format. Here the adult staff members help cadets face their challenges and make sure their personal crises don't upset life at the Academy. For example, cadets might crash on the surface of Venus during a shuttlecraft training flight, sending Academy personnel out looking for them before the systems of their environment suits run low or corrode in the planet's harsh atmosphere.

An Academy instructors series might concentrate on a particular school or related group of schools at the Academy. The players run instructors from those schools much like the one-school format of an advanced training series. It focuses on situations involving that school and gives the Crew a natural reason for working together.

Narrators might run a single episode or miniseries where the Crew of a regular series returns to the Academy to teach particular classes or seminars. This gives players a taste of the experience while allowing them to return to their regular series format immediately after.

THE SUPPORTING CAST

The supporting cast is very important in a Starfleet Academy series, even more so than in a *Star Trek* series set on a starship, because the



Academy is a more “self-contained” setting. It doesn't travel around like a starship, although cadets occasionally leave the Academy for field work. The Academy series focuses on interactions between cadets, instructors, and administrators. The Narrator should give some consideration to these members of the supporting cast.

THE SUPERINTENDENT

The Superintendent is the single most important person at Starfleet Academy. He represents the ultimate authority on Academy matters and decides the fate of cadets to a large degree. The players should find the Superintendent a figure worthy of respect, with just a touch of intimidation from the power he wields. Think of the feeling of being calling into the principal's office in school—that's the feeling of the Superintendent's power.

The Superintendent serves as the Narrator's voice in many ways. He gives out commendations to cadets who do well and hands down



punishments to those who don't. The Narrator can use the role of Superintendent to praise the characters for their successes and admonish them on their failures, bringing the experience of being Starfleet cadets to life for them. Cadet characters should seek to win the Superintendent's approval, and his disappointment should have a sobering effect on them.

The Narrator must handle the Superintendent carefully. He is an authority figure, but a sympathetic one, more admired than feared. At the same time, however, don't allow the Superintendent to become too chummy with the characters. They're still just a few cadets out of many. Even if the Superintendent considers them outstanding, he must treat every cadet fairly, and he doesn't want to show favoritism. A good Superintendent allows the cadets some leeway, but tries to rein them in if they go too far. He must sometimes teach cadets harsh lessons by punishing them.

The Superintendent should start the series somewhat distant from the cadets. After all, he has an entire Academy to administer. Over the course of an Academy series cadets get to know the Superintendent better. They can look back on the first time they were ever in his office, good or bad, how he first learned who they were and got to know them. If the characters work to earn the Superintendent's respect, it feels much more rewarding than if they begin with it.

INSTRUCTORS

Instructors play many roles in an Academy series. They must teach cadets and give them the skills to become Starfleet officers. It is one of the toughest jobs around, but they do it proudly. Some instructors become friends and mentors to their students. Others maintain a more detached, objective distance, while some instructors actually develop a challenging relationship with students to push them toward greater achievement and self-improvement. The Narrator can use all of these types of instructors to enhance an Academy series.

ALLIES

Everyone has their favorite teachers, and Starfleet Academy is no different. Cadets often

form strong bonds with their instructors. Although instructors try to treat all students equally, they often find themselves drawn to particular students who excel in their classes, who are bright and eager to learn. They take such students under their wing to help guide and teach them to reach their full potential.

The advice of a respected teacher can go a long way with a student. Narrators should encourage cadets to listen to their teachers' advice, even if they don't always follow it.

A teacher can offer cadets many opportunities, involving them in special research projects or recruiting them as interns for field work. A teacher can stand up for a student in trouble with the administration or encourage a student having academic problems. Teachers often see potential that cadets don't yet notice, and try to encourage and nurture it. At times their methods may seem strange, especially to a cadet who doesn't understand what the teacher wants to accomplish. For example, a teacher might come down hard on a student, but only because he knows the cadet could do better and wants to encourage him to try harder.

Relationships with friendly teachers are not always pleasant. As with any friends, disagreements can erupt. For example, a teacher might see great potential in a student as a scientist, but the cadet wants to pursue a career in the Command branch and refuses to follow a path in science. What can a teacher do in such a case? Most of the time instructors simply allow cadets to follow their own paths. Teachers help guide them, but cadets must make their own choices. You can be sure, however, that the future Starfleet officer remembers the teacher who encouraged his interest in science.

ADVISORS

Starfleet instructors provide students with the best and latest information in their field. Cadets can turn to their teachers in episodes when they need data on a particular topic. Do the cadets need to know the feeding patterns of Corvan *gilvos*? All they need to do is drop by the Zoology Department and speak with one of the professors. Do they need to find out about a theoretical warp drive design from a hundred years ago? They can go to the

Engineering Department and ask a professor who specializes in warp theory.

Although cadets can find information in the Academy's computer system, professors offer considerably more insight and they're more likely to know obscure facts the computer does not. Most of the time professors enjoy answering cadets' queries, although they might eventually want to know why the cadets ask those particular questions.

Information provided by instructors can provide cadets important clues and help them in an episode, but the Narrator should take care not to allow an instructor to upstage the cadets by solving the problem for them. Cadets should handle problems because they're the main characters. The instructors can't take time from their busy academic schedules, become too engrossed in their research, or otherwise have some reason why they don't intervene and fix everything for the cadets. They might answer the students' question too narrowly, or could leave the problem for the cadets to solve as an educational experience.

In addition to providing information, instructors also offer useful advice for cadets. Experienced Starfleet Academy instructors understand a lot about life that students are only beginning to learn. Cadets confronted with moral problems or difficult choices can seek out a faculty member to speak to for advice. This includes the Academy Counselor and his staff, along with favorite teachers and mentors. This offers a great roleplaying opportunity where the player can give everyone insights into his character by talking about the character's problems with a supporting cast member. Again, the instructor shouldn't just come out with the easy solution to the cadet's problem, but should offer advice and guidance.

FOILS

Sometimes an instructor can serve as a foil in an episode or series, someone who contrasts with the character and spurs him to greater action. Starfleet teachers maintain good relationships with their students. They are hard but fair in their classes. Personality conflicts still occur, and sometimes instructors and students conflict over particular issues. A

teacher might play devil's advocate, arguing with students to encourage their debate skills. An instructor might constantly challenge a cadet to encourage better performance.

Sometimes teachers seem adversarial toward students for their own good, as in the example of the argumentative and challenging instructors above. They may provoke a cadet to get a reaction or encourage a student to try harder. Starfleet does not make a practice of coddling cadets. Sometimes teachers must appear harsh to prepare students for duty. Eventually the cadets realize their instructor's methods actually helped teach them something. The martial arts teacher might consistently pick on a particular cadet in practice bouts, serving him up with humiliating defeats every time. The cadet practices harder and harder, vowing to beat his instructor in a match. Eventually he succeeds, and the instructor points out he wouldn't have tried so hard if he hadn't been pushed so hard in the first place.

GUEST LECTURERS

Since the rest of the Academy supporting cast generally remains the same from one episode to the next, guest lecturers help bring new blood into an Academy series. Visitors speak to students about a wide range of specialized topics, from Klingon culture and history to a Federation archaeological dig in a newly discovered sector.

Guest lectures also provide an opportunity to include supporting cast members who wouldn't otherwise visit the Academy. For example, few Klingons serve in Starfleet, but the Klingon Empire might send a scholar to teach cadets about Klingon history. The visiting teacher's aggressive teaching style alone would be a lesson in interspecies relations for cadets! Scholars from worlds throughout the Alpha and Beta Quadrants may teach at the Academy, even if their worlds are not Federation members. Other civilizations see this as a means of improving understanding, often a prelude to Federation membership.

Narrators can include famous guest stars from *Star Trek* as visiting lecturers at the Academy. Captain Picard might deliver a paper on archaeology, or Dr. Bashir might





teach a seminar in Gamma Quadrant life-forms. This lets cadets meet some of the legends of Starfleet in person, adding a fun element to an episode.

FELLOW CADETS

Members of many species attend Starfleet Academy: thousands of cadets, each with his own background, history, culture, and ambitions. While the player character cadets are some of the most accomplished, most capable cadets, not all cadets manage to live up to the Academy's exacting standards. These cadets provide a rich source of stories for an Academy series.

Other cadets getting into trouble can give characters some tough challenges and provide them with a chance to shine. Take Mordock for example, the Benzite who won an appointment to the Academy in 2364, in the *Next Generation* episode "Coming of Age." We know Benzites prefer to keep problems to themselves until they find a solution. Imagine Mordock (or another Benzite cadet) discover-

ing a serious problem, but not telling anyone until matters became deadly serious. Or consider Nick Locarno from "The First Duty." Nick was willing to lie to protect his Starfleet crew, and he convinced other cadets to do the same. Fellow cadets can inspire these and many other kinds of problems.

In addition to their role as a source of story ideas, fellow cadets can play other roles in an Academy series.

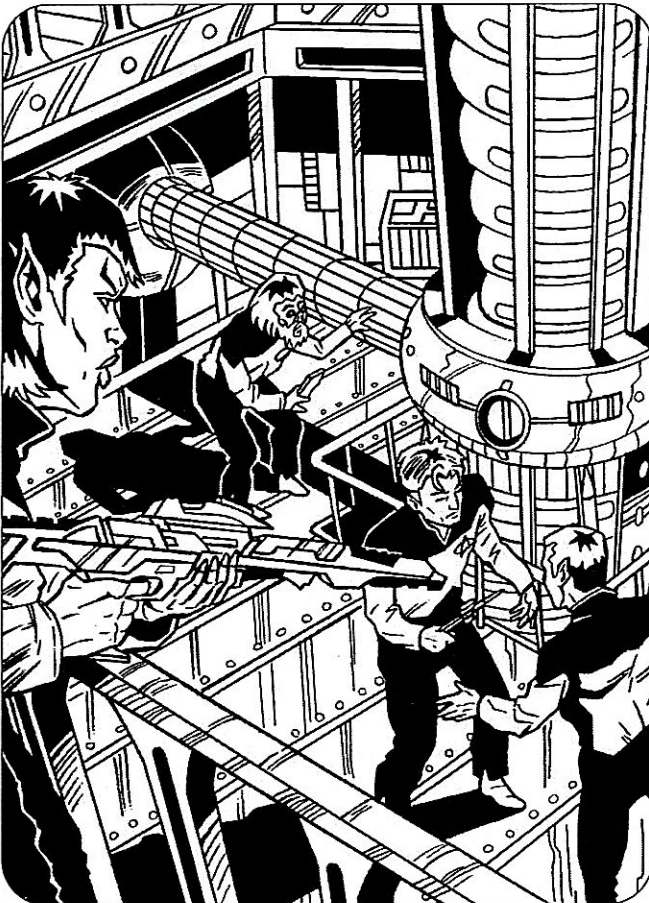
RECURRING CHARACTERS

Some cadets can become recurring "bit" characters in the series. They show up in some of the same classes as the player character cadets, or frequent some of the same hangouts on or off campus. Including regular recurring characters helps bring a series to life and gives players a feeling there is more to the Academy than just their own characters. Most of the time recurring characters exist to give the player characters someone to interact with outside their group. They can also provide comic relief with things like cultural misunderstandings, or playing the "straight man" to a player character's pranks (Vulcan cadets are great for this).

Recurring characters can occasionally provide seeds for stories, especially once the cadets get to know them better. For example, the player characters find themselves much more motivated when a recurring character they've known since the start of the series comes to them with a problem, instead of a supporting character who was introduced in this episode. The players should come to care for members of their supporting cast over time, appreciating them as individuals. If you can accomplish that, you've succeeded with the supporting cast.

RIVALS

Rivalries sometimes form between cadets in the Academy's competitive atmosphere. Many Starfleet officers talk about rivals they had back in their Academy days. The player characters are supposed to be some of the finest cadets at the Academy, but that doesn't mean there aren't those who are better—or who at least think they are. A rivalry provides characters an opportunity to show off a little and



demonstrate their abilities in a competitive but generally harmless environment.

Some rivalries go too far and can lead to dangerous consequences. For example, a rival might sabotage another cadet's holosuite program with the idea of embarrassing him, but the program goes out of control and threatens the lives of those inside, including the saboteur. He must confess to help the characters figure a way out. Cadets can learn a valuable lesson from situations like this.

If you use rivalries in your series, try not to let them get out of hand. If every player character cadet has a rival, every story turns into a competition between the cadets and their rivals, and that doesn't follow *Star Trek's* theme of cooperation and teamwork. Rivalries should be the exception rather than the rule.

RED SQUAD

Narrators might include Red Squad as a particular group of cadets that make useful supporting characters. Red Squad is supposed to be the elite of the Academy. It gets the best training, and special privileges to go with it. This often makes Red Squad cadets seem arrogant, the perfect foils to interact with the player characters. A rivalry between Red Squad and the player characters' squad can provide plenty of story ideas.

Remember, the members of Red Squad are not "bad guys," nor are they playground bullies. They are still cadets devoted to the ideals of Starfleet and the Federation. Red Squad cadets are still cadets, meaning they're young, eager, and sometimes lacking the experience to make the right choices. This can lead Red Squad members into trouble when they try to do the wrong thing for all the right reasons. That's when the player characters must step in and help fix things.

Red Squad might also have some sympathetic supporting characters. While some squad members may seem arrogant or overbearing, the players should also feel some kinship and sympathy for them. They're still fellow cadets with their own personalities and backgrounds. Don't turn Red Squad into faceless goons or they lose their effectiveness as supporting characters.

CIVILIANS

No operation as large as Starfleet Academy can function without civilian assistance. Civilians fill many jobs at the Academy itself, from instructors to groundskeepers to waiters in the local eating establishments. Students can interact with civilians in the city of San Francisco or while visiting other parts of Earth as well.

Civilians serve cadets in their frequented hangouts, like the proprietor at the popular coffee shop in San Francisco where cadets like to relax off campus. Some civilians who help keep the Academy running seem to know everything about its history and goings-on, like Boothby. These characters offer points of view outside the Starfleet structure. The Narrator can use them to fill various story needs. Perhaps cadets regularly encounter a Ferengi trader in San Francisco who's always trying to sell them some worthless junk. They don't take much note of him until they discover they need some information or material available only on the black market. They can't go to anyone at the Academy, but that trader seems like the type who might have connections.

Another group of civilians Narrators shouldn't overlook consists of the cadets' friends and family. Cadets all had lives before they enrolled in the Academy, and those people can turn up over the course of an Academy series. What about an episode that takes place during a parent's weekend, where the Academy invites cadets' family members to the campus to tour the facilities, visit with cadets, and attend a presentation by the Superintendent where cadets are honored for their achievements? This makes a great backdrop for an episode, with cadets dealing with their families on the one hand and trying to handle a new problem on the other.

Cadets very likely have civilian friends outside Starfleet whom they communicate with and visit from time to time. What happens when a cadet gets an unexpected communiqué from a childhood friend in trouble with the law, or facing some other serious challenge? The cadet's squad-mates certainly aren't going to let their friend go off and handle this problem alone!





ALIENS

Dozens of alien species populate the *Star Trek* universe. Members of dozens of species attend the Academy as cadets. Mixing so many different cultures in one place sometimes leads to misunderstandings—these can form the basis of subplots and entire episodes. During their Academy experience members of different species learn to get along and work together toward a common goal.

The Academy can also play host to representatives from new species. Perhaps a new cadet represents the first of his species to join Starfleet. Or a group of ambassadors from prospective member planets might visit the Academy as part of their application to join the Federation. Imagine dealing with an Antican cadet who insists on killing his own food animals, or a Romulan cadet whose family has lived in the Federation for several generations, but who still finds distrust and prejudice from some people who think all Romulans are untrustworthy.

Those aliens entirely outside humanoid experience provide a real challenge because they have almost no frame of reference in common with humanoids. What if a Changeling infiltrates the Academy disguised as a cadet and, when discovered, reveals she isn't a spy. She sought to conceal her true nature because she thought others would reject her if they knew she was anything other than humanoid. What happens if some characters in a holosuite program turn out to be photonic lifeforms from another universe?

Some near-omnipotent aliens like Q enjoy toying with "lesser" creatures. Q (or another of his kind) could take an interest in the Academy as a means of "testing" humanoid beings, or simply as a place to have some fun. How does a group of cadets get rid of an omnipotent "friend" following them around, especially

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CREATURES

At Starfleet Academy cadets study lifeforms from across the galaxy. While this often involves dissection, behavioral studies, or holographic simulations, odd creatures can discover opportunities to find their way onto campus. What happens if a pair of rare Corvan

gilvos accidentally escape from their pen? The cadets must chase down the endangered and elusive animals and return them to their cage before anyone finds out they're missing.

Cadets might also encounter alien lifeforms while conducting field work. Perhaps cadets run into a wild Tarkassisan razorbeast while on a survival trip. How do they deal with the animal without hurting it? Perhaps the razorbeast's sudden appearance represents some kind of test.

STORY THEMES

The basic themes of *Star Trek* stories (*ST:TNG* rulebook page 163) apply equally well to a Starfleet Academy series. While some episodes may just tell a fun story of the cadets' exploits, the majority of episodes should have themes. The cadets are at the Academy to learn, not to have fun.

EXPLORATION AND DISCOVERY

While there aren't many opportunities for cadets to explore the uncharted reaches of the galaxy, a Starfleet Academy education centers on discovery. Cadets learn about Vulcan culture, Klingon history, the scientific process, duty, honor, and hundreds of other subjects.

Many episodes can focus on the thrill of discovery, whether in the field or at the Academy itself. Cadets interact with representatives of many different species, allowing them to explore other cultures without ever leaving the campus. Cadets are also exposed to the latest scientific theories and experiments, giving them opportunities to discover new phenomena all the time.

In addition to discovering the universe around them, cadets also learn things about themselves at the Academy. A cadet might learn how to work with individuals of a different species for the first time, or overcome a personal handicap to make it in Starfleet. The Academy helps cadets discover their own talents and inner strengths, and learn how to overcome their weaknesses.

Cadets should learn something in a discovery episode. A scenario might focus on an obscure aspect of an alien culture. Cadets might have to perform an experiment successfully or learn a par-

ticular fact. The process of discovery could complicate matters—an experiment gone awry, a mistake in etiquette, research putting the cadets in danger.

MISHAPS

A special twist on the discovery theme is the “mishap” story. The cadets make some honest mistake and they try to correct it before anyone else finds out what happened. Cadets might conduct a delicate experiment, only overlook some minor detail and spawn some new kind of lifeform that escapes and sneaks around the campus. A warp field experiment could send the cadets into a parallel universe. Their instructor entrusts them with a one-of-a-kind artifact for research purposes, and they discover it’s missing or stolen. The cadets must try to resolve the situation, doing what’s right even if it makes them look bad.

Of course, cadets must also learn when to own up to their mistakes. Starfleet Academy doesn’t have a policy against making mistakes. Academy educators know students learn by doing, and mistakes happen. Cadets learn through experience when to clean up their own mess and when to ask for help.

DEFENDING THE GOOD

Starfleet cadets don’t often get opportunities to safeguard the entire Federation from danger. Most episodes following this theme have a smaller scale. Cadets have opportunities to protect and maintain the honor and safety of the Academy and the good name of Starfleet. Stories following this theme often revolve around cadets upholding the principles of the Academy Code of Conduct and Starfleet ideals. Cadets can also help safeguard their fellow cadets when they get into trouble, as in the case of a “mishap” situation above.

That is not to say that cadets don’t ever get the opportunity to safeguard the Federation. Enemies like the Romulans or the Cardassians take a keen interest in many of the research projects conducted at the Academy. Cadets can help ferret out spies looking to steal Federation secrets, or agents aiming to kill or kidnap prominent Federation personalities. These rare events should be the exception rather than the rule.

MORAL DILEMMAS

Starfleet considers moral development one of the cornerstones of an Academy education. Starfleet wants only those people of the highest moral caliber as officers entrusted with the Federation’s safety.

Cadets are supposed to stay out of trouble and keep their noses (and their records) clean. For a good story, however, the cadets need some complications and conflicts. They often face moral dilemmas. If the cadets make a mistake, do they inform the authorities or try to handle it themselves? Perhaps a cadet must choose between duty to his squad and upholding the Academy Code of Conduct. If a fellow cadet gets into trouble, do the cadets try to cover it up to protect her, or do they inform the administration? What happens when a cadet gets caught between Starfleet ideals and the demands of his culture? What takes greater precedence, the good of the one or the good of the many?

Moral dilemmas should teach cadets lessons about what it means to serve as Starfleet





officers. Some moral dilemmas may confront them as deliberate tests, while others spring up as part of the cadets' Academy experience.

FREE WILL

The ability to make choices and deal with the consequences of one's own actions is a key theme in *Star Trek*. At the Academy, cadets learn all about making decisions and often face some of the most important decisions of their lives.

All the preceding themes offer opportunities for cadets to make choices. Do they try to overcome a problem on their own or ask for help? Do they adapt to the demands of another culture? Some cadets make difficult choices in joining Starfleet to begin with. Can a Ferengi cadet put aside his culture's emphasis on profit and live up to Starfleet's ideals? Does a half-Romulan cadet pretend to be half-Vulcan to hide her true heritage? And what happens when someone discovers the truth? Cadets actively make these choices and must accept responsibility for any consequences.

IDIC

The theme of Infinite Diversity in Infinite Combinations plays a major role at the Academy. Cadets come here from all across the galaxy to become part of something greater than themselves, greater than any individual culture or species. Part of the Federation, and of Starfleet's, strength comes from the diversity of its people. Stories following this theme should teach cadets that every culture has value, that Starfleet officers must understand and respect the differences of others.

IDIC stories challenge cadets with uncomfortable cultural situations. What happens when a cadet must work with an alien whose idea of cooperation differs from the norm? How do characters react to a new cadet whose society's idea of personal property seems more communal than they're used to? Can cadets prepare a reception for visiting dignitaries, researching and enacting the customs lest they commit some breach of etiquette? If cadets can learn to accept others and overcome their own prejudices, they're one step closer to attaining the Starfleet ideal.

ACADEMY THEMES

Here are some sample story lines that follow the common *Star Trek* themes.

Exploration and Discovery

- An accident during an experiment leads to the discovery of a new phenomenon.
- A cadet learns about his true heritage or background.
- A new culture throws some light on the human experience.
- Cadets explore new ideas using holodeck simulations.
- Cadets experience famous historical events using simulations.
- A cadet is the first of her species to enter Starfleet.

Defending the Good

- The Crew must deal with rival squads or factions.
- Someone places a cadet's life in danger and his comrades must save him.
- An accident during a training session or experiment endangers lives.
- The Crew must ferret out a spy at the Academy.
- Cadets on a training mission unexpectedly become embroiled in a skirmish or battle.

Moral Dilemmas

- Cadets discover a violation of the Academy Code.
- A cadet must choose between duty and another obligation.
- Cadets must own up to a mistake or failing and risk punishment.
- Advancement at the cost of another cadet's career tempts a cadet.
- A cadet must choose between a beloved teacher and doing what's right.

Free Will

- A cadet chooses to sacrifice for the greater good.
- An offer of power or some other goal tempts a cadet.
- A cadet must choose whether or not to leave the squad or Starfleet.
- Powerful aliens test the cadets to understand Starfleet.

IDIC

- A new cadet who seemed hostile turns out to be misunderstood and lonely.
- A cadet's cultural background proves the key to solving a particular problem.
- Cadets become involved in a diplomatic greeting of a new species.
- An anthropology field study reveals things about being a good officer.

SURVIVAL TEST

Faced with a difficult survival course on a hostile alien planet, the Crew finds itself embroiled in a real-life showdown with a Cardassian aggressor. To survive—let alone warn Starfleet of the encroaching danger—they must put their limited training, and all the initiative and ingenuity they can muster, to a test that goes well beyond what they were prepared for.

SUMMARY

“Survival Test” is a scenario set against cadet training away from the Starfleet Academy campus. In this episode the cadet Crew undergoes a survival test. The cadets travel to an alien planet, where their instructor drops them off and expects them to survive for three days using the skills they developed in class and simulation. This serves as the final exam for the Academy course STAR 104 Planetary Survival. 25

The episode starts with the cadets practicing on a holodeck aboard the *U.S.S. Fearless*, the vessel transporting them to Aldos II, a planet near the Cardassian Demilitarized Zone. Their practice session ends abruptly when they arrive in the planet’s orbit.

The cadets board a shuttle to take them to the planet’s surface, giving them a chance to test their piloting skills along the way. Shortly after leaving the *Fearless*, a Cardassian warship attacks and





severely damages the shuttle. The Cardassians move on to attack the *Fearless*, leaving the shuttle plunging into the atmosphere.

The resulting crash seriously injures the cadets' instructor. They must survive in the hostile wilderness of Aldos II and find some way to send for help. Along the way, the cadets encounter a previously unknown lifeform on the planet and make peaceful contact with the Aldosians. They also discover a force of Cardassian militia on the planet apparently there to construct a secret base on Aldos, possibly a launching point for a new offensive against the Federation. The cadets must overcome the Cardassian defenses and escape the planet to warn Starfleet.

BACKGROUND

The cadets should belong to the same squad and should have taken either planetary survival or vehicle operations classes at the Academy. The cadets should have a rating of at least 1 in Planetary Survival (specialization of the cadet's choice). At least one cadet should have a rating of 1 or better in Vehicle Operations (Shuttlecraft). At the end of the semester, the squad receives orders to report to the *U.S.S. Fearless*, which takes them to Aldos II, the site of their final exam in planetary survival. Going along for the trip is Commander

THWARTING THE TEST

It is possible that a clever group of players may suspect the events in this episode are actually a hidden test. In this case, the cadets may try to find a way to get around the simulation and "win" using their technical rather than their survival skills.

If the players decide to try this, let them. It requires a Difficult (13) Search Test to find a concealed access panel on the holodeck (proving the cadets are in fact in a simulation). A Challenging (10) Systems Engineering Test is needed to open the magnetically sealed panel, providing access to the holodeck's isolinear matrix. A Difficult (13) Computer (Data Alteration) Test is needed to override the holodeck's control systems and alter the program. It requires only a Moderate (7) Computer Test to crash the program and shut down the holodeck.

Cadets who figure out the true nature of the test and override the program get a commendation for their cleverness and original thinking. Then they get taken down to the surface of Aldos II for the real survival test. Use the material in Act One as a guideline for handling the cadets' three days in the Aldosian jungle.

Hans Zakarian, a planetary survival instructor whose nickname "Sneezy"—for his frequent allergies—cadets never use in his presence.

The entire episode is really an extended Academy test. The cadets never actually leave the holodeck in Act One; they're in it for the entire episode. Everything that happens—from the crash to the Cardassian attack to the Aldosian encounter—constitutes a complex simulation. The exam not only tests the cadets' survival and piloting skills, but how they han-



dle the unexpected, react under pressure, and deal with delicate situations like first contact when their lives are at stake.

During the course of the episode, the cadets never confront actual danger. Enemies fire energy weapons set on stun, while primitive weapons and creatures never do any permanent harm; however, everything feels and seems very real. The cadets should have no reason to believe they're in a holodeck simulation. The Narrator should take care to describe the events in the episode as if they were actually happening.

Instructors carefully monitor the cadets' progress throughout the test. The cadets are the only real people on the holodeck. Everyone and everything else they encounter is only a simulation.

MODIFYING THE EPISODE

If desired, the Narrator may continue or elaborate upon the events in this episode. For example, the cadets might have to cover much more ground before encountering the Aldosians, forcing them to encounter different animals; find food; overcome natural obstacles like gorges, pitfalls, and raging rivers; and endure bad weather, poisonous insects, or jungle pollen with hallucinogenic properties. The Crew might find the Aldosians hostile, or divided between warring factions that must be united before they can offer the Crew any aid against the Cardassians. You can replace the Cardassians with Romulans, Breen, or any other threat race desired. For a really difficult test, the Borg might begin assimilating the science station and the Aldosians while mining useful ores from the planet!

You can add plot elements to the episode that come from outside the test itself. For example, what if photonic lifeforms infiltrate the holodeck, beings who have no previous contact with humanoids and no understanding that the cadets' experiences amount to a test? What if their presence (or some other interference or systems failure) takes the holodeck's safety overrides off-line and traps the cadets inside a "test" that has become all too real? Perhaps the *Fearless* comes under attack by

real Cardassians during the Crew's test inside the holodeck. The Cardassians could capture the ship, leaving the cadets the only crew members unaccounted for. They could finish their test only to discover a real Cardassian threat awaits them outside.

You can also change the episode by ignoring the holodeck elements and assuming all the events described actually take place. The cadets really fly the shuttle to Aldos II, Commander Zakarian sustains real injuries, and the Cardassians really attack. In this case, the cadets must assume responsibility for making first contact with a new species and helping to save the Federation scientists. The Cardassians should probably not actually destroy the *Fearless* but merely disable it, and the cadets get help from another Federation ship sent to investigate shortly after they overcome the Cardassians.

ALDOS II

Planet Name: Aldos II

Class: M

System Data: Aldos II has two F Class moons.

Gravity: 0.89 G

Year and Day: 384/22

Atmosphere: Oxygen-nitrogen, with high water vapor content. Earth-normal pressure.

Hydrosphere: 60% surface water

Climate: Hot and moist

Sapient Species: None (the Aldosians are a fictional species)

Tech Level: Zero

Government: None

Culture: None

Affiliation: United Federation of Planets

Resources: Considerable biological resources

Places of Note: The Federation maintains a small research lab here.

Ship Facilities: None

Other Details: Aldos II hosts a wide variety of plant and animal life, making it a veritable biological laboratory. Many of the larger lifeforms on the planet are predatory. The Federation maintains a small research lab on the surface of the planet to study its biological diversity.





THE SUPPORTING CAST

The following supporting cast members appear in this episode. All are actually holodeck characters generated by the ship's computer, although the real Commander Zakarian stays aboard the *Fearless* to monitor the cadets' performance.

ALDOSIAN LION

Type: Pouncing Hunter

Size: 3 meters long and 200 kilograms in weight

Form: Sleek, four-legged, furred mammal

Attributes: Fitness 3 (Strength +3, Vitality +1), Coordination 3, Presence 4, Instinct 2 (Ferocity +1)

Base Movement: Walk 10/30

Resistance: 9

Special Abilities/Unusual Skills: Night Vision, Stealth (Stealthy Movement) 2

Weapons: Claws 3, Teeth 3

Difficulty: Moderate (6)

Damage: 2+2d6

Description and Additional Notes: A predator native to Aldos II, the Aldosian lion inhabits the lowland jungles, hunting smaller animals. The lion is a large feline similar to the saber-toothed tiger of Earth's ancient past. Its gray fur with greenish stripes allows it to blend into the jungle foliage, and it stalks prey with surprising stealth. The primarily nocturnal creature sleeps in its den during the day-time.

The cadets encounter a simulated Aldosian lion during the teaser scene and again during their survival test.

COMMANDER HANS ZAKARIAN, STARFLEET INSTRUCTOR

28 Narrators can find Commander Zakarian's statistics and description on page 85 of the *Starfleet Academy Handbook*. Commander Zakarian does not really accompany the cadets during their test. The "Commander Zakarian" who goes with them is just a holodeck simulation of the real Commander. The cadets can't tell this amazingly accurate simulation from the real Zakarian. It even suffers from the same allergic reactions that earned the Commander the nickname "Sneezy." The simulated Commander Zakarian

spends much of his time unconscious during the test, giving the cadets someone to look after.

THE ALDOSIANS

Starfleet created the "Aldosians" as a fictional species for Academy tests like the one in this episode. No native sentient lifeforms really inhabit Aldos II. In case any cadets researched Aldos II before their exam, Starfleet designed the Aldosians as a plausible species for the planet's environment. The small humanoids average about 1.5 meters in height. A fine gray fur covers their bodies, providing them with some natural camouflage. Their vestigial tails and flaps of skin stretched between their arms and legs allow them to glide short distances (up to 100 meters) at a rate of 10 meters per round. Golden eyes slitted like a cat's provide them with excellent night vision (the same as the Night Vision advantage). Aldosians wear little clothing, usually just loincloths and harnesses to carry any equipment. As marsupials, females carry young in a "pouch" until they mature sufficiently to leave on their own.

The Aldosians' primitive culture exists on a hunter/gatherer level. Starfleet considers them Tech Level One for the most part, with some very limited agriculture and animal domestication. The peaceful Aldosians rarely war with each other. They fear and resent the Cardassians, who've enslaved many of their people. If the player characters can convince the Aldosians of their good will, they can gain valuable allies in their mission.

ATTRIBUTES

Fitness 2 [5]

Vitality +1

Coordination 2 [5]

Intellect 2 [4]

Perception +1

Presence 2 [5]

Psi 0

SKILLS

Athletics (Climbing) 1 (2)

Culture (Aldosian) 1 (2)
Languages
Aldosian 1
Planetside Survival (Jungle) 1 (2)
Primitive Weaponry (Dagger or Spear) 1 (2)
Stealth (Hide) 1 (2)
World Knowledge (Aldos II) 1 (2)

SPECIAL ABILITIES

Aldosians' membranes allow them to glide short distances through the air, at a rate of 10 meters per round for up to 100 meters.

NEXX, ALDOSIAN TRIBAL LEADER

Nexx leads the Thelgor tribe of Aldosians the cadets encounter on Aldos II. Although a little on the tall side for an Aldosian, he still stands a good head shorter than most humans. Soft, gray fur covers his body and his eyes glow a bright golden color. The young tribal leader assumed the role when the Cardassians killed his father, the previous leader, and enslaved a large portion of his tribe. He harbors a strong hatred for the Cardassians and wants to see them driven off Aldos. Characters may have to rein in the hot-headed Nexx to keep him from making rash decisions.

Like all the supporting cast members in this episode, the holodeck generates Nexx's presence. He still acts real enough that characters should feel some sympathy for him.

ATTRIBUTES

Fitness: 2
Vitality +1
Coordination: 3
Intellect: 2
Perception +1
Presence: 3
Psi: 0

SKILLS

Athletics (Climbing) 2 (3)
Command (Combat Leadership) 1 (2)
Culture (Aldosian) 1 (2)
Diplomacy (Tribal Affairs) 1 (2)
Dodge 2

First Aid (Wound/Combat Trauma) 1 (2)
Languages
Aldosian 2
Planetside Survival (Jungle) 2 (3)
Primitive Weaponry (Dagger) 2 (3)
(Spear) (3)
Search 2
Stealth (Hide) 2 (3)
Unarmed Combat (Brawling) 1 (2)
World Knowledge (Aldos II) 2 (3)

ADVANTAGES AND DISADVANTAGES

Night Vision +2, Obligation (to his tribe) -2

RESISTANCE: 3
WOUND LEVELS: 3/3/3/3/3/0

GUL GIVAR, CARDASSIAN FOURTH ORDER

Gul Givar commands the Cardassian base on Aldos II. Starfleet based this holodeck character on an amalgam of Cardassian characteristics. Play him as a stereotypical Cardassian enemy: cruel, efficient, and ruthless in carrying out his duties.

ATTRIBUTES

Fitness: 3
Strength +1
Coordination: 2
Intellect: 3
Perception +1
Presence: 3
Willpower +1
Psi: 0

SKILLS

Administration (Planetary Government) 1 (2)
Athletics (Running) 1 (2)
Command (Military Base) 2 (3)
Culture (Cardassian) 1 (2)
Dodge 1
Energy Weapon (Cardassian Phaser) 2 (3)
Intimidation (Torture) 2 (3)
Language
Cardassian 3
Personal Equipment (Communicator) 2 (3)
Planetary Tactics (Small Unit) 2 (3)
Search 1
Security (Law Enforcement) 1 (2)





Unarmed Combat (Cardassian martial arts) 2 (3)
 Vehicle Operation (Shuttlecraft) 1 (2)
 World Knowledge (Cardassia Prime) 2 (3)

ADVANTAGES AND DISADVANTAGES

Eidetic Memory +3, Arrogant -1, Bloodlust -2

RESISTANCE: 3

WOUND LEVELS: 3/3/3/3/3/0

CARDASSIAN MILITIAMEN

These typical Cardassian soldiers carry out Gul Givar's orders obediently, with as much arrogance and cruelty as one would expect from a faceless Cardassian goon. Starfleet programmed these holographic troopers according to prejudiced stereotypes to inspire some reactions from the characters.

ATTRIBUTES

Fitness: 3
 Coordination: 2
 Intellect: 2
 Perception +1
 Presence: 3
 Willpower +1
 Psi: 0

SKILLS

Athletics (Running) 1 (2)
 Culture (Cardassian) 1 (2)
 Dodge 1
 Energy Weapon (Cardassian Phaser) 1 (2)
 Intimidation (Torture) 1 (2)
 Personal Equipment (Tricorder) 1 (2)
 Search 1
 Security (Law Enforcement) 1 (2)
 Unarmed Combat (Cardassian martial arts) 1 (2)
 Vehicle Operation (Shuttlecraft) 1 (2)
 World Knowledge (Cardassia Prime) 1 (2)

ADVANTAGES AND DISADVANTAGES

Arrogant -1

RESISTANCE: 3

WOUND LEVELS: 3/3/3/3/3/0

TEASER: SURVIVAL TEST

As the episode opens, the cadets practice for their survival test in a holodeck on the *Fearless*, an *Excelsior*-class vessel. Read the following out loud to the players:

"Captain's Log, *U.S.S. Fearless*. We have taken aboard several squads of Starfleet cadets en route to Aldos II, where they hope to complete their final examination in planetary survival. Some of the cadets are practicing in the ship's holodeck at this moment. I recall my own survival exam at the Academy years ago. From what I remember, they're going to need all the practice they can get."

Switch to Holodeck Two on board the *Fearless*, where the squad practices for their exam on Aldos II. The holodeck creates a simulation of the Aldosian jungle, and the cadets make their way through the thick jungle growth. Clouds of stinging insects buzz around the cadets in the hot, humid air. The cadets cut through the heavier jungle vines with



machetes, wearing full packs of survival gear that weigh heavily on their shoulders.

Suddenly the cadets hear a roaring noise echo through the jungle. A Routine (5) Planetary Survival Test reveals that the noise comes from an Aldosian lion, a fierce native predator lurking nearby.

Give the cadets a few moments to decide what they're doing. Then the lion springs out from the jungle brush and attacks, trying to pounce on one of the cadets and bear him to the ground. If successful, the lion grapples with the cadet. This makes hitting the lion with phaser fire more difficult (+2 Difficulty). Any shot that misses the lion but with a total greater than 4 hits the grappled character instead. The cadet's simulated phasers inflict only stun damage on other characters, even if they put them on a higher setting.

Once the cadets overcome the lion (or it appears about to overcome them), the program suddenly freezes and the holodeck doors open to reveal Commander Hans Zakarian, the squad's Academy instructor for this test. Commander Zakarian smiles broadly. "Hope you've had enough practice, cadets," he says. "It's time for the real thing."

ACT ONE: HARD LANDING

In this act the cadets fly a shuttle to the surface of Aldos II. A Cardassian warship attacks them while still in orbit and forces them to crash-land on the surface. Keep in mind the cadets never actually leave the holodeck aboard the *Fearless*.

THE GULLIVER

After Commander Zakarian greets the cadets on the holodeck, he introduces himself to any he doesn't already know. He then escorts the cadets to the ship's shuttlebay, where the *Gulliver*, a Type 7 Personnel Shuttle, waits to carry them to the surface of Aldos II. For shuttle stats see page 221 of the *Star Trek: TNG* rulebook.

If any of the cadets ask why they are taking a shuttle rather than using the transporter, Commander Zakarian explains the cadets

should use this opportunity to refine their piloting expertise along with their survival skills. He picks a cadet to pilot the shuttle (preferably the one with the highest Vehicle Operation skill) and orders everyone on board. A few moments later the shuttlebay door opens and the Crew can depart.

The shuttle pilot must make a Routine (3) Vehicle Operations Test to clear the shuttlebay and steer the shuttle on a course for Aldos II. A failure triggers an automatic tractor beam which catches the shuttle before it collides with anything, although this earns the cadet a stern look from Commander Zakarian. As the *Gulliver* clears the bay, the cadets see the surface of Aldos II far below them. Heavy greenery covers the planet, with thick jungles near its equator and several large oceans. Commander Zakarian gives the pilot coordinates near the planet's equatorial region, where he plans to begin the survival test.

The Commander takes a few moments to explain the test to the cadets. He intends to drop them off in a region of the Aldosian jungle equipped with standard survival gear, now stowed on board the shuttle. Each of them carries a Type I phaser, a tricorder, and a combadge. The squad also receives a medical kit and a day's worth of emergency rations. They must hike from the landing site to the Federation exobiology station some three days' journey; find shelter, food, and drinkable water; and deal with any threats from the native lifeforms along the way. They can signal the *Fearless*, which remains in orbit, for an emergency beam-out at any time, although this ends the test.

"Any questions?" the Commander asks. Before anyone else speaks, an emergency indicator beeps on the shuttle's console.

THE CARDASSIANS ATTACK

A Cardassian *Galor*-class warship appears from behind Aldos II's larger moon and moves on an intercept course with the *Fearless*.

The *Gulliver* flies right across the Cardassian vessel's path. The Cardassians ignore any attempts to hail them and immediately open fire on the shuttle with their forward plasma banks. The shuttle has no





weapons. Unless the cadets jury-rig some extraordinarily innovative weapon, they have no means of attacking the Cardassians.

The shuttle's pilot can take evasive action. This requires a Moderate (8) Vehicle Operation (Shuttlecraft) Test. Even if the pilot manages to evade the first few shots, the next ones connect. The *Gulliver's* insufficient shields cannot block the effects of the warship's weapons. Two hits knock out the shuttle's shields, and the next critically damages the *Gulliver*, sending the shuttle falling into the planet's atmosphere. An explosion on the port side badly injures Commander Zakarian and knocks him to the floor.

After it cripples the *Gulliver*, the Cardassian ship continues on course toward the *Fearless*. The cadets can make out indications of a fierce battle going on between the two vessels. Then they must refocus their attention to concentrate on surviving the crash.

THE SHUTTLE CRASH

The *Gulliver* plunges into the atmosphere of Aldos II at a steep angle. The Cardassian attack badly damaged the shuttle's impulse drive and knocked the flight control systems off-line. The cadets must accomplish several tasks to regain control of the shuttle enough to survive the crash. Each task shows pertinent skills characters must use.

- *The cadets must bring the impulse drive back online: Propulsion Engineering (Impulse).*
- *They must bring the flight control systems back online: Systems Engineering (Flight Systems).*
- *They must locate a suitable landing area on the planet: Shipboard Systems (Sensors).*
- *They must maintain the shuttle's structural integrity against the stress and heat of re-entry: Material Engineering (Structural/Spaceframe) or Shipboard Systems (Shields).*
- *The pilot of the shuttle must bring it in for an emergency landing: Vehicle Operations (Shuttlecraft).*

Do not tell the players the Difficulty for any of these actions; just let them go ahead and roll. As long as all the skill rolls beat a Routine (4) Difficulty, the squad survives the shuttle crash uninjured. If a character fails a skill roll, look grim, roll some dice, and shake your head. Nothing bad happens, but the players don't need to know that! If the squad scores a dramatic failure on any Test, then 1d6 characters sustain injuries during the crash (say, 2 to 4 Wound Points each, for scrapes and bruises). In any event, the *Gulliver* is an almost total loss.

The shuttle rushes toward the planet's surface, not far from the squad's planned landing area. It crashes through trees and jungle growth for some distance before coming to rest with a jolt. The impact throws the characters around the shuttle cabin, but they sustain no injuries (unless they scored a dramatic failure, as above). They can open the shuttle door using the manual override panel—a Routine (3) Shipboard Systems Test.

The late afternoon jungle air sits hot and humid around the shuttle. The cadets can hear the distant sounds of alien lifeforms in the wilderness. The crash destroyed the shuttle's communications system, and the cadets' com-badges get no response from the *Fearless*. They are on their own.

SURVIVAL

The Crew members must first see to their basic survival needs. The crash damaged the shuttle's systems beyond repair (any character with Systems or Propulsion Engineering determines this without a Skill Test). Luckily, the cadets' personal equipment still functions.

Some of the cadets may have minor injuries if the crash went particularly badly. If so, they can use the medical kit and First Aid to treat them. Commander Zakarian lies unconscious on the floor of the shuttle, badly injured. A Routine (4) First Aid or Medical Sciences Test with the aid of a tricorder determines he broke his left leg and has three broken ribs, a concussion, and some internal bleeding. The supplies in the medical kit help stabilize the Commander's condition, but treating him requires more sophisticated equipment than the cadets have. Nothing the

Crew does restores Zakarian to consciousness. Some might suspect the head trauma caused brain damage.

The crash ruined nearly all the Crew's supply of rations. Less than half a day's rations remain, with no clean water. The crash damaged the shuttle's replicator beyond repair. The cadets can hunt for food, either local plants or game animals, by making a Moderate (7) Planetary Survival (Jungle) Test. Finding water presents a more difficult challenge. To look for water, the Crew must leave the shuttle and try following animal tracks and other signs to lead them to a nearby river or spring. The cadets may also try to jury-rig a means of extracting water from the local plants or from the humid air. If they come up with a reasonable-sounding plan, let them try it with a Planetary Survival Test.

This scene should give the cadets a chance to display initiative and put their training into action. Try giving the players as little guidance as possible—let them figure out what they must take care of next. You can play out this scene as long as the players enjoy having their characters make arrangements to survive in the jungle.

ACT TWO: FIRST CONTACT

In this act the cadets must survive in the inhospitable Aldosian jungle, dealing with hostile animals and with a Cardassian search party looking for them. They encounter representatives of a primitive species on the planet and must establish peaceful contact with them. The Narrator may need to adjust the events described in this act to fit the plans and actions of the cadets. Feel free to improvise where needed.

The cadets must decide whether to stay with the wreck of the *Gulliver* or to try heading out into the Aldosian jungle on their own. The shuttle's hull provides some shelter against the local jungle lifeforms, and moving Commander Zakarian might further injure him. The cadets know that if the *Fearless* managed to drive off the Cardassians, it'll certainly begin searching for the shuttle's crash site; however, the cadets remain unable to raise the *Fearless* on their communicators, and they sus-



pect the Cardassians might come looking for the shuttle wreckage as well. Remaining with the shuttle may put the cadets in further danger. They also know they may be able to get medical assistance for Commander Zakarian at the Federation exobiology research station. The cadets cannot raise the research station on their communicators, either, so the Cardassians might already have captured or destroyed the station.

If the players decide to remain at the shuttle site and await help, they must make Planetary Survival Tests to gather food and find drinkable water. The encounter with the Aldosian lion takes place while some of the characters venture outside looking for food and water.

If the players decide to make their way through the jungle toward the research station, they must rig some sort of stretcher to carry Commander Zakarian, who remains unconscious. They can build something suitable using wreckage from the shuttle. The characters then must make their way on foot through the thick jungle toward the research station.





Allow them to travel for at least a day before they encounter the lion. Feel free to place additional challenges in the cadets' path, such as a swift river or deep gorge they must cross. They may encounter other native lifeforms (see the "Creatures" chapter of the *Star Trek: TNG* rulebook, page 291, for creature ideas).

THE CARDASSIAN SEARCH PARTY

Regardless of whether or not they stay with the shuttle, the cadets soon get some company. A matter of hours after the crash, around sunset, the cadets spot a shuttle of Cardassian design. It flies low over the treetops, clearly scanning the area for any signs of survivors. If the cadets remain with the shuttle, the Cardassians almost certainly capture them. If they venture into the jungle, the heavy foliage and jungle heat helps shield them from the Cardassian sensors. The shuttle flies overhead in a search pattern but does not appear to notice the characters, as long as they remain hidden in the jungle. Have the players make Stealth Tests for their characters, but allow them to evade the Cardassians as long as they don't roll a dramatic failure.

If the characters choose to remain with the shuttle and the Cardassians capture them, you can end the test there, or allow the Aldosians to show up and ambush the Cardassians, giving the characters a fighting chance. The pilot of the Cardassian shuttle takes off, leaving the other Cardassians behind. The characters might interrogate them for information about the Cardassians' plans (although they find the Cardassians highly uncooperative). The cadets also must stop the Aldosians, who hate the Cardassians, from killing their prisoners.

STALKED

During the cadets' first night on Aldos, they run into one of the planet's most dangerous native lifeforms, an Aldosian lion stalking them as prey. It either comes into the crash site looking for food or picks up the Crew's trail as they make their way through the jungle.

If the Crew use the shuttle hull for shelter, the lion waits outside the clearing, pouncing when a character emerges. If the characters

trek through the jungle, the lion attacks after they stop and settle down to rest. A Challenging (10) Search Test allows a cadet to detect the lion before it pounces.

During the fight with the lion, ignore any damage result greater than Injured. The holodeck's safety protocols prevent the cadets from becoming badly injured, but they don't know that! To them the fight should seem completely real. The same conditions apply here as in the teaser; hitting the lion with a phaser beam is +2 to the Difficulty, and any attack that fails to hit the lion, but has a total of 4 or greater, hits the grappled character instead. Even if a character's phaser is set on "kill" it does not do more than stun the affected character (you can explain away such an effect as a "glancing shot" or "near miss").

UNEXPECTED HELP

During this act, whenever the cadets most need it, help arrives in the form of the Aldosians. A party of a dozen Aldosian hunters led by Nexx appears and aids the Crew. This happens either after the Cardassian search party captures the Crew, or while the Crew fight the Aldosian lion. The aliens help the Crew overcome their opponents, then attempt to question them to find out who they are and why they're on Aldos.

It takes only a few minutes for the universal translators in the Crew's combadges to pick up enough of the Aldosian language for the cadets to communicate. The Crew can use gestures and other basic forms of communication to show their peaceful intentions until their translators kick in. The Aldosians seem cautious, but since the characters aren't Cardassians, the Aldosians take no immediately hostile actions. Nexx asks the characters who they are and how they came here. If the characters explain, Nexx asks if they are like the others who have come from the sky, describing or indicating the Cardassians.

As long as the characters make it clear they are not allies of the Cardassian invaders, the Aldosians trust them. Nexx points out that the characters look similar to the first visitors, the "people from the metal caves" (the members of the Federation science team). Nexx's tribe was considering making contact with the science

team just before the Cardassians arrived. According to the Aldosians' story, the Cardassians seized control of the science station and placed it under guard. The cadets won't find any help there.

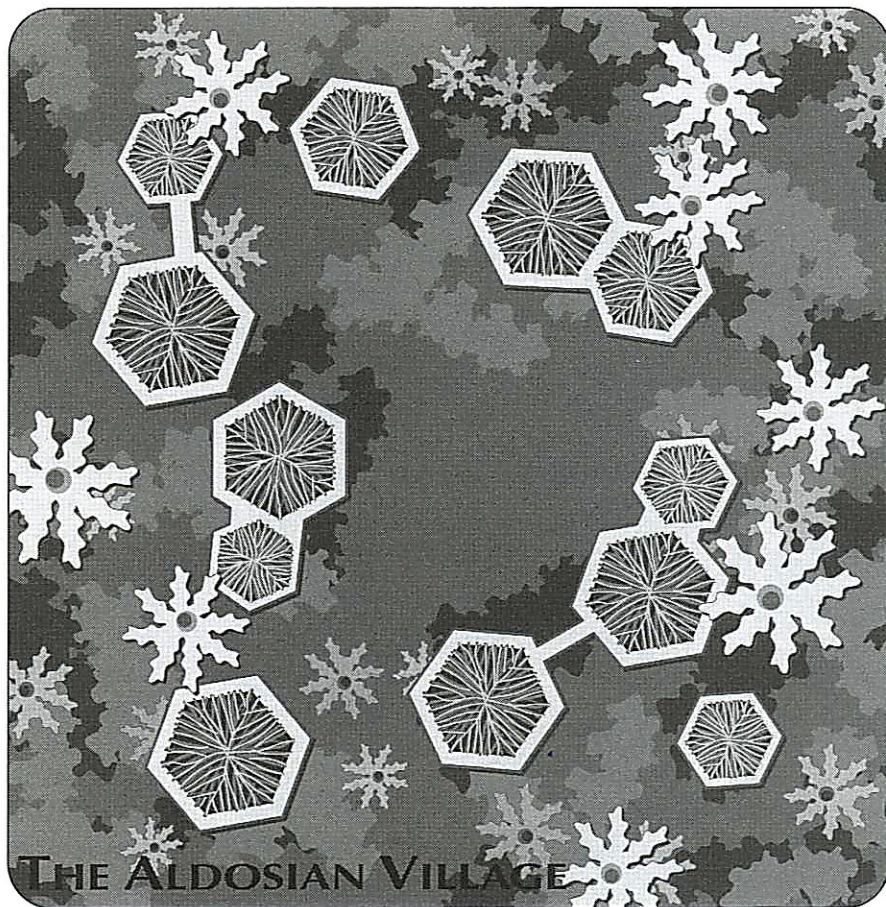
Assuming they establish peaceful relations, Nexx invites the Crew to come to his village, where they can find rest and food, and plan their next move.

If for some reason the Crew attacks the Aldosians, Nexx and his hunters fight back to the best of their ability. The Aldosians are no match for Starfleet cadets armed with phasers, or Cardassians armed with disruptors. Once they lose half their number, they flee back into the jungle and disappear. The cadets receive no further help from the Aldosians and may even suffer sneak attacks and ambushes from them while they remain in the jungle, greatly complicating the remainder of their test. After the test, the cadets receive a strict admonishment from Commander Zakarian about studying Starfleet first-contact protocols more seriously.

THE ALDOSIAN VILLAGE

Nexx's village stands about a day's travel from the Federation science station. It consists of a collection of huts built high up in the tree-tops, connected by narrow rope bridges and platforms. Most of the time the Aldosians move from tree to tree by gliding. The village's height protects it from predators living on the ground. Rope ladders allow the hunters and their guests to climb up into the village.

The Aldosians welcome the cadets into the village freely, assuming they did nothing to offend Nexx or the others. The aliens take Commander Zakarian into their care and treat him using some native herbal remedies. The tribe's healer, Jos, demonstrates her healing techniques for any interested cadets. She stabilizes the Commander's condition, although he



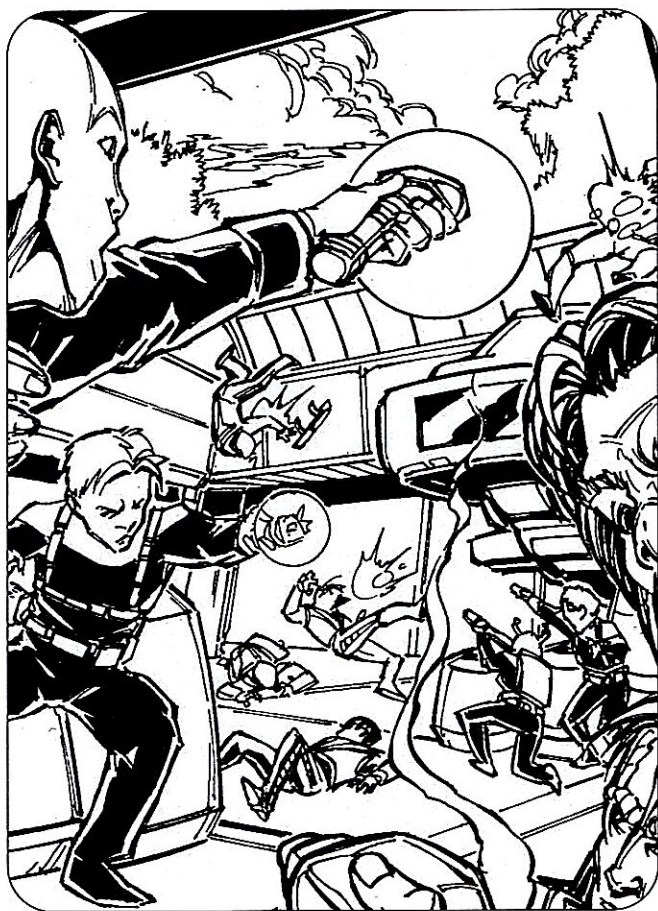
still does not regain consciousness. The cadets must get him to a Federation medical facility to receive proper treatment.

The cadets do not succeed in establishing contact with the *Fearless*. They can only assume the Cardassians destroyed, captured, or drove away the Federation ship. That means they can expect no outside assistance, at least not until Starfleet hears about the incident and sends another vessel to investigate.

Once they settle into the village, Nexx offers the cadets food and water from the tribe's meager stores. Tricorder readings show both are safe for consumption. The Aldosian leader then tells the cadets the story of how the Cardassians first arrived on Aldos II. He says the invaders arrived a little over two weeks ago. They attacked and captured the Federation science outpost, turning it into their base of operations.

They proceeded to attack and capture many of Nexx's people, putting them and the Federation scientists to work in the caves near the science station. The Cardassians force





them to mine a type of crystal growing there. Nexx wears a small piece of the crystal on a leather thong around his neck. A Routine (4) Personal Equipment (Tricorder) Test identifies it as dilithium. It appears the Cardassians are operating an illegal dilithium mine. Aldos II would also make an excellent launching point for a new offensive into Federation space.

Nexx tells the cadets that whatever the Cardassians are doing, they appear nearly finished. They've almost mined out all the crystal deposits in the caves and have started making preparations to leave. A Moderate (5) Strategic Operations Test tells the cadets the Cardassians would likely destroy all traces of their presence on Aldos II, including the science station and the enslaved Aldosians, before they depart.

ACT THREE: THE CARDASSIAN BASE

In this act the cadets, with the aid of their Aldosian allies, must infiltrate a secret

Cardassian base and find some means of escaping and warning Starfleet.

SCOUTING THE BASE

The Federation research station stands above the Aldosian jungle on the slope of a fairly steep mountainside. Only a portion of the mostly underground facility appears above ground on the side of the mountain. This gives the station a clear view of the surrounding jungle area. The small complex contains a few labs, an observation post, and quarters for the crew. The Cardassians transformed the station into a combination command center and dilithium refinery. Armed Cardassian guards patrol everywhere, and Gul Givar maintains his quarters in the facility.

The Aldosians know of caves and tunnels riddling the mountainside around the complex. The Cardassians' forced labor crews mine dilithium crystals from deep within these caverns. They load the crystals into small anti-grav carriers, then push them along a narrow trail to the science station, where they unload the crystals, process them, and then ship them to the Cardassian warship in orbit. Cardassian guards keep a close eye on the labor crews as they work. A total of fifteen Cardassians (including Gul Givar) supervises and guards station operations. Eight members of the Federation science team and forty Aldosian workers labor at the facility.

A plateau above the science station serves as a landing facility for Cardassian shuttles, which bring personnel down to the planet and carry processed dilithium back to the warship. Two shuttles stay on the surface at all times, each similar in configuration to Type 6 Federation shuttlecraft (*Star Trek: TNG* rulebook, page 221). The shuttles sport low-yield plasma banks (similar to the *Galor*-class plasma banks, but inflicting only 10 points of damage) and use shields for protection.

The cadets can learn most of this information by talking with the Aldosians in Nexx's village and by scouting out the base for themselves. Nexx offers to go with a scouting party, accompanied by two more Aldosian hunters. Ask the players for Stealth Tests as their characters move closer to the base. A failed test

might result in a Cardassian guard becoming suspicious, wandering perilously close to the cadets as they hide in the jungle, looking around a bit, then wandering back to his post.

If the cadets do anything to give away their presence, the Cardassians try to capture them with weapons set on stun. Gul Givar interrogates captured characters to discover how much they know about the Cardassians' plans before sending the prisoners to work with the rest of the labor force. Captured cadets have a difficult time overpowering the Cardassians and escaping, but give any reasonable plan the players devise a fair chance of succeeding.

PLAN OF ATTACK

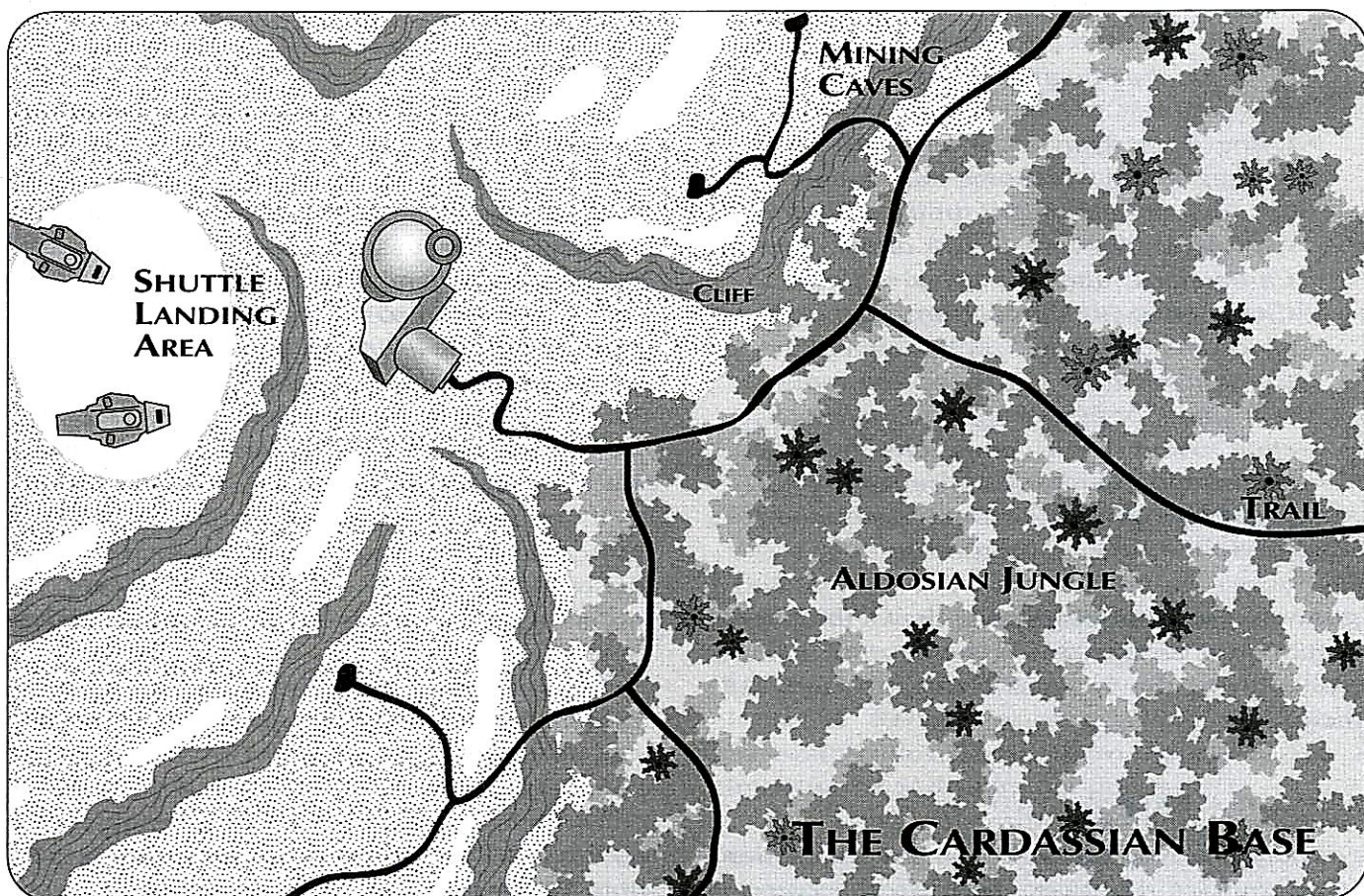
The players determine how the cadets proceed from here. They might try several approaches to overcome the Cardassians and help their prisoners. Use the information below as a guideline, and improvise if the players come up with a particularly innovative plan. Nexx and his people do whatever they

can to aid the Crew, short of sacrificing themselves for them. They want the Cardassians off their planet at least as much as the cadets want to liberate the camp.

SNEAK ATTACK

The cadets might try to stage a commando-style raid on the outpost, taking the Cardassians by surprise enough to overpower some of them and gain control of the base. Although the Cardassians outnumber the cadets and have better weapons, the Crew members have the element of surprise on their side. If they can reach the base and avoid detection, they might pick off several Cardassian guards before anyone notices anything amiss. The best route of attack is trying to infiltrate the base late at night and taking out the guards long enough to gain control (a Challenging (10) Planetary Tactics Test).

To reach the base, the Crew must make Stealth Tests as they make their way through the jungle, as well as Athletics (Climbing) Tests





to scale the mountainside to the base. A Challenging (9) Security Systems Test gets the Crew past the electronic security outside the base, giving them access inside. After more Stealth Tests to avoid the notice of the Cardassians inside the base, the Crew can begin disabling guards.

The Crew might try combining a sneak attack with one or more other options, hoping to confuse the Cardassians about their real objective.

DISTRACTION

The Crew might ask the Aldosians to help stage some distraction to draw the Cardassians' attention away from the base, giving the cadets time to carry out their own plan. The Aldosian hunters go along with any reasonable plan the cadets propose. The characters or Aldosians might suggest some possible distractions:

- *A group of Aldosians could stage an attack on the base or the mines, hoping to draw some of the Cardassian guards off when they begin to retreat back into the jungle.*
- *Using parts from tricorders and combadges, along with some native materials, the cadets might build a crude explosive device to draw the Cardassians' attention. This requires a Challenging (9) Demolitions Test.*
- *Aldosians could hurl rocks down at the Cardassians from higher up the mountain slope, or even trigger a small rock-slide using sonic emissions from a modified combadge, requiring a Challenging (9) Personal Equipment (Communications) Test to rig.*

Any reasonable distraction draws the attention of most Cardassians at the base for a short while, giving the cadets a chance to carry out their plans.

AMBUSH A PATROL SHUTTLE

The Crew may try ambushing a Cardassian patrol outside the base, then use the patrol's

shuttle to land at the base undetected and catch the Cardassians by surprise. This requires setting up a suitable ambush, probably with the Aldosians' help. The Crew can create some kind of incident likely to attract the Cardassians' attention, such as hailing the *Fearless* on an open channel and giving away their position. Or they might simply send a signal to the Cardassians, indicating they are willing to surrender and asking the Cardassians to come and get them. The Cardassians tend to underestimate the threat posed by a group of Starfleet cadets, so they send a shuttle out to collect them. This gives the Crew an opportunity for ambush.

Run the fight against the Cardassians normally. At the first sign of trouble, the Cardassian pilot attempts to take off in the shuttle, so the Crew must act quickly. The Cardassians stay alert for any signs of treachery and move to disarm the cadets as quickly as possible. Give the Crew a fair chance to overpower the Cardassians, but don't make it easy.

KIDNAPPING

The cadets might also try capturing Gul Givar to use him as a bargaining chip to force the Cardassians to surrender. Givar rarely leaves the confines of the science station, although he leaves to inspect his troops and the mining operation each morning. If the cadets managed to sneak into the base, they might reach Gul Givar's quarters and capture him. This requires a Challenging (10) Stealth Test. Cadets must also overcome the Cardassian guard on duty outside Givar's room without alerting Givar.

If the cadets capture Gul Givar, they find him stubborn and uncooperative. If he believes his life is in danger, however, he orders his men to stand down and even evacuate the station. He doubts a group of Federation children would harm him, but he cannot trust the Aldosians. Nexx's aggressive and vengeful attitude might convince Givar to cooperate.

For their part, the Cardassians react to their commander's capture by threatening to execute Federation and Aldosian hostages unless

they release Givar. The Crew must deal with some tense negotiations to make their plan work.

STOWING AWAY

The Crew might also try stowing aboard one of the Cardassian shuttles. They can then try to overpower the shuttle crew and use the shuttle to get help, or they can try sneaking aboard the Cardassian warship and sabotaging it in some way. The cadets can slip on board a shuttle with a Challenging (10) Stealth Test. Lower the difficulty if the cadets arrange some distraction for the Cardassians. They can also rig a tricorder to help shield them from detection by Cardassian sensors with a Challenging (9) Systems Engineering Test.

If the Crew manage to take over a shuttle and escape the planet, they complete the test. If they sneak on board the Cardassian warship, you can end the test there or improvise some additional scenes where the Crew works to sabotage the Cardassians' systems.

ESCAPE

The test ends once the cadets manage to take control of the Federation base or get off the planet. A voice says, "Computer, freeze program," and everything comes to a complete stop. An arch appears and the doors open to reveal Commander Zakarian, completely uninjured and smiling broadly if the cadets have done well. "Congratulations, cadets," he tells them. "You've passed your planetary survival test with flying colors. End program." The backdrop of the planet, ship, or shuttle fades away, replaced by the familiar grid of the holodeck on board the *Fearless*.

EPILOGUE

Commander Zakarian explains the nature of the test and goes over the cadets' performance with them. If the characters came up with particularly original ideas, Zakarian praises them, although he always points out when the cadets strayed from Starfleet procedure. If the cadets made any mistakes, the Commander points

them out as well, and asks the cadets to explain their actions and how they might have done things differently. Give the players a chance to analyze their own performance during the episode. The cadets should learn from their experience, and Zakarian gives them every opportunity to do so.

After their debriefing and review, Commander Zakarian offers the cadets a day's shore leave seeing the real beauty of Aldos II, with him as their guide. They visit the Federation science station and have a chance to relax in a tropical paradise before heading back to the Academy.

AWARDS

Use the following guidelines for assigning character rewards for this episode.

DEVELOPMENT POINTS

- Cadets completed the test successfully: +1.
- Cadets completed the test very successfully: +1.
- Cadets completed the test, but did so in an improper manner: -1.
- Cadets failed to complete the test, but learned from the experience: +1.
- Players roleplayed characters very well: +1.
- Players roleplayed characters poorly: -1.

RENOWN

Characters should receive Renown Points for this episode only if they did something particularly outstanding that Commander Zakarian sees fit to include in their record. For example, if the cadets figure out the test is only a simulation and they manage to override the holodeck to "win," they should receive 1–2 Initiative Renown points. Other especially innovative ideas should earn the cadets 1 or 2 Initiative or Skill Renown points.

If you decide to run this episode as a real event and not a simulation, the cadets have considerably greater opportunities for earning





Renown. Making successful first contact with the Aldosians is worth +2 Openness. Overcoming the Cardassians and saving the Federation science station against overwhelming odds is a feat worthy of a commendation such as the Kragite Order of Heroism (*Star Trek: TNG* rulebook, page 181). If you introduce additional complications into the episode, feel free to increase the Renown awards accordingly, but remember that cadets who undergo this episode as a real event may become some of the most well known members of their entire class!

THE MEDUSA SYNDROME

Against the backdrop of classes, exams, and the forthcoming Sadie Hawkins Dance, a mysterious disease breaks out at Starfleet Academy, leaving its victims temporarily paralyzed and weakened. As the Crew members race against the clock to find a cause for the disease (and get dates for the dance), they discover a malevolent energy being brought to campus in an alien archaeological artifact. They must track down and study this lifeform in an effort to end its depredations and find a cure for the disease. When they finally discover the information they seek, the cadets must engage in one final, dangerous encounter with the being, who takes over the body of one of their favorite professors. Assuming they emerge victorious, they must face one final menace—the dance itself.

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SUMMARY

"The Medusa Syndrome" is a *Star Trek: The Next Generation Roleplaying Game* scenario set at Starfleet Academy. The player characters run students at the Academy who get involved in a situation in an effort to help their classmates—and of course to satisfy their desire for excitement and adventure (investigating a mystery is certainly more intriguing than studying) and their unquenchable curiosity.





The episode takes place in autumn, during the time leading up to the annual Sadie Hawkins Dance at the Academy (which occurs in early November). The dance, a long-standing Academy custom, turns the social tables by requiring women to ask men to the dance. The social interaction related to the dance can seem humorously awkward, and forms a subplot which the Narrator can use as he sees fit.

The return to campus of Professor Axander Moltros, a Centauran archaeologist who teaches at the Academy, sets the events of the episode in motion. He's spent the better part of the past year directing an archaeological dig on Digrala III, where ruins indicate a once-powerful civilization existed. After months of intriguing discoveries, he's returned with a *pièce de résistance*: a Digralan *omphalos*, an item of enormous cultural significance for the Digralans. He plans to display the *omphalos*, and several other choice artifacts, at the Academy while he studies them.

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Unknown to Professor Moltros, the *omphalos* holds more than cultural significance. An alien energy being of great power and seemingly great malevolence has lived inside it for years—trapped there perhaps by the decline of the Digralan civilization and thus a lack of sustenance. Now that Professor Moltros has brought its “house” to a place with plenty of corporeal beings for it to “feed” off of, it fully awakens and begins to make up for lost time.

The first hint of trouble on campus occurs when a student—perhaps a Crew member—wakes up one morning unable to move! Her neurological functions appear highly abnormal; somehow an unusual enzyme has infiltrated her system, rendering her partially paralyzed. Naturally this terrifies her; fortunately, medical officers indicate her condition is temporary. Sure enough, after a few days the enzyme disappears from her system and she recovers the use of her limbs.

That's not the last of this strange incident. Other students, all women, experience the same malady. The situation baffles doctors, who can't figure out how the enzyme enters the body or exactly how it affects the nervous system's functions. Wild rumors sweep the campus about what's going on and what's about to happen.

This situation attracts the Crew members' attention, particularly if the disease affects one of their number, and they begin to investigate. They can talk to the doctors, scan the campus with tricorders, or interview subsequent victims. Sooner or later, though, their investigation leads them back to the *omphalos*. When they begin scanning it, the energy being flees.

If the Crew members think they've chased the threat away, they're in for a rude awakening. The day after they discover it exists, the being attacks another student, but in a much more brutal fashion. The lifeform raises the

odds, and the Crew must respond in kind. Armed with what they've already learned and working with additional data gained from the latest attacks, they can direct their investigation down new, more profitable paths. They eventually find a way to track the creature, confront it, and discover its weaknesses. As they press their investigation, the being attacks them, but they obtain the data they need to defeat it once and for all.

Using the latest information, the Crew members construct a weapon, device, or trap to capture or destroy the creature. A final, dangerous confrontation follows, from which the Crew should emerge triumphant if they've done their background work well. Now all they must worry about is the Sadie Hawkins Dance.

ACT ONE: ARRIVAL

THE SADIE HAWKINS DANCE

Late autumn in San Francisco: An invigorating crispness sharpens the air, and some leaves have turned to red and orange and gold. Unfortunately for the students at Starfleet Academy, classes and exams continue as always; cadets have little time to casually walk through the grounds or simply sit back and enjoy the time of year. All is not bleak, though: The arrival of fall signals the approach of certain Academy events—most notably the Sadie Hawkins Dance.

An Academy tradition from its very early years, the Sadie Hawkins Dance takes place in early November. Unlike similar social occasions which typically involve male students asking female students to attend the dance, the Sadie Hawkins Dance requires the women to ask the men out. While this poses no problem for most female cadets, the role reversal seems a little awkward for more than a few women and men, and sometimes lead to problems. Still, in the end, everyone usually has a good time.

But classes and the forthcoming dance aren't the main topic of conversation among students these days. The latest buzz concerns Professor Axander Moltros, who's returned from an extended expedition to Digrala III

with fabulous relics and treasures (or so the rumors say). Practically everyone on campus plans to attend his lecture, where he promises to unveil his discoveries.

THE LECTURE

Professor Moltros' lecture allows Narrators to inject some roleplaying into the early parts of the scenario—perhaps even the chance for female characters to ask someone to the Sadie Hawkins Dance. Since almost everyone on campus attends, the Crew could bump into just about anyone: favorite (or not so favorite) professors, rival students, perhaps even the Academy Superintendent or important personnel from Starfleet Command.

Professor Moltros is handsome, vivacious, and gregarious and gives an excellent presen-

OTHER SERIES

Even if you're not running a series set at Starfleet Academy, you can still use "The Medusa Syndrome" mostly as it's written. Of course, this means ignoring the Sadie Hawkins subplot, and perhaps other student-oriented subplots as well.

Standard *Star Trek: TNG* Crew (and *Star Trek: Deep Space Nine* Roleplaying Game Crew members who belong to Starfleet) can take part in this episode when they return to the Academy for a visit—for example, to attend a reunion, give a guest lecture or participate in some sort of seminar, or brief Starfleet Command personally on the latest developments in the Dominion War (or its aftermath). When one of them, or a shipmate, becomes stricken with the "illness," they look into the matter in an effort to help him.

Of course, you don't have to set the episode at the Academy at all if you don't want to. Crews from any part of the *Star Trek* universe might encounter the Digralan energy being: at an isolated archaeological site on Digrala III, on some far-off space station, or even aboard a starship. By isolating the Crew and some NPC's with the being, you can heighten the tension in the episode.

Narrators who want to use "The Medusa Syndrome" in *Star Trek: The Original Series Roleplaying Game* series might develop the potential relationship between the Digralan energy being and the energy beings depicted in the episodes "Wolf in the Fold" and "Day of the Dove." All of them are noncorporeal entities who subsist, at least in part, on humanoid emotions (including fear and hatred). Perhaps the Digralan energy being belongs to the same species, or to a related species—or maybe it's "redjac" itself (it recovered from being beamed into outer space by hiding inside the Digralan omphalos for decades). The latter option may necessitate some changes in the scenario (instead of paralyzing its victims, the being might take control of Professor Moltros' body to terrorize and kill female students).





tation. He makes an otherwise boring lecture about an archaeology dig come alive with personal anecdotes, observations, and tales of camp life. One by one, he shows the audience the Digralan artifacts he has recovered. Since he presents evidence suggesting a connection between the Digralan civilization and the Iconians, interest in the professor's work runs high.

Finally, only one object—the largest one in the center of the stage—remains to be unveiled. With a flourish the Professor pulls off the cover to reveal a statuette just under one meter tall. It depicts a seated humanoid figure with exaggerated, rounded features, including a greatly enlarged head and what looks like a navel. Due to wear and tear on the object—which the professor estimates is thousands of years old—its facial features have worn down, but they seem to resemble those of humans.

Professor Moltros describes this object as a "Digralan *omphalos*." He says it seems to have held extreme religious significance. Found in

the ruins of a major temple, it may even have marked the very center of the Digralan world or universe. The text inscribed on tablets found near the *omphalos* will, when finally translated, undoubtedly shed more light on its meaning and import.

Professor Moltros hosts a reception after the lecture, which the Crew members may attend if they wish. There they can get a closer look at the *omphalos*, and perhaps talk to Professor Moltros himself. A character who displays sufficient archaeological acumen may even attract the Professor's attention and receive an invitation to join his next expedition as a field study. Any female character with a positive Psi attribute, or an Intellect of 4 or higher, who examines the *omphalos* closely feels strangely lightheaded.

PROFESSOR AXANDER MOLTROS

Professor Axander Moltros is an outgoing and friendly archaeologist with extensive field experience. He's conducted digs on many planets, lectured before the Daystrom Institute, and made many important finds. He currently holds a professorship at Starfleet Academy, though he spends at least half of every year on digs throughout the Alpha Quadrant.

Like most of his race, members of the opposite sex regard Professor Moltros as attractive and appealing. His arrogance manifests itself as an inability to talk about any given subject and not show off how much he knows about it, rather than a supercilious intellectual oneupsmanship.

ATTRIBUTES

Fitness: 2
Coordination: 2
Intellect: 3
Logic +1
Perception +1
Presence: 3
Empathy +1
Psi: 0

SKILLS

Administration (Archaeological Teams) 2 (3)
Artistic Expression (Painting) 2 (3)
Charm (Influence) 2 (3)

Culture (Centauran) 2 (3)
(Human) (2)
First Aid (Centauran) 1 (2)
History (Centauran) 1 (2)
Languages
Centauran 2
Federation Standard 2
Personal Equipment (Tricorder) 1 (2)
Persuasion (Oratory) 2 (3)
Planetary Sciences (Geology) 2 (3)
Planetside Survival (Desert) 2 (3)
Social Sciences (Anthropology) 3 (4)
(Archaeology) (4)
Vehicle Operation (Shuttlecraft) 1 (2)
World Knowledge (Alpha Centauri) 1 (2)
(Digrala III) (2)
(Earth) (2)

ADVANTAGES/DISADVANTAGES

Sexy +2, Arrogant -1

COURAGE: 3
RENOUN: 12

Aggression: 1 **Discipline:** 0
Initiative: 3 **Openness:** 3 **Skill:** 5

RESISTANCE: 2
WOUND LEVELS: 2/2/2/2/2/0

PARALYZED!

Following the lecture, life at the Academy returns to normal. But just a few days later, cadets rush one of their fellow students to the campus infirmary when she wakes up and cannot move! She can speak and turn her head, but her arms, legs, and torso appear completely paralyzed. Her health seems otherwise excellent; she felt fine the night before.

The Narrator may choose the identity of the energy being's first victim. It would make the game more dramatic and tense if the victim were a Crew member (assuming your group has any female characters), but that unfortunately prevents the cadet in question from participating in at least part of the investigation. Unless a player misses the game session (in which case you can paralyze her character without any difficulty), it probably works best to make the first victim an NPC who's close to the Crew—a good friend or significant other, for example. (See below for some suggested names for victims.)

SUBPLOTS

Experienced Narrators may wish to include a subplot or two as part of this episode. Since the events don't occur in immediate succession, characters can pursue other interests and activities in the time between them.

The forthcoming Sadie Hawkins Dance serves as the primary subplot referred to throughout this episode. Female characters must find dates. Male characters want someone (perhaps a specific someone) to ask them to attend. While attendance at the dance isn't mandatory, it's one of the highlights of the Academy's social scene. Not making an appearance would mark the character as a loner, perhaps even a misanthrope—qualities not well regarded in Starfleet, whose members must get used to living and working together almost all the time. The Narrator can safely assume almost all NPC cadets want to go to the dance.

Asking someone to the dance presents the perfect chance for a character to express feelings she's been afraid to voice, or to take the opportunity to attract that special someone's attention. An NPC attempting to make another character jealous could cause all kinds of problems. A character may face the dilemma of agreeing to go to the dance with someone, only to have the person he really wants to go with ask just a day or two later. In contrast to the more serious main adventure, this subplot focuses on character interaction, roleplaying, and even humor. Draw on sitcoms and movies you've seen with similar plots for inspiration. Play the situation to the hilt and encourage the players to do the same.

You might use some other subplots in place of or in addition to the dance subplot:

- **Science Project.** One or more Crew members has trouble completing an acceptable class project for one of his science classes. The investigation of the energy creature during the main scenario may give him some ideas for one, or he may try turning the investigation itself into his project, with potentially disastrous results ("No! Don't shoot it! I need it for my biology class!").
- **Dominion War.** If your series takes place in the mid-2370's during the Dominion War, perhaps the energy being is really some sort of Dominion bioweapon designed to wreak havoc at the Academy and Starfleet Command, and the Dominion killed Professor Moltros and replaced him with a shapeshifter. As the Crew investigate the cases of paralysis, they stumble onto this and must deal with the consequences.

A medical examination of the victim shows an unusual, never-before-encountered enzyme has entered her body by unknown means. The enzyme somehow interferes with the ability to process certain nerve impulses throughout most of the body, causing paralysis. The condition is not painful or immediately threatening. The doctors predict the victim should return to normal in a few days as





DIGRALA III

The only Class M planet orbiting the star Digrala, Digrala III is a barren, windswept world barely capable of supporting life. Geological signs indicate it was once a much friendlier, more lush world, but that a catastrophe about 10,000 years ago reduced it to its present state.

Ruins litter the surface of Digrala III. Millennia of dirt and dust have buried some, while others lost their protective earthen covering when the planet's often harsh winds scoured it away. Archaeological investigations indicate a once-proud civilization with significant technological prowess lived here. The causes of its destruction or disappearance are, as yet, unknown, as is the extent of any connection between those causes and the ecological disaster 10,000 years ago.

Explorers discovered Digrala III in 2367; archaeological investigations began there about nine months ago. Preliminary data seem to indicate a connection between the Digralans and the Iconians; they may even have been Iconians. Starfleet continues following the investigation with great interest, and makes sure a powerful starship or two in the vicinity of the planet can protect the archaeologists if necessary.

the body's natural immune processes clear out the enzyme.

Since the Crew has some connection to the victim, they undoubtedly want to visit their sick comrade. Since she retains her ability to speak, you can roleplay this part of the scene with them. She describes how terrifying it was to wake up and be unable to move. Yet even when frightened, she felt very fatigued, as if she hadn't really slept at all.

WHAT'S HAPPENED

An energy being living inside the Digralan *omphalos* paralyzed the cadet. This being (also called a medusa wisp) feeds on humanoid emotions and life energies. At some unknown time in the past, it fled to Digrala III (or was left there by the inhabitants when they disappeared). Deprived of a food source, it entered an advanced state of hibernation inside the *omphalos*. The archaeological team's scans could not detect it in this dormant state. It slowly began to awaken and leached off tiny amounts of their life energy—not enough to arouse suspicion, but enough to regain its strength.

Now that Professor Moltros has carried it to Earth, a highly populated planet, the energy being begins gorging itself, caring nothing for

the harm it wreaks. The medusa wisp exhibits a predator's cunning, not true malevolence, since it's more beast than sentient entity.

The first victim cannot satisfy the energy being's need for emotions. Over the next few nights more female cadets wake up to find themselves paralyzed and exhausted. The campus doctors begin treating it as an epidemic and attempt to isolate a source while simultaneously developing a treatment.

INVESTIGATION

Now the Crew must start taking a little control over the situation. Spurred on by their affection for their fellow cadets—not to mention the general curiosity and sense of adventure which no doubt sets them apart from their Academy classmates—they begin investigating the situation. The characters can track down the information they seek in several ways: scan the campus and environs with tricorders, assist with the medical investigation, talk to Professor Moltros, and interview the victims themselves.

Remember, Crew members can't devote huge portions of time to their investigation. They must attend classes, finish projects, and take exams. This isn't like a 20th-century college where no one's going to make them go to class or do their homework. Starfleet Academy is a military school, and characters who miss even a single class or fail to submit a single assignment without a very good excuse are disciplined. If they keep it up, they might even earn negative Discipline Renown points. The investigation should take them days or weeks, which gives you the perfect opportunity to up the ante with more victims (see Act Two), bring out the dance subplot, or otherwise complicate matters.

SCANNING

Scanning the campus for signs of anything abnormal seems the obvious first step in the investigation. While the characters can't access ship sensor arrays, they can obtain standard tricorders for their studies. Scanning in this manner takes a long time. The short-range scans the characters must use limit the

effective tricorder range to 25 meters. The large campus contains elements that interfere with scans—all those people walking around campus makes it harder to scan for life signs. Two or more characters who split up and start quartering the campus have a better chance of success.

Ordinarily cadets wouldn't have trouble reading the energy signatures left by an alien like the medusa wisp. Unfortunately for the characters, the wisp's energy signature is relatively similar to that of most standard Federation electronic equipment—tricorders, holocameras, PADD's, and combadges. Every time someone crosses the wisp's trail carrying one of those items, it muddles the trail.

Picking up the energy trail requires a Challenging (11) Personal Equipment (Tricorder) Test. Examining the entire campus this way takes about six hours for one to two people. For every additional person scanning beyond two, decrease the time by an hour, to a minimum of three hours. If more than one character tries to scan, they can make a Combined Test instead of three individual Tests.

Success on the Test means one of them detects an unusual bioenergy trail. The twisting, turning trails run from the *omphalos* to the places where the medusa wisp attacked the various victims; each trail typically lasts several hundred meters. Every 50 meters the character must make a Moderate (8) Personal Equipment (Tricorder) Test to keep following the trail. Failure means he's lost the trail and must try picking it back up again, this time at only a Challenging (9) Difficulty, since he has some idea of where to start looking.

Failure on the basic Test means either the character found nothing out of the ordinary, or he mistook someone else's tricorder or PADD "trail" for an anomaly. Dramatic Failure definitely results in the latter situation. You should play the situation for humor as the characters track some unsuspecting professor, cadet, or visiting lecturer back to his quarters and accuse him of being an alien life-leech.

The characters may associate the arrival of the Digralan *omphalos* with the beginning of the paralysis attacks. If they specifically scan the *omphalos*, they may make a separate Moderate (6) Personal Equipment (Tricorder)

MEDUSA WISP (DIGRALAN ENERGY BEING)

Type: Pouncing Hunter

Size: Approximately 30 cm in diameter; weightless

Form: An orb of reddish-orange, semitranslucent energy

Attributes: Fitness 2, Coordination 4, Presence 3, Instinct 4

Base Movement: Flight 10/30

Resistance: 4 (see below)

Special Abilities/Unusual Skills: Intangibility, Life Force Leeching (4), Paralysis, and Possession (see below).

Weapons: None.

Description and Additional Notes: The medusa wisp is a semi-intelligent creature of pure energy. It subsists on humanoid life force, which it can drain directly, or by moving close to a humanoid experiencing strong negative emotions such as fear and hatred. Its red-orange coloration varies in brightness depending on how much life energy it has absorbed recently (throughout most of this episode it seems quite bright). It usually attacks females, who in its experience exhibit stronger emotions than men. In this particular situation, it chooses women who are already experiencing the negative emotions of worrying about the forthcoming Sadie Hawkins Dance.

The Medusa Wisp can pass through walls and other solid objects. It cannot be damaged by physical attacks, and takes only half damage from phasers and other energy weapons, which only stun without injuring or killing it.

With its Life Force Leeching skill (based on Coordination) it can drain life force, causing 2d6 damage if it touches the victim or 1/2d6 at a range of up to 5 meters (Resistance offers no protection against this attack). Alternatively, the being can feed near strong emotions; if angry or frightened characters attack it and come within 5 meters, increase its Resistance and Fitness by 1 per emotional person.

When near an unresisting victim (such as a sleeping person), the medusa wisp can induce paralysis by causing the body to produce enzymes which interfere with the body's nervous system. It then remains in the vicinity to feed off the victim's fear when it awakens and cannot move.

The medusa wisp can enter a corporeal body and take control of it for a period of 1d6 hours. If the victim has a positive Willpower edge, the energy being cannot control him for more than three hours; the same applies to anyone who succeeds with a Challenging (9) Presence Test (modified by Willpower). After the possession, which causes the pupils to take on a distinctive red-orange color, ends, the victim does not remember what happened (he has "lost" those hours).

Test. That tells them the *omphalos* emits some kind of odd energy. With a Moderate (8) Test they can follow the tendrils of energy to the locations where the medusa wisp attacked its victims. The readings on the *omphalos* seem somewhat odd, though. They resemble the





TROUBLESHOOTING: BETTER SENSORS

In some series the Crew may have access to better scanners than ordinary tricorders. Depending upon the circumstances (for example, if they have an appropriate Ally or Patron, or belong to an elite Squadron), they may even wrangle time at some starship's sensor array. If they're clever enough to obtain such a resource, let them use it. Reduce the Difficulties of all scanning Tests described above by 2 to reflect the superiority of such equipment.

A similar problem arises if the characters succeed with several scanning Tests quickly. That gives them the opportunity to short-circuit this part of the episode. You can allow them to jump straight into later scenes (confronting the medusa wisp) if you like, or you can find a way to delay them so the other characters can follow their investigative paths to the proper conclusions. For example, a Rival might harass a character, a professor could call a cadet on the carpet about an assignment he did not complete satisfactorily, or a potential dance date might ask a character out for coffee. Prepare a few possible delaying tactics in advance and think on your feet and you should have little trouble heading the characters off at the pass for a while if you must.

energy emitted by some Federation scanning equipment, and may simply reflect residual energy of scans performed by Professor Moltros or the other archaeologists.

If any characters possess empathic abilities, they can use those to scan as well. Since the energy being subsists in part on emotional energy, traces of the emotional outbursts its activities cause linger where it fed. A Moderate (6) Receptive Empathy Test performed within 25 meters of an attack scene reveals that something artificially prompted the emotions and then "milked" them in some inexplicable fashion. Discovering this may cause the empathic character pain. For every round in which he continues scanning the pockets of intense emotional residue, he must make a Moderate (6) Fitness Test. Failure indicates he takes 1d6 Stun Damage from the backwash of negative emotional energy and loses contact with the energy. Once he recovers the character may later make another Test to relocate the energy.

MEDICAL TESTS

Characters with a bent for medicine may focus their investigation on the physical nature of the victims themselves. The doctors responsible for the victims won't let just anyone look

at them, though. The character must show a proven level of ability in an appropriate medical discipline and have good reason to see the patient. For example, a Starfleet Medical Academy student probably knows the doctors and can ask to see the patients "for learning purposes;" an engineer won't have it so easy. Assuming the characters knew one of the victims, they can claim they just want to visit their friend and cheer her up for a while. If they don't really know the victim, the characters might get into trouble—the victims can still speak and might shout for help if the visitors become too disruptive or annoying.

Any character who can obtain the doctors' findings can review them. A medical student examining the case could do this easily. Other characters must make Challenging (9) Computer (Computer Alteration/Hacking) Tests to break into the infirmary's computer system—which could easily result in their expulsion if someone catches them. Characters without the Medical Sciences skill find reading the notes difficult, since the doctors wrote them in authentic medical jargon—this delays their investigation considerably.

The records reveal each victim suffered similar effects. A previously unknown enzyme somehow entered the victims' bodies, hindering the nervous system's ability to process certain nerve impulses. Tests also show evidence of unusual neurochemical activity within the brain, including the lingering effects of a spike in the victim's serotonin levels (occurring from the onrush of intense fear the medusa wisp induced). The effects last several days, depending on physiology and metabolism (for example, Vulcans and Ferengi recover more quickly than humans and most other humanoids).

In short, the cadets don't find much to go on here. The characters learn these symptoms, and the enzyme, bear no relation to anything known to Federation science. This should tell the cadets they face something of alien origin.

PROFESSOR MOLTROS

If the characters make the *omphalos* connection, they probably want to talk to Professor Moltros. He gladly meets with them, but with all the attention currently focused on

him and his discoveries, he can't clear space in his schedule for several days unless the characters make a Moderate (8) Persuasion (any specialization) Test to convince him of the seriousness of their request.

The meeting with Professor Moltros presents an excellent opportunity for some roleplaying. Instead of resolving the matter with Skill Tests, let the players ask questions in their roles as Academy cadets, while you respond as the professor. Only if the players become absolutely stumped should you let them attempt Intellect Tests (or other appropriate Tests) to ask the right questions.

Depending on the questions they ask, they may learn some or all of the following information:

- *Moltros cannot prove the Digralans had psionic powers, but it's certainly possible. Some scholars believe advanced technology like that possessed by the Iconians and possibly the Digralans operates on some as-yet-unknown psionic basis, although the expedition discovered no Digralan technology.*
- *The Professor discovered the omphalos beneath the ruins of a large rectangular structure he believes served as the chief Digralan temple or holy site. Its survival was miraculous—collapsing beams from the building's ceiling fell in just the right way to shelter it from other debris. (This is a red herring; it was, indeed, sheer luck.)*
- *The other major artifacts recovered during the expedition are mostly non-religious in nature. They include household objects similar to smoking pipes, crockery made of an incredibly tough but lightweight stonelike material, some blade weapons, and objects the professor believes functioned as highly advanced (but burned out) information storage and retrieval units. (Anyone who attended his lecture saw these items from afar; he can give the characters a closer view if they want.)*
- *A few members of his expedition still remain on the planet, but for the most*

part work there has shut down until he returns with new workers in about six months.

- *The expedition itself was a textbook example of how to conduct an archaeological dig, despite two small difficulties. Soon after the expedition arrived, a storm destroyed part of their supplies. The team also suffered from a minor flulike disease which did not respond to standard treatments. The professor suspects some virus undetectable by normal medical scans caused the problem. He himself never came down with the disease. (It wasn't a disease, but the newly awakened medusa wisp. Since it woke up very weak, the wisp drained only small amounts of life force from expedition members to help regain its strength, causing them to feel fatigued and ill.)*

If the characters think to scan Moltros (either surreptitiously or with his permission), they find his bioreadings unusual—very similar in some ways to the energy trails they (or other characters) have followed around campus. This may make them suspect he is responsible for the attacks; feel free to encourage this paranoia. His close proximity to the *omphalos* for so long caused long-term (but temporary and harmless) alterations in his medical readings. The same applies to a lesser degree to other expedition members, should the characters seek them out.

INTERVIEWING THE VICTIMS

The characters may decide to interview the victims, who include Genevieve duChamp, a human; Loreleth, an Andorian; Arsula Roveen, a Centauran; and Beneeta Charleston, a human. The first victim (if not a Crew member) has already recovered. The others still remain in the Academy infirmary in various stages of paralysis. All of them talk to the Crew members, although the Crew must first find some way past the infirmary doctors (see "Medical Tests" above). The characters notice the attacks upset the victims tremendously, despite their current attempts at composure.





Roleplay these encounters without resorting to dice rolls. By asking the proper questions, the Crew members learn the victims had several things in common:

- *All victims exhibit temperamental attitudes. The attacks obviously angered and frustrated them. (The medusa wisp deliberately chose victims who emote strongly; they “taste” better.)*
- *All of them attended Moltros’ lecture, or viewed the omphalos at some point. One or two of them may even work with the professor as interns. (The wisp chose victims it had previously “examined” for suitability.)*
- *None of them have dates for the Sadie Hawkins Dance yet. Each victim seems attractive in her own way (feel free to encourage a romance with male Crew members if you like). They each express some reason for not finding a date: feeling too shy to go, avoiding fancy social functions, not having the time to ask anyone, studying too hard to work the dance into their schedule, or suffering from heartbreak because their first choice turned them down. Though none admits this openly, not having a date upsets them, even those who claim not to care about the whole affair. (The wisp chose victims who were already emotionally vulnerable and thus “easy pickings.”)*

With this information in mind, the characters can begin keeping an eye on other potential victims. Once they nail down a way to track the creature (or if they’ve already learned that; see below), they can try stopping its attacks before they occur.

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ACT TWO: CONFRONTATION

UPPING THE ANTE

By this point, the characters should have made definite progress toward tracking down the alien; in fact, they’ve probably uncovered the connection between the *omphalos* and the

attacks (at least the fact that the strange energy readings focus on the artifact). They may try to stop the attacks by removing the *omphalos* from its storage place on the Academy grounds or by confining it in a force field. Unfortunately, the medusa wisp’s strange energy form makes it impossible for them to confine it this way; it continues leaving its “home” in the evenings to seek victims. If they destroy the *omphalos* (which the Professor tries to prevent), the wisp finds another home (see below).

If the characters watch the *omphalos* at night, they notice the wisp leave after dark to go feed. It emits a distinctive reddish-orange color. Cadets can easily detect its more intense energy readings “in person”; however, its intangible form and ability to fly help it escape any pursuit or monitoring.

The wisp is cunning enough to know when it’s been discovered. When pursuers get close to it, the creature ups the ante, increasing the severity of its attacks to obtain more energy for itself. The next victim after cadets track it to the *omphalos* suffers a much greater energy drain—one which leaves her not only paralyzed, but near death in a deep coma. From that point on, all victims experience such vicious attacks.

The wisp also finds a new home. With its renewed strength, the medusa wisp uses its ability to possess people to take over a prominent campus official and exist inside him.

IT WOULD HAVE WORKED, IF ...

The Crew members aren’t the only ones investigating the “epidemic.” Academy doctors, other officials, and possibly the Crew members’ rivals look into these strange incidents, too. The Narrator can use this as a story complication: Academy authorities could order the cadets to stop poking around, letting other investigators recover certain evidence they refuse to share. Different groups might stumble over each other as they pursue the wisp.

On the other hand, if the characters play their cards right, they might team up with other investigators and make progress more quickly. It all depends on how the cadets deal with them—for example, are they respectful of the authorities and willing to tell what they already know? Reward good behavior with useful information or allies; punish troublesome characters by creating problems for them.

Choose someone the characters must interact with as the victim. Professor Moltros presents a good target, since the wisp “knows” him well. The wisp might possess one of the cadets’ dates for the Sadie Hawkins Dance.

Using its powers of possession also increases the strength of the energy trails the wisp leaves behind, making it easier for the Crew members to track it. The Difficulty for finding its energy trails with tricorders becomes Moderate (6) at the very worst. The wisp makes sure it loses pursuing characters before approaching its new “home”—it’s intelligent enough not to lead the characters right to whomever it possesses.

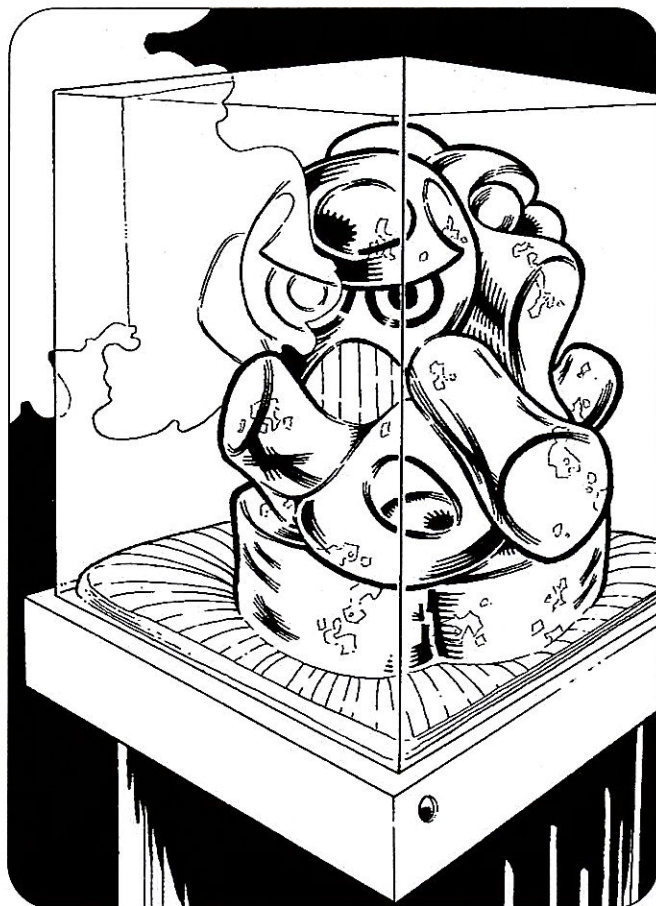
ATTACK

Events start moving much more quickly as the story reaches its midpoint. Now the characters must go on the offensive to capture or destroy the creature.

First they must find the wisp for certain. Their efforts at scanning probably dwindle before they can definitely locate its new home. But they soon encounter the wisp’s possessed host. Have them make Moderate (7) Intellect Tests, modified by Perception (they can use their Search skills instead, if they prefer). Any character who succeeds notices the pupils of the host’s eyes have taken on an odd reddish-orange tint—the same color as the energy being!

If the characters indicate they know the wisp possesses the victim, or if the wisp becomes certain they know how to find it, it attacks them using its Life Force Leeching power to injure them. Then it flees into another body. The Crew might stumble through an odd chase scene as they run across campus, grabbing people and staring into their eyes, following the wisp from one body to the next. Sooner or later it loses them, though; its powers allow it to move faster than the cadets.

If the characters cleverly manage to encounter the victim without alerting the canny wisp, they can start following him. Within 1d6 hours they see the wisp leave this victim and find someone else to possess. They can keep tracking it this way until the wisp catches on and attacks them.



If possible, stage the attack where no one other than the Crew members witnesses it—Professor Moltros’ office, for example. That allows you to keep Academy security and other officials from interfering with the rest of the scenario. If the attack becomes public, security hauls the Crew in to explain to the Superintendent what’s going on. Unless they really flub the “interview,” the Superintendent allows them to help Security bring the creature to ground.

A FATAL WEAKNESS

Although they’re not likely to emerge victorious from their initial conflict with the medusa wisp, the characters should learn some crucial information. During the fight the creature’s energy readings become strong enough to read easily on the tricorders. The characters can analyze this data to discover the wisp’s vulnerabilities and find a way to counterattack.

The new energy readings provide the Crew with information about how to trap or destroy





the creature. When fully active, the wisp's readings bear some resemblance to certain readings from an active warp core. A field similar to a warp-core containment field might trap the wisp and its possessed victim. The cadets might harm or kill the creature by collapsing such a field in on itself. A tractor-beam-like weapon might also injure it.

ACT THREE: CONCLUSION

BUILDING THE BETTER WISP TRAP

One usually finds warp-core containment fields only on starships or in photon torpedoes. The characters must complete two objectives to obtain such a field.

The Crew members must first scrounge the necessary parts from various labs and storage depots, replicating some components to build this weapon. This provides the Narrator an opportunity to inject a little more tension into the scenario, as the cadets break into restricted areas and dodge security patrols to get parts they need.

The characters must assemble the parts to build the weapon, a process requiring a Challenging (9) Physical Sciences (Physics) Test; a Moderate (7) Propulsion Engineering (Warp Drive) Test; or a Systems Engineering Test with a Difficulty of Moderate (6) for the Force Fields specialization, or Challenging (9

TROUBLESHOOTING: WEAPONS

At this point the characters probably won't have any weapons to use against the wisp—Academy cadets aren't issued their own phasers. They may take steps to obtain some, such as breaking into Academy weapon lockers, an action which surely gets them tossed out of the Academy if they're caught. They might also try to jury-rig weapons of their own using spare parts from labs.

Using weapons against the creature at this stage isn't easy. They don't yet have enough information to know how to hurt it. They must also take care not to hurt the wisp's innocent hosts.

A phaser (or similar weapon) set on Stun causes the creature to flee its unconscious host for another. Damaging the host further has no effect on the wisp. Phasers used on the creature itself inflict only half damage, and can at most stun it (never killing or permanently injuring it).

or higher) for other specializations. If the characters determine some other plausible solution, set an appropriate Difficulty and let them give it a shot. They can also make a Combined or Extended Test to improve their chances of success.

If the characters work with the Academy authorities, these tasks become much easier. The cadets will have no need to sneak around and filch parts—they can simply request them—and they have the help of the Academy's finest engineers and scientists to make the device work as efficiently as possible. This option presents fewer challenges than the other one, a good reason to try to keep the characters working on their own as long as possible.

Meanwhile, the wisp steps up its attacks to gather energy for the final confrontation. Cadets find more and more victims paralyzed and comatose—perhaps even dead. Fear cripples the campus. The Superintendent considers canceling the Sadie Hawkins Dance. Try to work in the dance subplot so at least one character desperately wants the dance to go on (perhaps she's gotten her "dream date" to attend it with her) to place additional pressure on the characters.

BATTLE

With weapon in hand, the characters search for the energy being. You should make this as tense and exciting a scene as possible. If you can manage it, don't just let the cadets waltz right out, follow the energy trails to the wisp's current location, and attack it. Instead, the wisp keeps jumping from body to body in an effort to hide itself. If necessary, it changes or tries to diminish its energy signature so the characters must take further steps to find it again.

Once they corner the creature, though, it must fight. The wisp lashes out with its Life Force Leeching power, and maybe even tries to possess one of the characters. Let the intended victim make a Moderate (6) Presence Test (modified by Willpower) or Routine (4) Behavior Modification (Resistance) Test to prevent it from controlling him.

TROUBLESHOOTING: INFORMATION ON THE WISP

Of course, the characters only learn this information if they remember to keep a tricorder running during the fight, or delegate one character to stand back and gather information. If they forget this, you can still provide them with this data in one of several ways.

You might have each of them make an Intellect Test. The character with the best Test Result “remembered” to leave his tricorder running, or forgot to turn it off.

If the characters join forces with the authorities or another group of students, someone from that group happens upon the conflict and take tricorder readings.

An environmental sensor, such as a security monitor, somehow picks up the conflict. The characters must obtain the information by requesting it from the authorities or breaking into the appropriate databases.

The characters must bring their weapon to bear and capture or destroy the wisp—just driving it away isn’t acceptable, since it would prey on others. Don’t just make this a point-and-pull-the-trigger situation, though; complicate matters. Maybe the weapon malfunctions when they first use it, and they must make emergency field repairs before the creature harms one of them. Perhaps it doesn’t work as well as they had hoped and they must use it multiple times. They might hesitate to use the weapon on the creature while it possesses someone’s body, especially someone they know.

Eventually, though, they catch and possibly destroy the wisp. The miniature containment field surrounds the creature, diminishing its light as the cadets condense the field. They might transfer it to a better containment facility for study, or they could eliminate the being. Once the field collapses fully, the glow dims, then goes out, and the wisp disappears.

TROUBLESHOOTING: WHY DOESN'T THE WISP FLEE?

Characters may wonder why the wisp doesn’t simply head for greener pastures once they discover it. The cadets might find the answer in energy readings taken on the *omphalos* and creature. The wisp’s long habitation of the artifact “tied” it to that object. It doesn’t want to leave the vicinity of its longtime home—especially in the midst of such a bountiful selection of food.

OFF TO THE DANCE

Assuming all goes well, the characters capture or dissipate the wisp. Readings from the final conflict may even provide data allowing doctors to cure more quickly the wisp’s remaining victims of their lingering effects. Depending on exactly how they handled the whole episode, the cadets could receive praise as campus heroes, the unsung saviors of their classmates. The Superintendent might call them on the carpet to explain just what they’ve been doing to cause such havoc at the Academy. If they at least succeeded in catching or killing the wisp, and can prove it, they avoid expulsion from the Academy for any trouble or damage they caused along the way. In fact, they may even have positive notes or commendations entered into their permanent records.

Now they just have to make it to the Sadie Hawkins Dance on time. Crew members should finally get the courage to ask that special someone to attend with them, or have an





NPC, perhaps even one they rescued, ask them out, depending on their sex. You can even roleplay the dance if you want, allowing the characters to enjoy themselves in a social situation and revel in their fame as the ones who discovered and foiled the medusa wisp.

AWARDS

Use the following guidelines when assigning rewards for this episode

DEVELOPMENT POINTS

- Cadets stopped the Medusa Wisp: +1
- Cadets successfully contained the Medusa Wisp: +1
- Cadets defeated the Medusa Wisp, but did so by improper means: -1
- Cadets stopped the Medusa Wisp in an innovative way: +1

- Players roleplayed their characters very well: +1
- Players roleplayed their characters poorly: -1
- Cadets got a date for the Sadie Hawkins Dance: Love is its own reward.

RENOWN

Cadets should receive Renown Points for this episode for successfully halting the deprecations of the Medusa Wisp.

- The cadets violated the Academy Code of Conduct: -2 to -5 Discipline
- The cadets successfully contain the Medusa Wisp: +1 to +3 Skill
- The cadets complete the story independently (*i.e.*, without help from faculty): +1 to +3 Initiative.
- The cadets report their findings to the faculty, and ask for help: +1 Discipline

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DEDICATION: TO THE FINEST GROUP OF PEOPLE I'VE HAD THE PLEASURE TO WORK WITH—CHRISTIAN MOORE, OWEN SEYLER, MATT COLVILLE, CHARLES RYAN, KENNETH HITE, STEVE LONG, INMAN YOUNG, AND JAY LONGINO. WHEN HISTORIANS LOOK BACK ON THIS DAY, THEY'LL SAY "NEVER BEFORE HAS SUCH A GROUP OF HEROES STRODE THE LAND. IT WAS AN AGE OF LEGEND!"

SPECIAL THANKS TO ALESSANDRA ISAACS AND CHRISTIAN MOORE, BOTH OF WHOM NEVER GET THANKED ENOUGH.

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9520 JEFFERSON BLVD., SUITE C
CULVER CITY, CA 90232

PRINTED IN CANADA
FIRST PRINTING—SEPTEMBER 1999

DISTRIBUTED TO THE BOOK TRADE BY SIMON & SCHUSTER, 1230 AVENUE OF THE AMERICAS, NEW YORK, NY 10020

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This book has been written and produced under the auspices of the Starfleet Academy Office of Admissions, the Starfleet Information Bureau, and the United Earth Republic's Department of Tourism.

WELCOME TO SECTOR 001

To a surprising degree, the Sol system is much like any other. A sun burns hot in space, around which a number of planets orbit. Sol III, called "Earth" by the natives, rotates on an axis, has a breathable atmosphere, and developed indigenous life. People are born, grow up, play popular native sports, pursue jobs, and have children to continue the cycle. While humans may not settle their differences at knifepoint, or suppress their emotions for the good of society, under the surface they have familiar hopes, desires, and fears. To visit Earth is to visit a world at once frustratingly different and tantalizingly similar to your own.

For many cadets, attending Starfleet Academy constitutes their first visit to Earth. The Academy currently accepts students from over 150 member worlds, and has even hosted cadets from as far away as Qo'noS and Ferenginar. Being away from home can be difficult—you may feel lost and a bit overwhelmed. Not only are you beginning a new, exciting period in your life, but you find yourself in a strange land with unfamiliar customs. Simple undertakings, like going out for an evening's entertainment or traveling across San Francisco, can assume anxiety-producing proportions. If you are new to Earth, this book will prove to be an invaluable resource during your stay.

If you're a resident of Earth, you likely already know much of the information contained herein. This book can still be of use, however; you may find useful nuggets of information new and unfamiliar to you. And if you're familiar with the planet's sights and sounds, take the time to show your fellow cadets from other planets around—take them to your favorite restaurant, a popular tourist attraction, or a night at the theater. Seeing something familiar to you through someone else's eyes can be a revealing experience. Take the time to answer questions about Earth customs. A friendly face and a helpful attitude will be much appreciated by our visitors.



THE SOL SYSTEM

SOL system, home of humanity and Starfleet Academy, lies at the heart of Sector 001. With ten planets orbiting a single sun, this solar system offers a great deal to see. Nearly every planet, and many of the moons, boasts a Starfleet facility of some sort—bases, research stations, terraforming facilities, and so on. As an Academy cadet, much of this will be of interest to you. While some of your classes may involve trips around the Sol system, don't expect to see it all during your Academy career; many humans have lived here for decades and still haven't seen everything there is to see. You will find Earth's solar system to be well developed, featuring some of the finest technology the Federation has to offer.

Sol System

Affiliation: Core system of the Federation

System Type: Single Type G2 V (bright yellow dwarf) star

Inhabited Planets: All ten planets have some permanent settlements, although only Earth (Sol III) (Class M), Mars (Sol IV) (Class H before terraforming, now Class M), Luna (Sol IIIa) (Class F), and Titan (Sol VIc) (Class G) have significant populations. Terraforming efforts continue on Venus (Sol II) (Class K).

Other Planets: Mercury (Sol I) (Class F); Jupiter, Saturn, Uranus, and Neptune (Sol V-VIII) (all Class J); Pluto and Prosperpine (Sol IX and X) (both Class G)

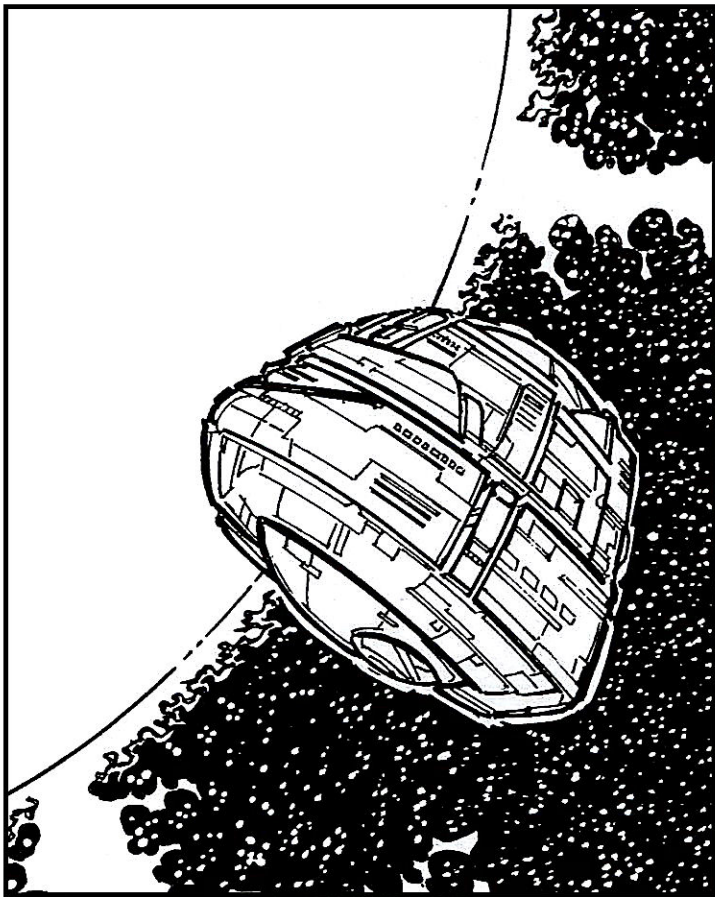
Other Stellar Objects: Sol system has a relatively rich and thick cometary Oort cloud that extends almost a light-year out from the sun. A medium-sized asteroid belt lies between Sol IV and Sol V.

Artificial Objects: Earth Station McKinley and four other shipyards and spacedocks orbit Earth. The Utopia Planitia Fleet Yards orbit and are on Mars. Other significant sites include the vastly upgraded robotic Mars Defense Perimeter, Jupiter Outpost 92, and the Jupiter Station around Sol V. There are also thousands of probes, monitoring stations, observatories, and the like from intra-Mercurian space to the cometary Oort cloud half a light-year out from Sol. Sol system may have one of the highest concentrations of artificial objects known to the Federation, some dating back to the 20th century.

SIS: The heart of the Federation; the home of humanity.

Prosperpine

Prosperpine is a Class G world slightly bigger than Pluto. Virtually unknown to astronomers until the late 20th century, because of the limits of telescope observation, scientists believe the planet to be a comet captured by Sol's gravitational pull. It has a



weak magnetic field, due to its nickel-iron core, and its surface consists primarily of ice and dirt. From space, it appears as a larger version of Earth's moon. It orbits between Pluto and the Oort cloud in an irregular elliptic. Little more than an astronomic oddity, Prosperpine sees little tourism, but a small survey of planetological geologists is stationed here.

Pluto

Planet Name: Pluto

Class: G

System Data: 1 companion moon (Charon)

Gravity: 0.07 G

Year and Day: 248.5/6.4

Atmosphere: None

Hydrosphere: None

Climate: None

Sapient Species: None

Tech Level: Level Six

Government: None. Two Starfleet facilities occupy Pluto and operate under Starfleet jurisdiction.

Culture: None

Affiliation: United Federation of Planets

Resources: Mineral materials

Places of Note: Pluto Station, a traffic control station monitoring inbound and outbound travel; Project Pluto Research Station, where research into Pluto's crust is conducted

Ship Facilities: Limited orbital facilities only

Other Details: Pluto has no life, only an orbital station located nearby and a small geological research station.

Pluto is a remote, frozen Class G planet at the outermost reaches of the Sol system. Here the light from Sol appears as little more than a bright star in the eternal night sky. The planetary geologists living on the icy surface—twelve in all—drill core samples from inside small protective domes. A starship resupplies and restaffs the Project Pluto scientific station once per year. While few people live here, and fewer people visit, for Starfleet Pluto represents the first outpost leading into the heart of the Federation capital.

PLUTO STATION

The first Starfleet facility with which starships have contact when entering the Sol system is Pluto Station. Positioned at the LaGrange Point between the planet and its companion planetoid Charon, the station serves as a listening post, providing traffic control for starships entering and leaving the Sol system. It also serves as an early warning station, monitoring the ring of Starfleet satellite beacons that mark the system's outer boundaries.

The station is small in comparison to a standard starbase, with limited docking facilities because starships generally don't stop at Pluto Station. Similar in structure to other Starfleet space stations, the base consists of a cylindrical central core surmounted by an operations center. The station's core contains the engineering section, powerful long-range sensors, and support systems required by station personnel. The operations level contains the station's operations center and crew quarters. Atop the operations level is the subspace antenna array, designed to receive signals from the border satellites, as well as from incoming starships.

The station has a complement of twelve starships assigned to it on a six-month rotation cycle, generally *Norway*-, *Saber*-, or *Steamrunner*-class vessels. This keeps duty shifts at Pluto Station fairly brief for all but regular station personnel, who serve year-long tours. These ships perform routine patrols along the system border, conduct search and rescue operations as needed, and stand ready to repel potential threats. Pluto Station is the first line of defense for the Sol system.

When a vessel approaches the Sol system, automated satellite systems detect its warp signature and relay the information to the station. Pluto Station

then verifies the ship's registry and destination, and transmits flight path instructions for entering the Sol system. Most of this takes place automatically as the station's computer system communicates with the computer of the incoming vessel.

Crew members are required to be on hand only to monitor incoming and outgoing signal traffic, and to handle any inquiries that cannot be handled routinely by the computer. If the vessel has an unknown registry, the station crew hails it and establishes communications. If a vessel poses an apparent threat, a starship is immediately dispatched to intercept it. In the event of a first-contact situation, the station communicates with Starfleet Command and the Federation First Contact liaison on Earth. Since unknown vessels rarely, if ever, enter the Sol system, these protocols have not been implemented in years.

VISITING PLUTO STATION

Generally, Starfleet cadets visit Pluto Station for hands-on training using the station's subspace communications array and sensor system. A one-week posting to the station might also be given to a cadet in need of some time to "cool off" in a quiet atmosphere. The Superintendent might send cadets to Pluto Station as a disciplinary measure, or simply to keep them out of the way until a controversial situation settles down. Cadets spending time out near Pluto will likely have plenty of time to think about whatever reason sent them there.

Of course, while tours of duty on Pluto Station are normally dull and routine, that doesn't mean it has to be the case for the cadets. The Borg might choose the cadets' one-week tour on the station to launch another offensive into Sector 001. A starship, having encountered an unknown phenomenon in deep space, might limp back to Pluto Station, its systems crippled, not responding to any hails. Or perhaps an alien vessel carrying an ambassador to Earth turns suddenly hostile for no apparent reason. Lots of things can happen to cadets stationed out near Pluto.

Neptune

Planet Name: Neptune

Class: J

System Data: 8 moons

Gravity: 1.1 G

Year and Day: 164.79/16.1

Atmosphere: Hydrogen-helium, with methane, water, and ammonia

Hydrosphere: None

Climate: None

Sapient Species: None

Tech Level: None

Government: None

Culture: None

Affiliation: United Federation of Planets

Resources: Hydrogen-helium gases

Places of Note: None

Ship Facilities: None

Neptune is a Class J planet of little interest to cadets and visitors to the Sol system. The most distant gas giant in the system, it is still a sight to behold from space. Neptune's greenish color arises from its atmosphere, which is predominantly hydrogen and helium with a mixture of methane, water, and ammonia, and has distinct bands and zones similar to Jupiter. Whitish cirruslike clouds of methane ice crystals ride high in the atmosphere, some 50-70 km above the main cloud deck. Neptune orbits Sol at an almost constant distance of 30.06 astronomical units (AU), and has a diameter of 50,538 km and a mass of 17.2 earth-masses. Neptune's core is rocky, primarily iron and silicon, and the planet radiates more heat than it absorbs from the sun, implying an internal heat source.

Various satellites orbit the planet, providing telemetry data on incoming and outgoing ships, watching for any signs of incursion, and obtaining data on the Great Dark Spot—a high-pressure storm similar to Jupiter's Great Red Spot—and Neptune's four planetary rings.

Uranus

Planet Name: Uranus

Class: J

System Data: 17 moons

Gravity: 0.9 G

Year and Day: 84.01 years/17.2 hours

Atmosphere: Hydrogen-helium

Hydrosphere: None

Climate: None

Sapient Species: None

Tech Level: None

Government: None

Culture: None

Affiliation: United Federation of Planets

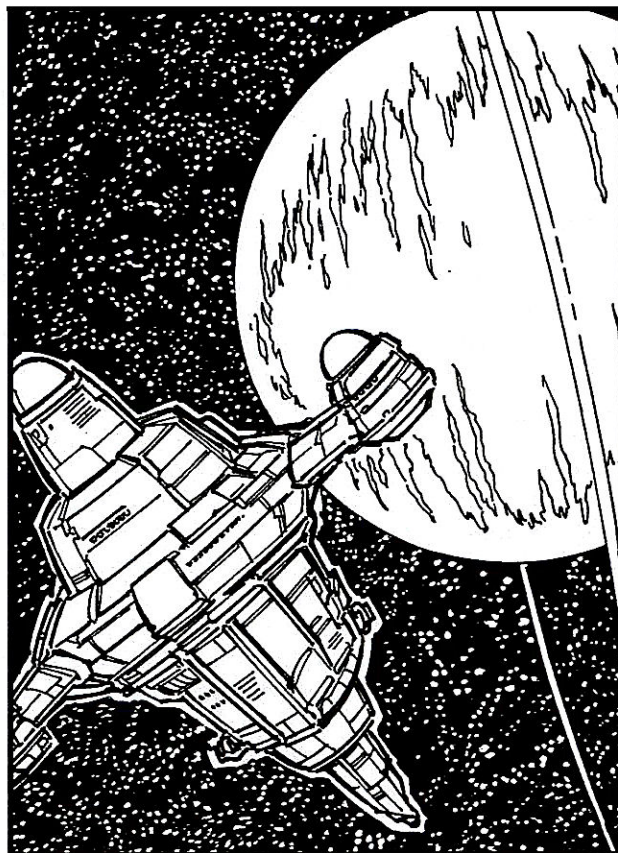
Resources: Hydrogen-helium gases

Places of Note: None

Ship Facilities: None

Uranus, much like its sister planet Neptune, is a gas giant. Its equatorial diameter is 51,119 km, with a mass 14.5 times Earth's. Uranus' orbit varies between 18.31 and 20.06 AU and has a retrograde spin. The planet's outer atmospheric layers are predominantly hydrogen and helium, though at higher altitudes methane forms, giving the atmosphere a blue-green color. Federation scientists discovered a rocky core composed primarily of iron and silicon, about the size of Earth.

What makes Uranus of particular interest to scientists and students is its tilted axis, which makes it rotate "sideways" compared to the other planets in the Sol system. Its north and south poles alternately point toward the sun, causing highly exaggerated seasonal changes on the planet. The Michaelson Gravimetric Array orbits Uranus, studying the nature of this phenomenon and the Sol system's orbital plane. Eleven dark, narrow rings surround Uranus.



One of the most beautiful planets in the Sol system, Saturn is one of the most developed planets in the system after Earth and Jupiter. From the Academy Flight Range to the settlements on Titan, this planet welcomes thousands of visitors each year.

Saturn is a Class J planet—a vast globe of hydrogen and helium—with a diameter of 120,537 km. It orbits Sol at a distance of between 9.01 and 10.04 AU. At its center is an Earth-sized rocky core composed of iron, with an outer core of ammonia, methane, and water, encased by liquid metallic hydrogen and then liquid molecular hydrogen. Saturn has the lowest density in the system, 0.7 times that of water. Powered by an internal energy reservoir, Saturn emits more radiation than it absorbs from the sun. The atmospheric convection caused by this internal heat source creates distinct cloudbanks of ammonia crystals, as well as causes violent storms. From orbit, the planet appears as alternating yellowish dark and light cloud belts with vast, rotating storms appearing as white spots on the surface.

The planet's most famous feature is its extensive ring system, known throughout the Federation. About 270,000 km across, along the plane of Saturn's equator, these rings are composed of ice crystals and dust (some measuring as much as several meters in size). Tilted at 27° with respect to Saturn's orbital plane, one face of the rings, then the other, inclines toward the sun, which can add significantly to the planet's apparent magnitude. Millions of tourists come to visit the rings of Saturn each year.

Although the planet itself is uninhabitable, Saturn's complex orbital system of moons is home to

Saturn

Planet Name: Saturn

Class: J

System Data: 18 moons, extensive ring system

Gravity: 1.07 G

Year and Day: 29.5 years/10.7 hours

Atmosphere: Hydrogen-helium

Hydrosphere: None

Climate: None

Sapient Species: None

Tech Level: None

Government: None

Culture: None

Affiliation: United Federation of Planets

Resources: Hydrogen-helium gases

Places of Note: Saturn Starbase One, Starfleet Academy Flight Range, Mimas Emergency Facility

Ship Facilities: Saturn Starbase One

Other Details: Areas set aside for Starfleet use

the Academy's Flight Range. The combination of moons, rings, and gravitational effects makes for a challenging training environment. Eventually, every Academy cadet visits this facility, where they conduct flight exercises in an area reserved for their use. To prevent accidents, a perimeter of navigation buoys keeps unauthorized traffic off the range. Cadets attending flight school stay on Saturn Station One, a small orbital starbase that includes accommodations for hundreds of cadets, dozens of classrooms, and recreational facilities. In addition to the hundreds of trainer craft maintained at the base, a number of service and emergency vehicles remain on station to support the flight range. From the operations deck sitting atop the station, the Academy Range Officer supervises sorties onto the range. The flight range is a hive of activity, with squadrons of tiny craft zipping around in formation or making their way to and from the range.

SATURN STATION ONE LOCATIONS

MON SORALI SPA

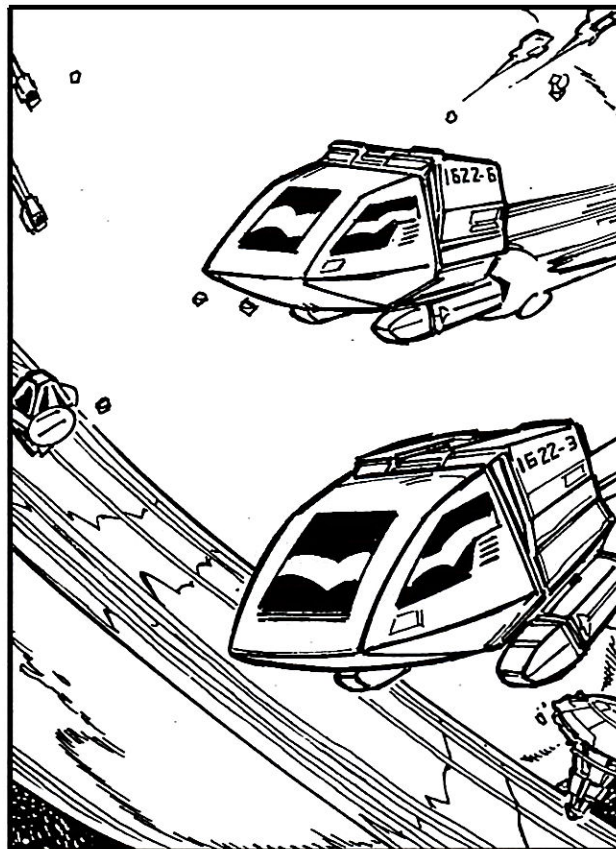
Enjoy a day of sensuous delight at this Tiburonese health spa. Facilities include aromatherapy steam rooms, zero-g relaxation rooms, and Tiburonese mud baths. The skilled Tiburonese staff is attentive, friendly, and unrestrained. The Guat massage is worth the price, as the masseuses have four arms.

RING TOURS

This travel agency specializes in two- to five-hour-long guided tours of Saturn. Tours include the planet's ring system, Mimas, Hyperion, and Titan. The Ring Tour actually flies through these impressive disks of ice and dust. All tours by hopper.

In high orbit over Saturn, a navigational control satellite known as Saturn NavCon performs sensor sweeps of the range as well as monitoring in- and out-bound civilian and Starfleet traffic. Saturn NavCon not only keeps a record of everything that transpires on the range, it also immediately alerts Flight Range Ops and Mimas Emergency Facility to any emergencies. Located on the moon of the same name, the brave emergency medical technicians on Mimas stand at the ready to respond to almost any ship-based emergency in the system. Important incidents include the rescue of a Tellarite crew in 2365, in perhaps the most serious catastrophe in the system's history, and the rescue of a cadet injured on the flight range in 2368. Although we hope you never have cause to visit the facility, it's good to know it's there.

In addition to these Starfleet facilities, other sites to visit near Saturn include Titan, Saturn's largest



satellite. With its thick nitrogen atmosphere, Titan's some two million inhabitants live, work, and play in domed cities like Christopher and Huygenstadt.

CHRISTOPHER

Named after the first man to journey to Saturn, Captain John Christopher, Christopher is the oldest city on Titan, home to one million citizens. The city is a popular tourist destination, especially with the romantically inclined.

TITAN SPACE NEEDLE

This is the tallest building in the Christopher dome, towering one km over the skyline, and is a fine example of 22nd-century off-world construction. Visitors can enjoy breathtaking views of the surrounding city, as well as Saturn and its rings, from the observation deck. On the top floor, a rotating restaurant—Retro—specializes in food popular on 20th-century Earth.

EXPLORER'S HALL

Dedicated to John Christopher, this museum presents exhibits with an exploration theme. It houses the finest collection of spacecraft, landing craft, and probes outside the Smithsonian Institute. Open daily, the museum offers guided tours and a video presentation on the history of exploration.

WAYFARER BASE

Small groups of tourists walk through the site of Captain Christopher's landing on Titan. The atmosphere is suffused with reverence for Christopher's

accomplishment, and loud talking is discouraged. The landing craft and base camp are open to the public daily for two hours, and are fine examples of primitive Earth landing craft.

HUYGENSTADT

Huygenstadt is the second-largest settlement on Titan, established in the late 21st century and home to more than a half-million colonists. The city is well known as a center for scientific study, particularly in the area of astrometry and astrochemistry. It is equally well known for the Huygenstadt Prize, awarded annually by the city council to a scientist who "embodies the quest for knowledge and scientific truth." The city is a popular destination for a variety of academic conferences, thanks to its extensive convention facilities.

GALILEO OBSERVATORY

This is one of many observatories under the Federation Science Council's wing, and a center of astrometric study. In the public stellar cartography room, open evenings daily, you can direct the observatory's powerful orbital telescope to observe far-off celestial bodies—perhaps even your home planet.

TERRAN ACADEMY OF SCIENCES

Founded in 2150 by an act of the United Earth Republic, it is today run as a satellite campus to the Daystrom Institute. Although tourists rarely visit the inside of this building, its great hall contains a gallery of holographic representations of history's finest scientists.

Resources: Hydrogen-helium gases

Places of Note: Jupiter Outpost 92, Jupiter Station

Ship Facilities: Jupiter Station has extensive spacedock and refueling facilities.

Other Details: Federation line of defense and shipping port

Jupiter is the largest planet in the Sol system, a Class J gas giant, surrounded by a large collection of moons. It has an equatorial diameter of 142,985 km and orbits at a distance of 5.2 AU. More than twice the mass of all the other planets in the system combined, but with a density of only 1.3 times that of water, Jupiter's atmosphere contains a high proportion of hydrogen and helium. Jupiter's disk is covered in brown, yellow, and white belts of a variety of gases. The white and yellow zones are areas of high clouds supported by the upward convection of warm gases; these higher cloud zones are comprised of ammonia crystals and methane. The reddish-brown belts appear to have descending gas flows, predominantly containing sulfur compounds, hydrogen, and ammonium hydrosulfide. The gas extends almost 1,000 km, where the hydrogen becomes crushed by tremendous pressure into liquid, then to a solid, metal-like state (at a depth of 30,000 km).

Pressure generates heat, and Jupiter radiates more thermal energy than it absorbs (almost twice as much) due to this large internal reservoir of thermal energy. Enormous convective storms swirl through these belts, among them the famous "red spot" in the planet's southern hemisphere, first observed by human astronomers some seven centuries ago. All this combines to make Jupiter the quintessential Class J (Jovian) planet, one of the most recognized planets in the Federation, and a popular tourist destination.

Jupiter's composition poses a potential danger to starships straying too close. With a total strength approximately 19,000 times Earth's magnetic field, measuring about 15 million km across, and containing radiation belts 10,000 times more intense than Earth's Van Allen belt, the planet's magnetosphere could affect vital instruments. Jupiter also emits radio waves: high-frequency thermal radio waves, high-frequency nonthermal synchrotron emissions generated by electrons in the magnetic field, and intense bursts of decametric radio waves. Finally, small amounts of sulfur erupting from Io's volcanoes escape the moon's gravity and become part of the magnetosphere; there high temperatures ionize the material, creating the Io torus, a huge, doughnut-shaped ring of plasma. We advise all starships reduce their speed to impulse power and modulate their shield systems well before they reach the Jupiter's orbit.

Jupiter

Planet Name: Jupiter

Class: J

System Data: 16 moons, faint ring system

Gravity: 2.53 G

Year and Day: 11.8 years/9.9 hours

Atmosphere: Hydrogen-helium

Hydrosphere: None

Climate: None

Sapient Species: None

Tech Level: None

Government: None

Culture: None

Affiliation: United Federation of Planets

Although few tourists visit Jupiter's moons because of the dangers posed by the planet's magnetosphere, they are home to a variety of Federation scientific facilities. The innermost, Io, is unique among satellites in the Sol system because it is geologically active. Volcanoes spray out liquid sulfur, coloring the moon's surface red, orange, and yellow with sulfur "snow." Here, the Federation Science council funds Io Station, a small, automated station that is part of a volcanology research project. A smooth surface of ice covers the next moon out, Europa, home to the Europa Ecological Mapping Program, which studies the moon's primordial seas concealed beneath a kilometers-thick layer of ice. The third moon, Ganymede, is the largest moon in the Sol system, with a diameter of 5,200 kilometers (larger than the innermost planet, Mercury). Its surface is covered with extensive craters, many ancient, where Federation scientists search for evidence of the universe's birth. Callisto is also heavily cratered, and a vast impact crater—Valhalla Basin—marks the northern hemisphere; adventurous tourists can arrange nature expeditions at Jupiter Outpost 92 and view the region's distinctive concentric ring structure. Four small satellites revolve within the orbits of the four Galilean moons. Two other groups of four moons each orbit outside their radius.

Jupiter's gravity well, and position as a vast source of pure hydrogen, makes the gas giant a useful place for starship refueling, though proper precautions, such as shield modulation, should be taken. A deuterium processing station, the Jovian Mining Facility, floats in the planet's upper atmosphere, extracting hydrogen and converting it to deuterium. These miners brave the magnetosphere and Jupiter's frequent

atmospheric storms. This facility is closed to the general public, for obvious reasons.

JUPITER OUTPOST 92

Stationed regularly along the path of Jupiter's orbit, a network of stations provides the first true line of defense for the Sol system. These Jupiter outposts, each a tiny, utilitarian habitat module sitting in the center of a huge lattice of high-resolution subspace sensor arrays, performs sweeps of surrounding space, alert for any signs of incursion or vessels in distress. Smaller Starfleet vessels assigned to patrol the Sol system, primarily *Intrepid*- and *Saber*-class ships, make routine stops at the outposts and Jupiter Station. Starfleet cadets are often assigned to training missions on board these ships, for eight- to ten-week tours.

Jupiter Outpost 92 orbits the planet proper, just beyond the magnetosphere, and serves as the hub for the entire network, as well as primary support to Starfleet vessels patrolling the region. Because of its central importance, this Jupiter outpost utilizes a larger, standardized design and is similar to bases like Starbase 173. In the event of an attack, such as the Borg invasion of the Sol system in 2367, Jupiter Station 92 operates as a staging post for defensive vessels. Because of the military nature of this base's mission, it is off limits to casual tourists, though you can expect to visit the station at least once during your time at the Academy.

VISITING JUPITER OUTPOST 92

Jupiter Outpost 92 is largely a military operation, intended for the defense of the Sol system. The crew on board the station must remain alert for any signs of trouble in the system. Starships attached to the station deal with the occasional alien probe, smuggler, or ship in distress. When one of the outposts detects anything unusual, Outpost 92 is the first to respond. Cadets stationed there learn about Starfleet defensive protocols, sensor equipment, and patience, or train on board a patrol ship.

Cadets might come to Jupiter Outpost 92 to conduct battle simulations on board an actual starship (with officer supervision, of course), perhaps a stripped-down and retired *Constellation*-class ship. Such a wargame could play out as planned, or additional complications could come into play, in the form of a ship in distress or an attack on another vessel. Or, assigned to a patrol ship, cadets might be called to rescue a vessel caught in Jupiter's magnetosphere. Such a scenario poses many dangers, from an Io torus damaging the cadets' ship to weird radiation penetrating the shields to affect the crew (perhaps in a scenario reminiscent of Gary Mitchell's being mutated into a godlike being in "Where No Man Has Gone Before").

Jupiter Outpost 92 and Jupiter Station could also form the basis for a series involving officers assigned to the two stations and events taking place in the Sol system.



JUPITER STATION

Jupiter Station is the largest starbase in the Sol system beyond the Mars Defense Perimeter, and the second largest in the system after Spacedock (see page 16). The station performs a variety of functions: a center of advanced scientific and technological research; a port of call for starships entering and leaving the Sol system; a tourist destination, particularly for Starfleet personnel assigned to duties beyond Jupiter's orbit; and a depot for shipments of refined deuterium from the Jovian Mining Facility. Jupiter Station is a busy place, with ships coming and going on a regular basis.

Jupiter Station's design is typical of Starfleet orbital starbases, with a long, cylindrical core and a flattened docking area, containing the operations center at the top. Access to the operations center is restricted to Starfleet personnel only and is closed to tourists. Below the operations level is the station's broad docking hangar, capable of accommodating even *Galaxy*- and *Sovereign*-class vessels. The two *Intrepid*-class starships assigned to the station dock here when not on patrol. Jupiter Station is the prime maintenance and refueling station for starships operating outside the Mars Perimeter, for both Starfleet and civilian vessels. The docking level contains facilities for up to fifteen medium-sized starships, including repair and maintenance facilities, and is an impressive sight. Visitors to the station can enjoy watching the yard's operations from one of the numerous cafes ringing the hangar.

RECOMMENDED CAFES

DELTA-10

Located in the station's delta section, deck ten, this large bar has a festive atmosphere and serves an assortment of delicacies from various Earth cultures. A popular hangout with Starfleet personnel, there is live jazz on Friday nights.

12 STEL'S

Named for its chef, famous for his aesthetic presentation and subtle seasonings, this restaurant serves Vulcan cuisine in a subdued and mathematically precise atmosphere. Call ahead for reservations.

NALTH 'UQ'A'

This is a popular Klingon restaurant for those who prefer a more boisterous atmosphere and more exotic cuisine. Go on Sunday nights for the all-you-can-eat buffet of challenging delicacies such as *gagh*, *rokeg* blood pie, and skull stew.

Below the docking level is the station's central core, where visitors can find tasteful shops, replimats, restaurants, and commercial holosuites. Living quarters for the station's almost 5,000 personnel and civilians, as well as accommodations for tourists, are located in the core. Room reservations should be made through the station's housing department.

CENTRAL CORE LOCATIONS

RED SPOT CAFÉ

One of the most popular eating and entertainment establishments on Jupiter Station. Located on the station's outer edge, the café affords patrons a spectacular view of Jupiter's most famous feature orbiting below.

TILLINGHAM'S

This antique store specializes in merchandise from the days of Earth's early space programs. Among the vast collection of early-Earth space travel devices is a working gyroscope from the ancient Apollo missions, a matter flow regulator from a *Daedalus*-class starship, and a circa 1990 ground crew headset. Arthur Tillingham, the proprietor, specializes in restoration.

CYRANO'S HOUSE OF WONDERS

Operated by Cyrano Jones IV, this "house of wonders" boasts an eclectic collection of bric-a-brac, like Spican flame gems, Rigelian jewel eggs, Klingon candles, holographic postcards, and Andorian wind chimes. Though this shop has acquired a reputation as a tourist trap, for some it holds treasures of delight and wonder.

One of Jupiter Station's primary functions is as a research and development center for Starfleet and the United Federation of Planets. Numerous laboratories occupy the lower quarter of the central core. The station's laboratories are equipped for advanced research in antimatter systems, astrophysics, computer systems design, fusion, graviton technology, holography, phaser technology, and transporter technology. This is where Starfleet's new Emergency Medical Hologram was developed. Unfortunately, due to the sensitive nature of the work being done, these decks are off limits to tourism.

VISITING JUPITER STATION

Jupiter Station is a hub of activity in the Sol system. Starships dock at the station for refueling and repairs, delivering visitors and cargo. Scientists on board develop the latest Federation technologies, while station personnel remain alert for any danger to the system. The station is home to thousands of people, with many more visitors passing through each day.

Cadets can visit Jupiter Station to learn about Class J planets or to spend a summer working on a project with one of the station's researchers. Cadets visit Jupiter Station during training missions to the asteroid Firing Range or the Jupiter Outposts, or while in transit to or from the Academy Flight Range around Saturn or Pluto Station. They may also accept an internship with the station's operations staff. They might visit the station for vacation, visiting a relative on board, or just for an opportunity to enjoy the view of majestic Jupiter from a table in the Red Spot Café after a session in one of the station's state-of-the-art holosuites.

Starfleet officers can be posted to Jupiter Station in any of the usual departments, and civilians live on the station as researchers, dependents of Starfleet personnel, shopkeepers, technicians, and similar roles. Narrators can easily use Jupiter Station as the basis for a series, with players running members of the station's command staff or researchers, dealing with daily operations on board the station, along with things that inevitably crop up from the cutting-edge research going on there.

ASTEROID BELT

Between Jupiter and Mars stretches a wide belt of asteroids that marks the edge of the Mars Defense Perimeter and the boundary to the inner reaches of the Sol system. Many of the asteroids in the belt are dozens or even hundreds of kilometers in diameter. The asteroid field stretches between 1.7 and 4.0 AU and is largely uninhabited. The unusual rock formations, of C-, M-, and S-type asteroids, and the impressive collisions between asteroids are a popular attraction. The Federation licenses several mining companies, including the Dytallix Mining Corporation, the Tellarite Mining Company, and the Janus Mining Consortium, to extract minerals from the asteroid field. Miners in environment suits survey an asteroid, then break it down, separate out the essential minerals, and store them on board their vessels. Starfleet uses the field as a place for testing starship weapon systems. The boundaries of the weapon range are indicated by automated marker buoys, which warn off other vessels. Careful isolation of the firing range keeps accidents to a minimum, and travelers are advised to obey transmitted warnings.

Starfleet Academy conducts regular training courses in asteroid field navigation and weapon control systems here, and as a cadet you can expect to spend some time in the asteroid belt.

Mars

Planet Name: Mars

Class: M

System Data: 2 small moons (Deimos and Phobos)

Gravity: 0.38 G

Year and Day: 687 days/24.6 hours

Atmosphere: Oxygen-nitrogen, carbon dioxide

Hydrosphere: 35% surface water

Climate: Cool and dry

Sapient Species: Primarily human. 280 million inhabitants.

Tech Level: Level Six

Government: Democracy

Culture: Independent and pioneering

Affiliation: United Federation of Planets

Resources: Industrial and light metals

Places of Note: Utopia Planitia, Martian Colonies

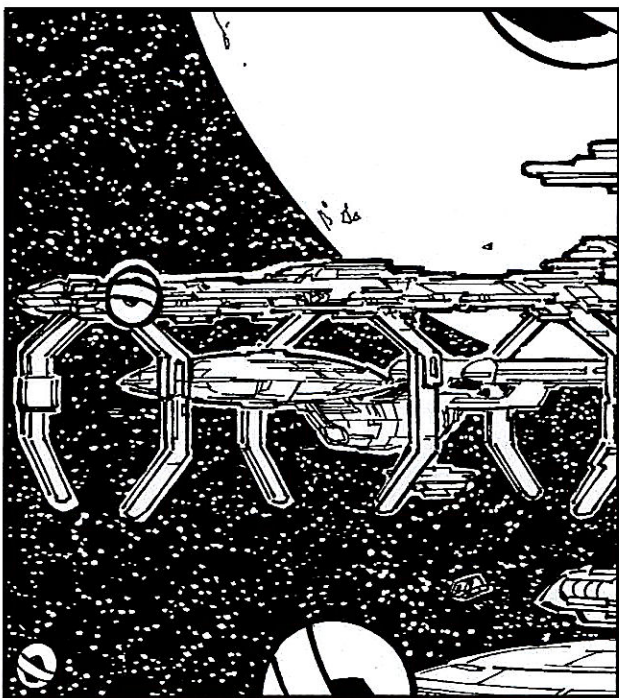
Ship Facilities: The Utopia Planitia Starfleet Yards are among the most extensive ship facilities in the Federation.

Other Details: Mature planetary colony, home to a major Starfleet shipbuilding facility.

The fourth planet in the Sol system, Mars orbits at a distance varying between 1.38 and 1.67 AU. Originally, Mars was a Class H planet; its water frozen in two polar caps, a surface pressure 0.007 times that of Earth, and a weak magnetic field made habitation impractical (though Earth scientists discovered microscopic evidence of ancient life on Mars in 1996). Daytime surface temperatures rarely climbed above 0° C, and the atmosphere was composed mainly of carbon dioxide, nitrogen, argon, and trace amounts of oxygen. The planet got its name from its distinctive red appearance, which ancient astronomers likened to the Roman god of war.

Humans colonized Mars in 2103, undertaking an extensive terraforming program to transform the planet into a Class M environment. The melting of the Martian ice caps provided oxygen and water vapor to enhance the planet's thin atmosphere. Earth terraformers imported large quantities of water and oxygen mined from nearby asteroids, accompanied by genetically engineered microbes and plant life intended to "scrub" the Martian atmosphere. Because of the weak magnetic field, these elements settled close to the planet's surface. Martian colonies largely exist in the planet's valleys and canyons; those on the highlands remain enclosed habitats. Large areas of the planet's surface remain dry, red desert.

Mars features some of the most spectacular geography in the Sol system, including the gigantic Olympus Mons, the tallest volcano in the system, and numerous deep canyons cut by ancient Martian



rivers. Many of these canyons are again home to rivers and some spectacular waterfalls. These are popular tourist attractions on the planet.

Currently, Mars is home to a population of some 280 million inhabitants, primarily humans. Martians are fiercely proud of their heritage, and many urban centers retain the old numbering system used to identify colonies, such as Mars Colony 3. Other settlements have been renamed in honor of famous Earth, Martian, and Federation places and individuals. These include Viking City, Burroughs City, Wells Center, and Cochrane. Most of the population is centered on Utopia Planitia, a broad plateau and the first region on Mars to be explored by humans.

LOCATIONS ON UTOPIA PLANITIA

INDEPENDENCE HALL

14

Located in Viking City, the largest city in Utopia Planitia, the Fundamental Declarations of the Martian Colonies was signed here. Inhabitants on Mars have long been known as pioneers. After the first Martian Colonies were well established, their desire for increased independence from Earth led to the promulgation of this document, which addresses the legal rights of the individual that have become some of the foundations of Federation ideology and law. Visitors file past the original document, now kept in an environmentally secure case.

UTOPIA PLANITIA SHIPYARDS—GROUND FACILITIES

Perhaps the premier starship construction facilities orbit directly above Utopia Planitia. The ground facilities contain administrative offices for the yards, where most of the civilian administrative personnel

work and provide support information for the orbital facilities. Although access to the area is restricted, visitors can stop by the museum to see declassified blueprints and models for Starfleet vessels as well as conjectural designs. Component assembly also takes place here on the Martian surface, in large hangars. Tourists can watch these components lifting off into space from beyond the yard's perimeter.

MASS DRIVERS

A system for delivering large payloads inexpensively, mass drivers are effectively large catapults. These took advantage of Mars' weak gravity to propel titanic cargo containers into orbit, where they were retrieved by *DY-100* cargo ships. With the advent of transporter technology, mass drivers fell out of use. Today, tourists can visit these giant superstructures hulking on the plateau outside Viking City.

ELYSIUM PLANITIA VOLCANOES

One of the natural wonders of Mars, the area measures 3 km high and 5312 km in diameter. The principle volcano is Elysium Mons, which is 15 km high. You can arrange excursions from any tourist office in Viking City or Cochrane.

VISITING MARS

Cadets and Starfleet officers can visit Mars for any number of reasons. First off, characters can be natives of the Martian Colonies, returning home to visit friends and family. Martians are well suited for service in Starfleet, with their independent and pioneering spirit.

Secondly, the sights of Mars are popular tourist attractions in the Sol system, making it a good place for characters to visit on leave. Characters might want to climb the sides of Olympus Mons, or view some of the planet's spectacular canyons.

Characters can also be assigned to Starfleet facilities on or orbiting Mars, such as the Utopia Planitia Fleet Yards. Duty on Mars is fairly routine, but does involve some of Starfleet's finest ship-building facilities. Perhaps a character was posted here on a previous tour of duty and still has friends on Mars.

THE UTOPIA PLANITIA FLEET YARDS

One of the preeminent shipyards in the Federation, Utopia Planitia was the site of the *Galaxy*-class and *Sovereign*-class starship development projects. The vast bulk of the Utopia Planitia Fleet Yards can be found in orbit high above Mars. The yards consist of an orbital spacedock and a series of dry-dock facilities where starships are built and repaired. Since its founding, Utopia Planitia has come to rival even Starfleet's San Francisco Fleet Yards in ship design and construction. The facility is staffed by some of the finest engineers and designers in the Federation and continues to produce cutting-edge starships.

ORBITAL FACILITIES

The orbital spacedock is similar in design to the one orbiting Earth. In addition to living quarters for members of the shipyard staff and officers assigned to the yards, the station includes drafting and design areas, and a gigantic docking bay for the repair and refitting of starships, and for the construction of new prototypes.

The central portion of the station is given over to the main spacedock itself. Large enough to accommodate several Federation starships at a time, the main dock area contains industrial replicators, umbilical supports, robotics systems, and work bee pods sufficient for the construction of starship designs. This area is used to build and “dry test” prototypes, including the *U.S.S. Galaxy* and the *U.S.S. Defiant*, and is closed to civilians. Unlike Earth’s spacedock, the Utopia Planitia spacedock is not normally used for the routine maintenance or refit of Starfleet vessels. Such ships are worked on in the yards’ dry-dock facilities or at Earth’s spacedock.

The spacedock level also contains Utopia Planitia’s state-of-the-art drafting and design rooms, many of which look out into the yard. These rooms contain computer simulation and modeling tools to allow designers to develop the latest starship technologies and systems. Starship designs are extensively tested in computer and holographic simulations before any prototype is built, and design teams work constantly to improve and upgrade existing starship systems. Recent developments in warp engine performance, and the use of bioneural gel packs in starship computer systems, came out of the drafting rooms of Utopia Planitia.

The rest of the yards consist of numerous dry-dock facilities located near the main station. These facilities are orbiting frameworks inside of which a starship docks for maintenance and refitting. Each dry-dock contains industrial replicators and other equipment necessary to effect repairs on damaged vessels and to construct existing starship designs. The yards turn out starships of all classes currently in service with Starfleet, notably *Intrepid*-, *Galaxy*-, and *Sovereign*-class vessels. The yard’s dry-docks are constantly abuzz with activity as work bees make their way from one area of the yards to another, and crews work constantly on the maintenance and construction of starships.

While the Utopia Planitia Fleet Yards are a sensitive location, visitors can tour the dry-dock facilities. Travel pods depart on the hour from the Office of the Yard Master and travel throughout the facility, giving visitors an impressive and often breathtaking view of Starfleet’s finest vessels.

VISITING UTOPIA PLANITIA

The Utopia Planitia Fleet Yards offer plenty of story opportunities. Starfleet cadets can visit the yards to do field work on any aspect of starship design and maintenance. A group of cadets could be attached to a particular design or engineering group, or they might be assigned to different departments throughout the yards. Cadets might spend a summer studying at the yards, meeting and getting to know the engineers and officers who work there. Any cadet in the Academy engineering program who wants to improve his propulsion or systems engineering skills could do no better than to spend some time at Utopia Planitia.

As one of the primary shipyards in the Federation, Utopia Planitia is a prime target for spies seeking to learn more about the latest starship prototypes. They might also sabotage the test of a new design in order to discredit it and prevent Starfleet from producing it, or attempt to steal a new prototype vessel (they could be difficult to pursue, especially if said prototype were equipped with a transwarp or quantum slipstream drive). In this case, the cadets stuck on board the ship when it was stolen might be Starfleet’s only hope of recovering it, provided they could overcome the thieves and take back control of the ship.

THE MARS DEFENSE PERIMETER

Just beyond Mars’ orbit, Starfleet has established a defensive perimeter to protect the inner planets of the Sol system—particularly Earth and Mars—from incursion. The defense perimeter consists of unmanned automated weapon pods, capable of tracking and destroying hostile vessels that managed to bypass facilities such as the Jupiter Outposts and Pluto Station. In 2367, the Borg easily penetrated the Mars Defense Perimeter on their way to Earth.

Since then, Starfleet has worked continuously to improve the Mars Defense Perimeter. The Perimeter still consists of unmanned automated pods, deployed in a pattern just outside the asteroid belt. The weapon pods have since been given self-replicating capabilities, allowing each pod to generate exact copies of itself using a matter replication system. The pods are programmed to replicate in response to an attack that destroys any nearby pod, increasing the number of pods able to respond to an incursion.

The pods are also programmed to explode if any vessel comes into contact with them without transmitting the proper coded signals. A weapon pod explodes with the force of several photon torpedoes, sufficient to damage most vessels seriously. The weapon pods are armed with high-energy, variable-frequency phaser beams.

Starfleet vessels regularly patrol the Mars Defense Perimeter in order to maintain the weapon pods, checking for any damage to their systems. Starfleet cadets may be assigned to accompany a Defense Perimeter patrol in order to study the design and maintenance of the weapon pods.

Earth

Planet Name: Earth

Class: M

System Data: 1 moon (Luna)

Gravity: 1.0 G

Year and Day: 365 days/24 hours

Atmosphere: Oxygen-nitrogen

Hydrosphere: 70%

Climate: Temperate, maintained by weather-control grid

Sapient Species: Humans (10 billion inhabitants)

Tech Level: Level Six

Government: Democracy

Culture: Highly diverse, focused on independence and individual achievement

Affiliation: United Federation of Planets

Resources: Metals, crystals, organics, technology

Places of Note: Federation Hall, Starfleet Headquarters, Starfleet Academy

Ship Facilities: Extensive spaceport and ship-building facilities

Other Details: The homeworld of humanity and the capital of the Federation.

Earth is one of the most important worlds in the Federation, the home planet of the human race and seat of the United Federation of Planets, the Federation Council, and the office of the President. It is also the headquarters of Starfleet and home to Starfleet Academy. Many cadets visit Earth for the first time when they attend the Academy. Chapter Two provides additional information on Earth's culture and environment.

SPACEDOCK ONE

16 Spacedock One is Earth's primary orbital spaceport for visiting Starfleet vessels. When you first arrive at Earth, Spacedock One, high in orbit above the planet's surface, is likely to be the first thing you experience. Here you will transfer either to a shuttlecraft or transporter station for the final leg of your journey. The massive station is well over ten kilometers in length, capable of holding dozens of Starfleet ships at once, even larger *Galaxy*- and *Sovereign*-class vessels.

Like the Utopia Planitia Fleet Yards, the docking area contains berths for holding starships and equip-

ment for their repair and maintenance. Routine repairs are conducted inside the spacedock. More involved refit and repair work is handled by the San Francisco Shipyards or Earth Station McKinley. Three Starfleet vessels are assigned to the spacedock and handle patrol missions near Earth space. These are generally *Nebula*- or *Ambassador*-class vessels.

Because the station serves as a departure and arrival point for Starfleet personnel and civilians traveling to and from Earth, much of the station's operations is open to the public. The central core of the spacedock contains administrative offices and living quarters for the thousands of personnel on board. The central areas also contain restaurants, shops, and other vital support services for the station's crew.

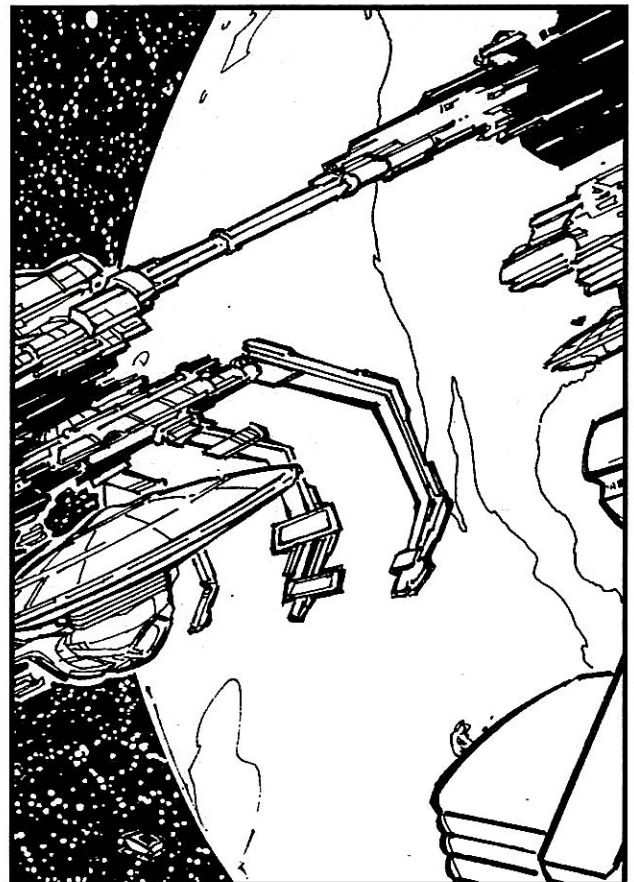
SPACEDOCK ONE LOCATIONS

THE BAZAAR

A mall that spans the station's circumference at its widest point, where shoppers can find a variety of goods and services. Windows looking out over the dock yard provide a unique shopping experience. The Bazaar is a popular place to "people watch," as members of over 150 different species wander through the shopping area.

BIG, BLUE MARBLE

Located on the dorsal side of the station's disk, diners can enjoy a stunning view of Earth below while



relishing a fine meal in a relaxed and understated atmosphere. The restaurant's replicators boast the largest database of comestibles in the Federation, making it a welcome destination for diners from across the Federation.

GUÉRET'S

This unassuming little tailor's shop specializes in the latest in Earth fashions. After taking a few measurements, the staff can replicate your order while you wait. Hand-tailoring is available upon request.

VISITING SPACEDOCK

Spacedock provides a convenient place to begin or end an episode or series. Starfleet cadets coming to Earth are routed through spacedock before being beamed down to the Academy campus. This gives cadets a chance to appreciate the grandeur of the facility a bit before they arrive at the Academy. Spacedock is always a bustling hub of activity, with Starfleet personnel going about their business, starships docked for repair and maintenance, or simply offloading cargo and personnel.

Spacedock is also a place where Federation starships dock when returning to Earth. Characters can spend leave time on board the station while their ship is being repaired or refitted at the nearby San Francisco Shipyards. Characters can also become involved in stealing a ship from spacedock, if they find themselves forced by conscience or circumstance to defy Starfleet orders.

EARTH STATION MCKINLEY

Earth Station McKinley is a large orbital platform supporting several large articulated work arms. It serves as a mobile starship construction and repair station, located in high orbit around Earth. Unlike Spacedock One and the San Francisco Shipyards, which are in stationary orbits, Earth Station McKinley is capable of greater movement, using built-in impulse drive systems to change its orbit as needed. This allows the station to rendezvous with starships in need of repair.

The station is also used to assemble new starships, as a supplement to the facilities found at the San Francisco Shipyards. Unfortunately, visitors to Earth must content themselves with an exterior view of Earth Station McKinley; it is restricted to Starfleet personnel.

VISITING EARTH STATION MCKINLEY

Ships may visit Earth Station McKinley for repairs or refit, while cadets may visit the station to study its repair methods or starship repair and design theories. McKinley Station's mobility makes it likely to see many different kinds of repair assignments. A failure in the station's thrusters could also cause problems, shifting it (and any starship docked with it) dangerously out of orbit. This makes the station a likely target for sabotage, particularly while it is docked with another ship.

THE SAN FRANCISCO SHIPYARDS

The San Francisco Starfleet Shipyards, located in geosynchronous orbit above Starfleet Headquarters in San Francisco, are the oldest Starfleet yards in the Federation. More Starfleet vessels have been constructed here than in any other shipyard throughout the Federation, and the San Francisco Shipyards continue their long history of service to both Starfleet and the United Federation of Planets. Although operations at the yards have been scaled back in recent years, in favor of newer facilities like Utopia Planitia, the yards continue to operate, and the first of the new *Sovereign*-class starships were constructed here.

The shipyards consist of a series of dry-docks, where ships are built and repaired, and an orbital office complex, all located in geosynchronous orbit.

ORBITAL OFFICE COMPLEX

The shipyards' orbital office complex is a space station with a multilevel central core, opening up into a broad living and work area toward the bottom, with a central ring of docking pylons used for shuttles and work bees. The complex provides extensive living and work space for the personnel of the shipyard, including offices, drafting and design rooms, personnel quarters, and public areas such as replimats.

The bulk of the station is located below the docking ring, with administrative offices, including the Office of the Yard Master and the Logistics Department, which handles traffic in the yards, schedules repair work, and maintains communication with all vessels. The office complex remains in constant contact with the dry-docks and with Starfleet Headquarters on Earth.

DRY-DOCKS

Ships are built and repaired at the yards' dry-docks. They consist of articulated frameworks that enclose the work area and provide support for the ship (which often has to close down its structural integrity fields). Industrial replication systems provide construction parts according to design specifications. 17

Work bees move large sections into place, where they can be worked on by crew members in environmental suits. Dry-docks always contain ships in various stages of repair and construction. Currently visitors can see the partially assembled hull of a *Nebula*-class vessel, the nearly completed stardrive section of an *Intrepid*-class ship, and an *Excelsior*-class starship undergoing repairs, along with many other starships.

VISITING THE SAN FRANCISCO SHIPYARDS

Starfleet cadets can visit the San Francisco Shipyards for field work or simply for an afternoon during one of their classes. The yards are a short transporter ride from Starfleet Academy to the orbital office complex. Cadets can see the process of starship construction in action and learn the history of the yards and the development of Starfleet vessels. Historical ships like the *Constitution* class were built at San Francisco, along with many others.

The process of upgrading some of the yards' systems may lead to complications. Accidents can threaten the lives of yard personnel, and saboteurs might take the profusion of upgrade work as an opportunity to do some damage to the yards' systems, or to a vessel currently under construction.

Luna

Planet Name: Luna

Class: F

System Data: Luna is the sole moon of Earth.

Gravity: 0.17 G

Year and Day: 365 days/655.5 hours

Atmosphere: None. Oxygen-nitrogen inside lunar domes

Hydrosphere: 25% surface water

Climate: Cool and dry

Sapient Species: Humans (50 million)

Tech Level: Level Six

Government: Democracy

Culture: Settled and independent

Affiliation: United Federation of Planets

Resources: Light metals

Places of Note: Tycho City, New Berlin, Lake Armstrong

Ship Facilities: Luna has limited starship facilities, but has access to Earth orbital facilities.

Other Details: Oldest human colony world.

Some 50 million people live on Earth's moon, Luna. It is the oldest human colony world, settled shortly before Mars in the early days of human interstellar travel. Luna is a Class F environment, but terraforming efforts over the past century and a half have transformed sections of its barren surface into thriving Class M regions. Vast pressure domes cover lunar craters and entire regions of the moon's surface, creating suitable environments for human habitation.

These areas have an oxygen-nitrogen atmosphere at near Earth-normal pressure, maintained by atmospheric processors and a sophisticated weather-control network. Terraformers imported considerable amounts of water from elsewhere in the Sol system and worked to liberate frozen lunar water to create bodies of water on the surface. Lunar life is concentrated around these "crater lakes," where plant life blooms.

The rest of Luna remains covered in powdery gray regolith. Settled areas of the planet make use of graviton generators to provide Earth-normal gravity in the cities. Outlying areas retain Luna's lighter gravity, less than a quarter that of Earth. This makes low-gravity recreations popular on Luna. This includes games like parrises squares and flying using artificial wings made from tripolymers stretched over a light framework.

Lunar colonists, who prefer the designation "lunars" or "selenites" to the Earth slang term "lunatics," are known as independent, pioneering, and friendly. They have a well known love of sports, and the Lunar Colonies produce many fine athletes. Lunar colonists are also known as scientifically minded, producing researchers and scientists.

TYCHO CITY

Established on the edge of Tycho Crater in the latter years of the 21st century, Tycho City is the oldest settlement on Luna, home to some two million colonists. Graviton generators in the city's limits keep the local architecture similar to that of Earth, but outside the city limits Luna's low gravity allows genetically altered plant species to grow to gigantic size, including 20-meter-tall trees along the shore of Lake Armstrong. Walking tours through Tycho City's historic neighborhoods, easily the finest example of late 21st-century astroarchitecture, are a popular tourist destination.

LAKE ARMSTRONG

The lake, formed from lunar and imported water, fills much of the former Tycho crater. It is the largest body of water on Luna, clearly visible from Earth's surface. The surface of the lake is a popular site for water sports and activities. Swimming is particularly easy in the low lunar gravity, and is popular with colonists.

THE LUNADROME

A state-of-the-art athletic stadium, this has been the site of several Federation-wide competitions, as well as Earth's Olympics (revived in 2115). We encourage visitors to Luna to enjoy one of the many sporting events hosted at the Lunadrome.

NEW BERLIN

New Berlin is another of Luna's older colonies, established in the early 22nd century and home to more than a million colonists. The city is well known for the production of precision optics and isolinear optical chips. It is equally well known for its expansive cultural festivals, including a traditional German Oktoberfest celebration and an annual mazurka festival. These celebrations, along with New Berlin's reputation as a friendly and welcoming place, make the city a popular vacation and tourist spot.

TRANQUILITY BASE

Beyond the city limits, approximately 30 km from the suburbs of New Berlin, the first mission to the moon landed. Behind a force field barrier, visitors can see part of the primitive craft used to make the journey, an antiquated ground vehicle, and various artifacts. Children enjoy the "moon room," a padded room where they can experience Luna's natural gravity in a safe environment. Tourists can take a hopper to the site.

APOLLO BOWL

In the heart of New Berlin, the acoustically perfect bowl is the home of the New Berlin Symphony and location of the city's numerous music festivals (including the Oktoberfest). The Under the Stars series brings noted musicians from across the Federation to play. Contact the box office for information on upcoming performances.

VISITING LUNA

Characters can come from Luna, making it fairly easy for them to visit home (at least in comparison to cadets from farther away). Characters can also visit the Lunar Colonies for a vacation, to participate in a sporting event (possibly representing the Academy), to visit friends or relatives, or as field work for a class (such as visiting the isolinear fabrication plants in New Berlin). Narrators can also use the mere presence of the Lunar Colonies to help evoke a feeling. When cadets out for a nighttime stroll in San Francisco look up into the sky and can see Lake Armstrong and the lights of Tycho City up on the moon, the players know they're in a future world.

Venus

Planet Name: Venus

Class: K

System Data: No moons

Gravity: 0.9 G

Year and Day: 243 days/243 days

Atmosphere: Carbon dioxide and sulfur at 80 times Earth-normal

Hydrosphere: 0% surface water.

Climate: High-pressure and surface temperature

Sapient Species: Humans

Tech Level: Level Six

Government: Oligarchy (Federation administrator)

Culture: None

Affiliation: United Federation of Planets

Resources: None

Places of Note: Federation Terraforming Station

Ship Facilities: Limited orbital facilities

Named for the goddess of beauty from an ancient Earth culture, Venus remains one of the least hospitable planets in the Sol system, despite efforts of Federation scientists to change this. This is the second planet in the Sol system, which orbits the sun at a distance varying between 0.72 and 0.73 AU. It has a size and density comparable to Earth's, but Venus possesses a thick atmosphere of carbon dioxide that traps radiant heat from Sol. With a pressure nearly 90 times that of Earth and a surface temperature in the hundreds of degrees centigrade, the planet's surface is a hellish K Class environment. The atmosphere rotates approximately 60 times faster than the planet, which, coupled with solar heating and convection, makes for extreme weather conditions.

These conditions make Venus of limited interest to those outside Starfleet. The Federation has been working on terraforming Venus for several decades. Personnel from the Federation's Terraforming Division are working to change the conditions on Venus. Five terraforming stations have been established on the planet's surface in the past eighty years. Over that time, the terraformers have managed to decrease the carbon dioxide in the atmosphere, reducing the surface pressure and temperature. However, they still have a long way to go before the surface of the planet is habitable. Estimates place the project's completion sometime in the next century. Starfleet Academy has a training center in low orbit above Venus, used for training pilots in harsh atmospheric conditions.

VISITING VENUS

Characters may come to Venus to study terraforming or to assist the terraforming project. Starfleet Academy trains cadets in piloting and planetary survival from the Venusian campus. Details can be found on page 35 of the *Starfleet Academy Handbook*.

Mercury

Planet Name: Mercury

Class: F

System Data: No moons

Gravity: 0.38 G

Year and Day: 88 days/59 days

Atmosphere: None

Hydrosphere: None

Climate: None

Sapient Species: Mostly humans

Tech Level: Level Six, where available

Government: None

Culture: None

Affiliation: United Federation of Planets

Resources: Metals and minerals

Places of Note: Solar Observatory One, Solar Observatory Two, and Hotside Station

Ship Facilities: None

The innermost planet of the Sol system, orbiting at an average distance of 0.39 AU, is close enough to the star that lead melts on Mercury's "day" side, while the planet's "night" side is exposed to the cold of open space. The surface is heavily cratered, with intervening areas of lava-flooded plains. The largest of these craters is the Caloris Basin. The planet supports a tenuous atmosphere consisting mainly of minute traces of helium, oxygen, and argon. With a density 5.4 times that of water, Federation scientists suspect the planet has a nickel-iron core.

Perched precariously along the meridian between the planet's light and dark sides, Solar Observatories One and Two monitor Sol's surface activities. Both bases are small, with little in the way of amenities, and few outside of the bases' personnel visit Mercury. The stations' personnel remain in close contact with the Khepera Chromosphere Solar Observatory, located inside the star's corona.

As a cadet at Starfleet Academy, you will spend most of your time in Sector 001 on Earth. Although the Academy's rigorous curriculum will usually leave you little time to travel throughout the sector, thanks to Earth's highly developed infrastructure, you should find it easy to explore much of the Federation's seat of government. Cadets who take the opportunity to avail themselves of some of Earth's attractions find that doing so enriches their education and their appreciation for the Federation.

Far from being the conflict-ridden, violent place it was centuries ago, Earth is now a natural and technological paradise free from hunger, disease, greed, war, and the other social ills that once plagued it. The average resident of Earth lives in what humans of the past would consider Utopia. You and your fellow cadets, though not always able to take advantage of the full scope of this grandeur due to your studies, still benefit from it in countless ways. Since Starfleet officers must be culturally flexible, we hope you will make every effort to get out and enjoy the cultural resources Earth has to offer.

Throughout this guide you will find information on traveling on Earth and the cultural attractions of some of its major cities. No guidebook can adequately capture the spirit of an entire planet, nor detail everything of interest to everyone. Such a book would be as big as the planet itself and as long as Earth's history. In true Starfleet spirit, we recommend you explore beyond the boundaries of the known, and hope you use this guide as a starting point for your own journey of discovery. Look for new restaurants, theaters, parks, and recreation areas not described in the Cadet's Guide to Sector 001 and try them out.

Getting Around on Earth

The Earth is huge, with a diameter of 12,756 km and habitable surface area of 148,300,000 sq. km (or 29% of Earth's total surface). With seven continents, hundreds of cities, thousands of towns and villages, and millions of neighborhoods, traveling around Earth should be a logistical nightmare (as it was in the days of old). Happily, today commuting on Earth is easy, even carefree. You and your friends can trav-

el from San Francisco to almost anywhere else on the planet, often in a matter of minutes; even the most remote locations can usually be reached in no more than an hour under most circumstances. Make sure you have your destination's complete address, including coordinates, and carry your combadge, just in case you get lost.

TRANSPORTERS

Every area on Earth is easily accessible through the use of transporters. Every major city has a transporter station, sometimes two or three, and most small cities and towns have one nearby. Known as Earth Stations, these terminals are often crowded with people beaming to and fro, meeting friends or relatives, or simply enjoying the fanfare of an Earth Station. Earth Stations can be found in Oakland (a neighborhood in east San Francisco), New York, London, and Bobruisk (in Belarus), to name only a few.

Transport typically occurs between Earth Stations and each is convenient to ground transportation, though you can elect to beam directly to your destination. Keep in mind that your return trip will require you to return to a transporter station or to make prior arrangements at a station for beam-out; the volume of traffic is too great to allow for remote transport upon demand (*i.e.*, via a combadge call). Most colleges and universities (including the Academy), as well as certain buildings (typically Federation facilities), have their own transporter facilities, some of which are quite large and advanced. Arranging for return transport is easier, particularly upon demand, because they handle fewer travelers.

Transporting to a location is as easy as waiting on line, logging your destination coordinates, and stepping into the transporter chamber. The transporter network employs relatively short-range transporters (typically with a range of no more than 5,000 kilometers) tied into a global network of orbital relay satellites. The transporter scrambles a traveler's molecules, beams them up to a dedicated relay satellite, and then beams them back to the planet's surface at the desired coordinates. Trips across the globe may require one or two "jumps," as the local inhabitants call them. Someone wishing to travel from San Francisco to London may have to beam to New York first, for example. The average travel time between





any two major cities equals a matter of minutes (including standing in line to use the transporter system, if necessary).

MAGLEV TRAINS

Those who prefer a more prosaic, or less fast-paced, form of transportation can use Earth's system of powerful, ultrafast maglev trains. These criss-cross the planet's surface, as every continent offers its own maglev service. Absolutely safe and completely friendly to the environment, maglevs use magnetic force to travel at speeds of up to 2,000 kph on elevated tracks. The North American Maglev System (NAMS) serves San Francisco from San Jose's Pacific Station, offering coast-to-coast trips and service to destinations practically anywhere on the continent. PATRAK's "Safari Express," which runs along the scenic West African coast from Casablanca to Cape Town, is especially appealing. Similarly enchanting is EuroTRAK's "Orient Express" from France to India.

22 Schedule information is available through any computer terminal, and advance booking is recommended.

SHUTTLE SERVICE

Several commercial shuttle agencies offer both national and international service between Earth's major cities and smaller population centers (though you may be required to take several connecting flights). Shuttle service is also available to facilities in Earth orbit and to Luna. Most flights are nonstop.

Every municipality has at least one shuttle terminal. Consult local flight schedules on any LCARS terminal for departure and travel times. Starfleet personnel, including Academy cadets, can make travel arrangements on official Starfleet shuttle flights through the local Transport Command Office (located at every Starfleet facility). Two major shuttle terminals service Greater San Francisco: San Francisco Interstellar Shuttleport and the terminal at Starfleet Command.

GROUND TRANSPORTATION

Getting around Earth's cities via hovercar can be fun and exciting. With extensive public transportation systems, traffic jams (times when streets became congested with too many vehicles) are a thing of the past. In most cities, hovercars are limited to skimming surface streets, and every municipality has an extensive network of roads and highways. Some cities allow hovercar travel along designated flyways. Obey posted altitude and speed regulations (typically 50 meters and 65 mph, respectively). Cadets can obtain a hovercraft at agencies located near transport centers and maglev stations. A list of local rental agencies can be obtained from the Academy's Office of Cadet Assistance.

In order to drive a hovercraft, you must have a license. Obtaining a license is a simple matter of reporting to the local Transportation Authority and passing a driving test. If you have a license to drive from your local planetary government, you can obtain a UFP license from any Federation embassy.

Practically every city maintains commuter transportation systems—typically monorail or short-line maglev services—to facilitate travel between neighborhoods, popular tourist destinations, and important services, and even into the suburbs. Trains run according to fixed schedules, usually posted at every commuter terminal. Tickets are available from computerized, self-service ticket machines located in each station. In San Francisco, the Cityspan system provides service across the city.

LICENSE TO FLY

To obtain a hovercraft license, a character need only know the skill Vehicle Operation (any Specialization) 1 (2). Getting a shuttlecraft license requires the character to know the Shuttlecraft specialization of Vehicle Operation at level 3 or higher.

San Francisco

The city you are most likely to experience in depth is, of course, San Francisco, the home of the Academy and thus the city most accessible to you. Citizens of San Francisco—or “the Bay Area,” as residents often call it—are accustomed to seeing Starfleet cadets walking the streets and patronizing local merchants. Indeed, they take pride in being the “hosts” of Starfleet’s headquarters and Academy.

San Francisco encompasses an astonishing array of neighborhoods displaying an equally vast selection of cultures and lifestyles. You can walk down the street and gradually pass from quaint residential neighborhoods to commercial districts to ethnic neighborhoods decades (or even centuries) old. A simple afternoon stroll through the city is one of the most enjoyable and relaxing ways you can spend some of your free time. The Office of Cadet Assistance can provide maps and suggestions on places to go, but, again, exploring on your own may offer you the most benefit.

Many of San Francisco’s neighborhoods are actually former cities absorbed by the metropolis as it grew to cover the area around San Francisco Bay. Such places as Oakland, Palo Alto, San Jose, Mountain View, and San Bruno, once distinct urban areas in their own right, have long since become part of the greater city. Thanks to an extensive network of commuter maglev trains and well maintained roads, traveling from one part of the enormous city to another is much quicker and easier than it has ever been.

A TAPESTRY OF HISTORY

San Francisco’s history is rather tumultuous but contributes to its unique charm. It began as a port city founded by a human nation, Spain, in the late

18th century, but was conquered, along with the rest of the region known as California, by another human nation known as the United States about seventy years later. Thereafter it rapidly grew in size and importance, since its location made it an excellent port during the days of sailing ships.

A massive earthquake destroyed much of the city in the year 1906, but the enterprising citizens soon rebuilt it bigger and better than ever. In the late 20th century it became not only an important commercial center but also a major cultural influence on the United States and the world. During the Eugenics Wars, San Francisco served as an important supply base for American and United Nations forces fighting Khan Noonian Singh and his fellow supermen.

Following the ravages of the Eugenics Wars, San Francisco’s fortunes declined. The cessation of wartime income plunged the city into a depression. In one of the country’s darkest periods, the United States declared the formation of Sanctuary Zones in 2020 to deal with the growing number of homeless, jobless, and criminal individuals.

One of the first, and largest, of the Zones was established in what is now the southernmost part of San Francisco proper. Hundreds of thousands, perhaps millions, of America’s downtrodden were interned until the Bell Riots in 2024 led to the abolition of the Zones.

Afterward the city’s history becomes murky, due to the widespread destruction of records that resulted from Earth’s Third World War. The city suffered significant damage from nuclear warheads and biogenic weapons. After Zefram Cochrane’s historic warp flight in 2063, the city’s undaunted citizens rebuilt San Francisco, just as their ancestors had done after the Great Quake.

As a testimony to San Francisco’s resilience, when the five planets founded the United Federation of Planets a century later, they held the signing ceremonies in a new, vibrant San Francisco. The city became the Federation’s capital, and Starfleet Command was located here—along with its Academy.

EXPLORING SAN FRANCISCO

The Academy is located on the northernmost tip of the peninsula which formed the heart of traditional San Francisco proper, on the grounds of what was, three centuries ago, a United States military base named “the Presidio.” Most cadets find the best way to get to know the city is to start just outside the Academy and work their way south, letting curiosity and desire guide them. Each of the various old neighborhoods, commonly known as “districts,” has something to offer.



THINGS TO SEE AND DO

San Francisco has many attractions to suit a variety of tastes and interests. To find truly wild areas, suitable for hiking, fishing, and similar activities, cross the majestic Golden Gate Bridge and leave the city proper. Within but a few hours' drive of the Academy are several wilderness recreation areas. You will come to know some of them quite well during your planetary survival training courses, but may enjoy visiting them on your own under more congenial conditions. Many cadets find the region's giant redwood trees, some of the largest botanical life-forms in the Federation, of particular interest.

If you are looking for a more urban lifestyle, San Francisco has plenty to offer you. During the daytime, the SoMa (South of Market), Mission, Castro, and Haight-Ashbury districts, among others, have hundreds of quaint shops and cafés to visit, as well as preserved historical buildings (a few even dating back to the city's earliest days 500 years ago). At night, these areas truly come to life as theaters, taverns, small music clubs, and restaurants open for the evening. Many cadets find these places an excellent way to unwind after a hard day's work.

In short, whatever your tastes, you'll find something to satisfy them in San Francisco. Enjoy your home away from home during your time at Starfleet Academy.

CULTURAL DISTRICT

Known in centuries past as the Financial District because it contained numerous banks, stock brokerages, commercial office buildings, and the like, following World War III it was rebuilt as a center of culture and learning. Schools, learning centers, art

galleries and studios, bookstores, and museums abound. Lunchtime concert series, children's story hours, and new art and museum exhibits attract people to the Cultural District every day. Many cadets enjoy studying in the park or taking a break from their duties to window shop.

STARFLEET COMMAND

Located on the blue line (Starfleet Command station), and east of the Academy grounds, Starfleet Command comprises a campus of its own. The sprawling four-hundred-twenty-acre facility includes office buildings containing Starfleet's many departments, the facility's busy shuttle terminal, and the hulking Building C, which houses the Office of the Chief in Command, Office of Fleet Operations, and the massive operations center. Exhibits in the grand portico of the latter outline famous incidents in Starfleet's history and document research and discoveries made by its explorers. While much of the campus remains closed to the general public for security reasons, the tour of the facility remains one of the most popular tourist activities in the city. The visitor center presents a 45-minute holovideo of Starfleet's history. Tours weekdays 08:45-16:15. Closed Federation holidays.

THE FOSSE MENAGERIE

One of the most unusual zoos on Earth, the Fosse Menagerie exhibits alien lifeforms from across the Federation. Created by an act of the Federation Council, the 200-acre park embodies the finest in Terran and Vulcan landscaping and possesses thousands of species in their native habitats. The zoo's most popular resident is "Walker," one of the few remaining Corvan *gilvos*. Admission free. Open daily 08:00-18:00.

FEDERATION HALL

The Federation Council is housed in Federation Hall, one of the finest examples of Neo-Modernist architecture in San Francisco. The massive Rotunda is a veritable art gallery of Federation history featuring Palla'hari's mural of the signing of the Articles of Federation, and statues of important statesmen (such as T'Shenn, Tarnoc, and Mark Wells). A 40-minute tour leaves from the Rotunda every quarter hour and provides access to the visitor's gallery overlooking the Council Chambers.

To get to a Federation Council member's office, ride the monorail that joins Federation Hall with nearby Council office buildings. Many students walk or ride over to Federation Hall on their lunch break to watch Council members at work. Open daily 09:00-15:45; summer hours determined annually. Closed Federation holidays.

GOLDEN GATE PARK

Located only a short distance south of the Academy grounds, the park contains acres of open land designed for recreation. In addition to rolling fields perfect for running, picnics, and impromptu games, the park has sports fields, swimming facilities, a museum devoted to early Federation art, and a combination science center/aquarium/zoo called the Bertollini Forum.

Some Forum staff members teach special classes to Academy cadets interested in various subfields of the biological sciences.

A CITY FOR GOURMETS

San Francisco boasts hundreds of eating establishments, covering a universe of gastronomical choices. More than one cadet has spent his time at the Academy eating at a variety of restaurants, never dining at the same place twice. Others have preferred to find one or two favorites and patronize them repeatedly. If you're new to Earth, you should give its cuisine a try; most nonhuman cadets come to enjoy it immensely.

THE FIVE STARS

A pleasant cafe near the Chambers which has been a favorite with cadets for decades. Named after the five founding members of the Federation, the Five Stars specializes in cuisine from all five species—everything from Earth's delicious pastrami sandwiches to Vulcan *plomeek* soup to Centauran *haleera* ("rose-petal pasta"). During examination periods, the Five Stars remains open twenty-four hours a day and provides free coffee (or other beverages of choice) to cadets.

THE PAISLEY HOTHOUSE

Located in the Haight-Ashbury neighborhood, this restaurant features a wide selection of dishes from many Earth cultures and is a good place for cadets to get a feel for what's available before trying out more specialized establishments.

ANDERSON'S STEAK HOUSE

Located in the Mission District, many cadets receive their first introduction to a favorite human dish—beef—here. (Human cuisine often includes more meat than cadets from non-meat-eating cultures, such as some Vulcans and Centaurans, are used to; report to the Academy's medical facilities if this causes you distress.) One of San Francisco's most elegant dining establishments, reservations are recommended.

VIVA ITALIANA

You can obtain a human favorite, pizza, a dish made from flattened bread, vegetable sauce, cheese, and other "toppings," at this small restaurant near Union Square. Although any one of hundreds of "pizza parlors" throughout the city serves this delicacy, cadets consistently rate this establishment as their favorite.

QEHQAQ PACH ("THE BEAR'S CLAW")

If you enjoy good Klingon food, this restaurant in the city's SoMa (South of Market) district serves skull stew, *rokeg* blood pie, and over thirty varieties of *gagh*. Go there often enough and the proprietor, a retired warrior named Heldok, might regale you with countless tales of his colorful exploits. Saturday night is Klingon Opera Night.

TES'RON HIVAL

This award-winning Vulcan restaurant in Mountain View is consistently ranked as the best of its kind in the city. Its menu includes all of the standard Vulcan fare known to humans, as well as many more exotic dishes only a native Vulcan can appreciate. Vulcan cadets longing for a taste of home should pay a visit.

Paris

After San Francisco, the city cadets are most likely to visit is Paris, where the President of the Federation has his offices. You may often find yourself traveling there for special study, internships, tutorials, or similar tasks related to your Academy instruction. There are many reasons to visit Paris that have nothing to do with Federation government, however.

THE CITY OF LIGHTS

Founded some 2,000 years ago, Paris has always been one of the great cosmopolitan centers of Earth. As the capital of one of the planet's major nations, France, in the centuries before World War III, it occupied a prominent place on the world stage and continues to do so in these days of a united Earth. Kings, queens, poets, artists, nobles, and those simply noble in spirit have always called it home.

Paris enjoys a deserved reputation as a city of romance. Something about the place, from its majestic buildings to its tiny, charming alleys, speaks to the lover's soul. Whether you stroll down the Champs-Élysées toward the Arc de Triomphe, sail leisurely down the Seine, or stand atop the Eiffel Tower gazing out at the lights of the city at night, you will feel it, too.

As if to complement its romantic nature, the city also exudes a feeling of elegance and sophistication. For centuries Paris has been a center of fashion, art, and style. The salons and galleries of Paris establish the mode, as the French say it, in clothing, perfume, jewelry, and furnishings, or at least heavily influence it by the goods displayed there. More than one cadet has made the trip all the way to Paris to find “just the right thing” for the Academy Cotillion, or at least replicated something similar. Yet Paris is more than a center of fashion; the universal rights of man, fundamental liberties, and political systems like democracy, socialism, and communism all found expression in the cafés of Paris.

THE TWO BANKS

Paris is divided by the Seine River. The northern side, known as the Right Bank, contains the most fashionable and beautiful areas, along with several important landmarks such as the Arc de Triomphe, the Louvre, Place de la Concorde, and Sacre Coeur. The southern side, or Left Bank, is renowned throughout the Federation as a center of learning and wisdom. The Federation President’s offices are located here, along with the Sorbonne (formally known as the University of Paris), the Latin Quarter (a district where many of Paris’s oldest buildings and markets have been preserved), and the Place de la Federation. The latter, a monument commemorating the Federation and its goals, consists of a broad circular plaza ringed by flagpoles containing the flags or banners of each member world or species. In the center of the Plaza stands a statue entitled “Federation,” a Neo-Classical representation of the concept of strength and progress through unity.

In the middle of Paris, located in the river itself, is the Île de la Cite, a small island. On it are the Palais de Justice, a former courthouse now converted into UFP offices and the Museum of the Federation, and the fabulous Cathedral of Notre Dame de Paris (see below).

SEEING THE CITY

- 26 Paris must be viewed properly to understand its magnificence. While it would be easy to fly a shuttlecraft above the city, we suggest instead that you view the landscape from two traditional vantage points the Parisians themselves have employed for hundreds of years.

EIFFEL TOWER

Arguably the most spectacular structure in Paris. Built approximately 500 years ago, it stands almost 300 meters high. It consists of four open iron framework columns that merge to form a single tower. It

offers an unparalleled view of the splendor of the city, especially at night. If you are hungry after your climb to the top, there are several cafés and restaurants nestled within the tower. January-March: 09.30-23.00; March-July: 09.00-23.00; July-September: 09.00-00.00; September-December: 09.00-23.00.

SACRE COEUR

Built on the hill of Montmartre, the Roman-Byzantine basilica of the Sacred Heart dominates Paris. The domes, elongated into ovoid forms, the 80-meter bell tower, and the monument’s pure whiteness make it one of the major landmarks of the city’s scenery. From the hill you can obtain a magnificent view of much of the city, then wander slowly back down through mazes of tiny back streets lined with shops and cafes. 09.00-18.00, and 09.00-19.00 in summer.

THE GRINNING OWL BOOKSTORE

In this age of PADDs and computer readouts, few people read old-fashioned books anymore. If you’re an exception to the rule, or simply want to find out more about Earth antiques, stop by the Grinning Owl, a bookstore located on the back side of Montmartre. It’s full of centuries-old books—pages of paper bound with leather or cloth—containing the works of Shakespeare, Baudelaire, Aristophanes, and hundreds of other members of Earth’s literati. You may find reading from a book instead of a PADD brings you a greater appreciation of literature.

THINGS TO SEE AND DO

THE LOUVRE

Nonhuman cadets seeking an understanding of humans and their culture should schedule a trip to the Louvre, the foremost art museum in Paris and perhaps in the entire world. Built over a thousand years ago as a fortress, it was converted into a museum a few centuries thereafter. The bulk of its collection concentrates on human art, of course—everything from sculpture, to jewelry, to paintings, to anything else which humans consider “art.” Among its most famous paintings are masterpieces by Leonardo da Vinci (including the Mona Lisa), Rembrandt, and Titian; numbered among its sculptures are the Winged Victory of Samothrace (Nike) and Venus de Milo.

Since the Federation’s founding, the Louvre has assembled a collection of art from other member worlds as well. Two hundred years of intense collecting have netted it so many objects that the Sachar Gallery was recently completed to house them all. Included in the “Federation Collection” are massive abstract sculptures in koresite by the Betazoid master sculptor Tephira Prilem, paintings by the Bolian “veri-

tist" artist Lok Ketsral, a collection of holoimages crafted by Arinda Skaelas of Alpha Centauri, and several exquisite clockwork "sculptures" from Tellar.

Exhibits in the Louvre are arranged, roughly speaking, chronologically by media. This, coupled with the objects' proximity to alien artwork, allows visitors, through careful study, to evaluate the human "psyche" over time by studying art from a historical perspective, then comparing and contrasting it to the artwork of other species. Thursday-Sunday: 09:00-18:00; Monday and Wednesday: 09:00-22:00; closed Tuesday.

NOTRE DAME DE PARIS

Much of Paris' history relates to, or has been influenced by, Earth's religions, primarily one called Roman Catholicism, and the city contains many cathedrals, large and elaborate holy structures dedicated to that religion. The largest and most fabulous of these is the Cathedral of Notre Dame de Paris ("Our Lady of Paris"), located on the Île de la Cite. Begun 1,200 years ago, it has served as the cornerstone of the city's faith ever since. Perhaps the greatest example of Earth's Gothic style of architecture, it also features beautiful colored windows made of what humans call stained glass. No visit to Paris would be complete without a stop by this beautiful house of worship. Open daily 08:00-18:45.

THE PARIS OPERA HOUSE

Cadets with an interest in the performing arts often choose to attend performances at the Paris Opera House. Built just 300 years ago, following the destruction of the original opera house during World War III, its lofty style, sweeping walls of whitest marble, and elaborately sculpted gardens stand testament to the hope and potential which suffused humanity following Zefram Cochrane's successful warp flight. The opera season generally runs from early spring to early autumn, but occasional performances occur during the winter months as well.

EMPYREAN HOUSE

Towering 100 stories above the Paris skyline, the building housing the Office of the Federation President is the tallest structure after the Eiffel Tower. Construction began in 2161 and was completed in 2163. This is a working office building, and hundreds of executive branch employees file in to work here every weekday. Tours are available of selected public rooms (including the grand ballroom, the sun room, where foreign dignitaries are welcomed, and the china room, for a glimpse of the china used by previous presidents). The president's private quarters and office, located on the top floors, are not on the tour. Exhibits in the East Gallery display gifts to the presi-



dent from various planets and individuals. During the day, hundreds of workers enjoy lunch in the nearby Place de la Federation. Visitors should line up at the main entrance. Tuesday-Saturday mornings, 10:00-12:00.

CUISINE

The food Paris specializes in is, of course, French cuisine. Although travelers can find other fare—from across Europe, Asia, and the Americas—it is French food that makes Paris stand out. From the sidewalk cafés to the boulangeries, from haute cuisine to nouvelle fare, Paris is a gastronomical adventure.

CAFÉ DES ARTISTES

Located not far from Empyrean House is a small sidewalk café, not very different from thousands dotting the streets of "the City." Open at this same location for centuries, the Café originally catered to Paris's large population of artists, intellectuals, and scholars (hence the name). Today it also includes Academy cadets among its clientele. Long ago, cadets interning at the Office of the President chose the Café as their favorite gathering place at the end of the day, and a tradition began. If your studies, or a brief break from them, take you to Paris, be sure to stop by and experience the old Paris charm. Open daily 08:00-22:00

MAISON COLLINE

Charming, though extravagant, this restaurant serves adventurous French food in a Neo-Post-Modernist decor. Chef Colline likes to experiment with ingredients from across the Federation. Try the

plomeek soup a la Pierre, the grilled *targ* with shal-lots, or the galette of Andorian tubers. Reservations advised. Dinner: 17:30-00:00.

LE ROI DU SOLEIL

Classic French cuisine served in an atmosphere reminiscent of 18th-century Paris. Situated on the top of the Royal Concorde hotel, the view of the City of Lights (particularly at night) perfectly complements the food. Reservations advised. Lunch: 11:00-13:00. Dinner: 17:00-20:30, 22:00-00:30.

London

Located on the island of England, just across a short strip of ocean known as the English Channel from France, London has historically been just as great a commercial, cultural, and industrial hub as its French neighbor. Today its importance lies in its roles as a cultural center and home to many advanced industries.

A CITY OF KINGS

London, which straddles the majestic Thames River, first rose to prominence as the capital of England (later Great Britain), which attained regional and then international importance over the course of the past thousand years. As their wealth and power increased, the British kings built palaces and monuments, some of which still exist today (many, unfortunately, were destroyed in the attacks of World War III). Likewise, as their power increased, so did the size of the city, which has always been one of the largest on Earth. Five hundred years ago, at the height of Earth's Victorian period (named for a long-lived queen of Great Britain who ruled during that time), London was unquestionably the most important city on the planet, the hub of a globe-spanning empire.

Thereafter, the British Empire slowly declined, as Earth became engulfed in first one, then another, then a third world war. London's importance diminished considerably, though it still retained its pride.

28 While the city escaped the wholesale destruction of World War III, the economic and ecological devastation seemed, to some, to sound its death-knell. London became a veritable ghost town of darkened skies, crumbling buildings, and deserted streets; only the poorest citizens remained. Surprisingly, the city bounced back in the mid-22nd century, and by the time of the Romulan-Earth Wars London had rebuilt its large technology and industrial base. Since then, London has remained at the forefront of technological innovation and manufacturing, and today London is one of the most technologically advanced cities in the world.

THINGS TO SEE AND DO

STARFLEET ISS DEVELOPMENT LABORATORIES

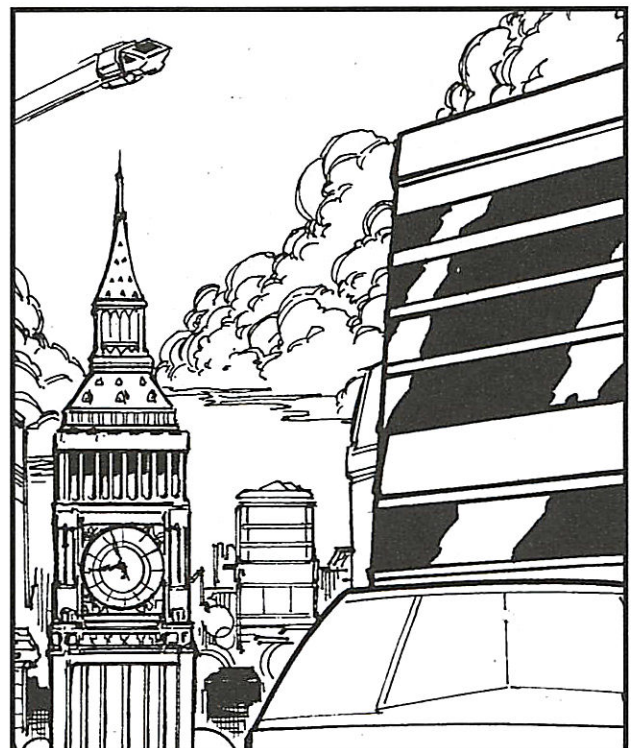
Cadets concentrating on engineering or science might intern at Starfleet's Internal Ship Systems ("ISS") Development Laboratories, located on the outskirts of London. Here Starfleet conducts advanced research on internal ship systems, such as transporters, communications, and even turbolifts. The "Labs" (as London's Starfleet officer community calls them) are especially noted for their work on transporter systems; the ISS labs recently became famous for Dr. Ruthen Coranus' invention of the Federation's interdimensional transport technology. Tours of the facility available upon request.

THE TOWER OF LONDON

Formerly a palace, a jail for highborn prisoners, and an arsenal, the Tower of London is steeped in British history. Located on the north side of the Thames, it now serves as a museum. See where kings were crowned, other kings were beheaded, and many other significant historical events occurred. Of note are the sections of the museum devoted to weapons and armor, which showcase artifacts from Earth's bloody history. Many tourists enjoy feeding the Tower ravens; legend has it that if all of the ravens ever die off, England will fall. March-October, Monday-Saturday 09:00-18:00, Sunday 10:00-18:00; November-February, Monday-Saturday 09:00-17:00, Sunday 10:00-17:00.

HYDE PARK

Like most other large metropolitan areas on Earth, London has several parks. The largest of these is



Hyde Park, an excellent place to visit if the city's surroundings leave you longing for a touch of nature. You can picnic, ride horses, and even play traditional British sports such as rugby and cricket.

BUCKINGHAM PALACE

Once the official residence of Great Britain's royal family, today the palace serves as a public museum. (The royal family, still serving ceremonial roles, moved to more modest lodgings in 2089). Attractions include the Throne Room, Music Room, State Dining Room, and many beautiful apartments displaying an impressive gallery of art and antiques. The palace stands on roughly 40 acres of garden. Be sure to visit during the Changing of the Guard, an impressive display of pageantry and history, which still takes place every day at 11:30. Open daily 09:00-16:30.

MADAM TUSSAUD'S WAX MUSEUM

This museum specializes in wax effigies of famous individuals, a curious art form from Earth's 19th century. Skilled artisans create precise replicas of a person's face from wax and attach them to mannequins dressed in period clothes. While not as precise as a holographic representation, the static figures have an eerie charm. View statues of personages both famous, such as George Washington, Albert Einstein, and Zefram Cochrane, and obscure. Open daily 10:00-17:30.

CUISINE

Throughout history a great deal of humor has been made at the expense of English cuisine, much of it undeserved. When visiting England, visitors would do well to sample the local fare: bangers and mash, steak and kidney pie, and spotted dick, to name a few. (While these names appeal to the few Klingons to visit the country, they are disappointed when the food arrives dead and thoroughly cooked). No trip to London would be complete without sampling the city's fish and chips. London is famed for its many taverns and pubs—drinking and eating establishments, some of them centuries old, which are as closely identified with the city as the sidewalk café is with Paris.

THE LION & DOVE TAVERN

Located on a side street not far from the Houses of Parliament (former seat of the legislature of Great Britain, now a museum), this pub has been a gathering place for the London's Starfleet officer community for many years. Unlike many taverns it is not old; it was founded by an early Starfleet veteran, Commodore Albert Longley (his children's children now operate the establishment). It brews its own beer and ale, and these fine drinks keep people coming in

year after year. Starfleet officers posted in London swear that "L&D ale" is as good as any drink ever smuggled over the Neutral Zone from Romulus.

THE RESTAURANT AT THE RITZ

Located on the ground floor of one of London's oldest and most prestigious hotels, this restaurant specializes in contemporary English cuisine, as well as favorites from across the Federation. Live entertainment and dancing on Friday and Saturday evenings. Proper dress required. Open daily 07:00-00:00.

New Orleans

Located in the south of the former United States, New Orleans is a cosmopolitan city built along a bend in the Mississippi River (hence its nickname, the "Crescent City"). Originally established by the French, and retaining a distinct French influence in its culture even today, it is one of Earth's most fascinating cities—and one you can easily reach from San Francisco for a delightful evening's excursion.

Late autumn, winter, and early spring are the best times to go to New Orleans. Because it is low-lying, built on a river, and located in a region known as the "Deep South," it becomes extremely hot and humid in the late spring and the summer, so few people visit during these times. If you belong to a species that finds such weather pleasant, summertime in New Orleans may be just the thing for you (and you won't have to deal with the tourist crowds).

New Orleans sees most of its visitors in late winter or early spring, during an annual festival known as Mardi Gras. Deriving from an old religious festival, Mardi Gras is a gigantic street carnival in which different civic organizations, known as krewes, compete to have the most lavish "floats" (traveling displays) in the parades and throw the largest, wildest parties. Many celebrants and attendees dress in costume, and the presence of nonhuman species in the crowd only further contributes to the riot of color and strange appearances. Mardi Gras lasts for a week, and many cadets find the time to transport over to enjoy the merriment for at least one evening.

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THINGS TO SEE AND DO

THE FRENCH QUARTER

Perhaps the best-known neighborhood in New Orleans, and certainly the scene of the most lavish Mardi Gras festivities, is the French Quarter (Vieux Carré). The Quarter, which centers on Jackson Square, is one of the oldest parts of the city and retains much of its "Old World" charm. Many of the

city's finest restaurants and jazz clubs can be found here, along with art galleries, antique stores, and many other shops which you might enjoy. Cadets with an interest in human history or burial customs should stroll through one of the large, elaborate cemeteries (burial grounds) in or near the Quarter; old legends say that a strange, powerful type of magic, voodoo, was often practiced in them (and elsewhere in the city).

CONFEDERATE MEMORIAL HALL

In the mid-19th century, the United States was torn apart by a civil war. This museum exhibits battle flags, uniforms, old-style photographs, currency, and personal items from the war. The museum's holosuite recreates important battles of the time every hour on the hour. Monday-Saturday 10:00-16:00.

FOOD AND MUSIC

Humans revere New Orleans for two things: its food and its music.

A blend of French, Spanish, and other influences characterizes New Orleans food, particularly the styles known as "cajun" and "creole." The Cajuns, a people descended from French refugees from Canada, created their own distinct culture and cuisine amid the swamps and bayous surrounding New Orleans. Cajun food is often hot and spicy, as is creole food. Certain species, such as Andorians, Klingons, and even some Vulcans, enjoy New Orleans cuisine very much; others, such as many Betazoids and Centaurans, tend to dislike the heavy spices.

SISKO'S CREOLE KITCHEN

Near the French Quarter, one of New Orleans' most renowned restaurants serves creole favorites like jambalaya and gumbo, and tube grubs. Chef Sisko is always glad to welcome Starfleet cadets to his establishment—and you won't find better food anywhere. Monday-Thursday 11:00-22:00.

OLD N'AWLINS KITCHEN

30 Enjoy Cajun cooking in the heart of the French Quarter. Specials include blackened redfish, soft-shell crab, and alligator. Courtyard dining. Open daily 08:00-23:00

JAZZ

When humans refer to "New Orleans music," they are talking about a distinct form known as jazz. Created in New Orleans itself, jazz has since spread across the planet, and indeed across the Federation along with humans. Jazz is an eclectic musical style varying from fast and exciting to slow and smooth. It defies more precise description in words; you should go to New Orleans and listen to it in a few jazz clubs to find out what it's really about.

New York City

Located in the northeastern former United States, New York City (also known as "NYC" or "the Big Apple") sits at the mouth of the Hudson River on the shore of the Atlantic Ocean. One of the largest and most diverse cities on the planet, New York is a capital of science, fashion, and the arts.

First settled about 700 years ago, New York quickly rose to prominence as a financial and cultural center. By the time of World War III, it was by most definitions the most important city on Earth. As a result, it was attacked repeatedly during the war, and many of its most famous structures (including the renowned Empire State Building and Statue of Liberty) were destroyed. After the war, New Yorkers rebuilt their beloved city and constructed a New Statue of Liberty. In the wake of changes in human society, New York's importance as a financial center diminished, though it gained new prominence in global politics, first as the site of the New United Nations, then as capital of the United Earth Republic.

New York also boasts many important museums. They can teach you much about human culture and history (just like the Louvre in Paris). Among the best are the Museum of Natural History, Metropolitan Museum of Art, Museum of Modern Art (MOMA), and Guggenheim Museum. Both MOMA and the Guggenheim showcase collections of art dating from approximately the year 1900 on, including works influenced by human contact with other sentient species and Earth's membership in the Federation.

THINGS TO SEE AND DO

BROADWAY

Among humans, this street is synonymous with theatrical performances. Many theaters line the sides of the "Great White Way," and the plays performed in them are generally considered the best which Earth has to offer (many nonhuman plays are put on as well). Whatever your tastes in theater—comedy, tragedy, historical, drama—you can satisfy them on Broadway.

LINCOLN CENTER FOR THE PERFORMING ARTS

Located on the upper west side of Manhattan (an island which forms part of New York City), many of New York's prestigious performing arts companies call this complex home. Destroyed in World War III and since rebuilt, it includes the Metropolitan Opera House, the Juilliard School, and the New York Library for the Performing Arts, among other buildings. You can take in a performance there and

afterward stop in one of the elegant bistros and restaurants nearby for a late meal. Times vary according to performances.

MUSEUM OF NATURAL HISTORY

Located on the west side of Manhattan's Central Park, this museum specializes in Earth's natural history. Favorite exhibitions include the Hall of Dinosaurs, the Margaret Mead Center, and the Hayden Planetarium. Sunday-Thursday 10:000-17:45; Friday-Saturday 10:00-20:45.

UNITED EARTH REPUBLIC HEADQUARTERS

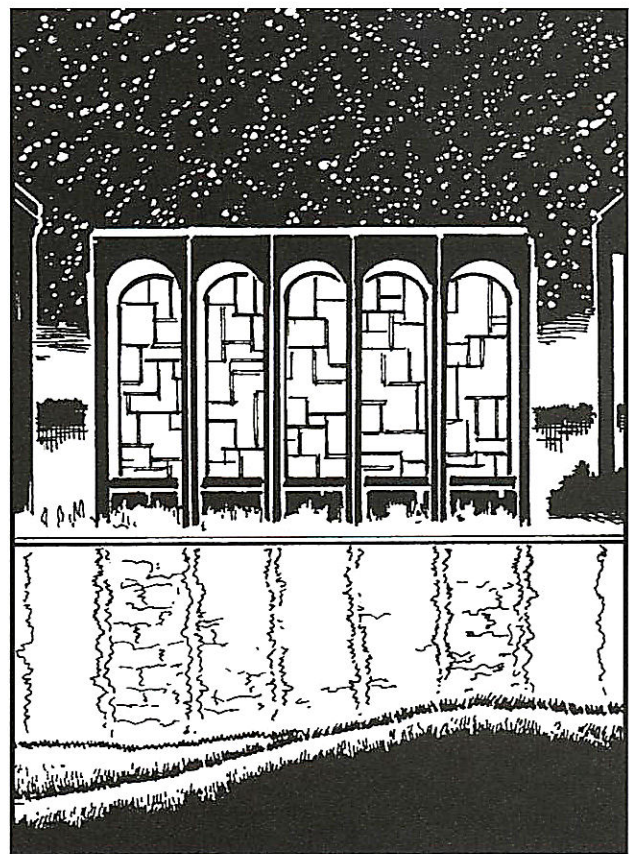
Established in 2113, the United Earth Republic serves as an international parliament representing the nations of Earth. The present building is built on the site of the original United Nations, which was destroyed during World War III, and consists of four main buildings on the 18-acre site: the World Parliament, the Conference Building, the Secretariat building, and the Zefram Cochrane Library. An international team of architects designed the complex in the Neo-Post-Modernist style. Guided tours daily from 09:00-17:15.

Other Places of Interest

No guide, not even this one, can describe for you every place on Earth, your at least temporary home-world, which may be of interest to you. Further data is, of course, available from the Academy's LCARS system. We conclude this section of the Guide with brief mentions of several places in addition to those detailed above which you may enjoy visiting.

BEIJING

Beijing, the capital of China, is one of the oldest extant cities on Earth. Despite numerous attacks during World War III, several of its most important and intriguing landmarks have been preserved. These include several areas or structures built by the Chinese emperors who once called Beijing their capital, such as the Forbidden City (an immense governmental complex into which commoners were not allowed to enter, hence its name), the Summer Palace, and the Great Wall. Other attractions include Tian An Men Square (an immense plaza, often the site of large gatherings and protests in centuries past), the Beijing Zoo (which contains the most extensive collection of non-Earth fauna on the planet after the Fosse Menagerie), and the Beijing Opera. From the city one can easily reach the Great Wall of China, a 2,400-kilometer-long fortification built by the ancient Chinese to keep invaders out.



INDIAN SUBCONTINENT

Home to an almost uncountable number of often-interrelated cultures and religions, the Indian subcontinent is one of the most densely populated regions on Earth (though modern conveniences and medical procedures have relieved the terrible poverty and health conditions which plagued India for millennia). Many notable philosophers, scientists, and diplomats have come from this region. The Eugenics Overlord, Khan Noonian Singh, ruled his empire from the city of Bangalore before being beaten by the combined efforts of Allied forces; to this day, his Imperial Palace remains open to the public. The region around the Ganges River, a sacred waterway, is especially interesting.

NEW ZEALAND

The islands of New Zealand, located to the west of Australia, remain as important wilderness preserves. Although inhabited, both by native Maori tribesmen who live a more or less traditional lifestyle and by people descended from Europeans (most of whom reside in the delightful cities of Wellington, Christchurch, and Auckland), the vast majority of the islands have been preserved as nature reservations. A Federation Penal Settlement is located on the southern tip of South Island, outside Winton; access to this area is restricted.

Most areas are open to exploration; hiking in these parks has been a favorite vacation of many cadets. They also offer the opportunity to observe

many Earth fauna, including some once-extinct species, in their native environments. Cadets seeking more active exercise can try mountain climbing and cliff-diving.

SYDNEY

The largest and most important city on the continent of Australia, Sydney was founded approximately 600 years ago as a penal colony. Despite this inauspicious beginning, it has grown to become a major world metropolis and center of commerce. Fortunately for its inhabitants, Sydney was spared the brunt of World War III; almost no buildings in the city were damaged or destroyed. As such, it offers cadets, especially those from nonhuman planets or cultures, the chance to see many historically significant buildings in their original forms.

Although it is an excellent location for a vacation, brief study break, or “evening on the town,” it is more probable that you will visit the city because of the Starfleet and Federation facilities located there. These include the Southern Cross Shield Research Laboratories (where scientists work to improve shields and other starship defensive systems) and the Lor’Vela Medical Facility (a large hospital for Starfleet personnel). Depending upon your area of study, you may be posted to one of these facilities for an internship or tutorial.

SHORE LEAVE: SYDNEY OPERA HOUSE

If you are interested in Earth’s performing arts, primarily the form known as “opera,” you should pay a visit to the Sydney Opera House, Sydney’s most recognizable landmark. The Opera House, built in what humans call the “Modernist” style of architecture, graces Sydney Harbour. It holds several magnificent performances every year.

The Opera House celebrated its 400th anniversary in 2373. The celebration, designed as a decade-long affair due to conclude in 2383, features not only the best of Earth opera, but, in tribute to the Federation, the operas (or related art forms) of many other species as well. The famed Company *K’mooth*, a Klingon opera troupe, is scheduled to perform in 2378. Engineers are already reinforcing the Opera House’s structural framework in anticipation of the event.

TOKYO

The largest city in Japan and the foremost urban center on the western side of the Pacific Rim, Tokyo is a marvel of modern architecture and technological sophistication expertly intermingled with Japanese historical sites and ancient customs. Whether you go there as part of your studies or simply to enjoy the city’s glittering night life, you are almost guaranteed to enjoy yourself thoroughly.

Even as a first-time visitor to Tokyo, you will have little trouble getting around or finding things. Tokyo was almost completely destroyed during the Eugenics Wars, and after the war was rebuilt in a rigidly planned and precisely organized fashion. All streets run directly north-south and east-west, with numerical names (Street No. 1, Street No. 2, and so on) and parallel addresses—if you know where #37125 Street No. 215 is, you know roughly where #37125 is on every street of that same orientation. The few exceptions or oddly angled streets are easily learned and clearly marked. The city’s maglev system (still known by the old name of “bullet trains”) is so extensive, swift, and well run, and offers such fine views of the city, many citizens prefer it to the use of transporters.

JAPANESE PASTIMES

One of the first places you will probably want to visit while in Tokyo is the Ginza, an enormous shopping and entertainment district. If you cannot find it in the shops along the Ginza, you probably cannot find it anywhere on Earth; they offer a wide selection not only of Japanese goods (both traditional and modern), but of goods from everywhere else on Earth, and virtually every planet in the Federation as well.

When you tire of shopping, stop at any one of the hundreds of gourmet restaurants that fill the district. They serve everything from traditional Japanese fare to Bajoran home cooking, though we recommend that you try the distinctive Japanese cuisine at least once. Since Japan is a chain of mountainous islands, most of its diet consists of seafood (everything from fish to certain varieties of sea plants). A word of warning, however—some Japanese delicacies are served raw! While this may sit well with some species (Klingons are said to eat sushi—uncooked fish—with gusto), others may find it unpalatable.

After your meal, a veritable galaxy of entertainment opportunities presents itself. If traditional Japanese art forms interest you, attend a no drama or kabuki play. If you prefer more modern attractions, at least one of the thousands of clubs, cafés, or theaters is sure to be to your liking.



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_____ to the degree of _____

and to him or her we have freely granted all rights, honors, and privileges pertaining to this degree.

In testimony of which we have appended our names at the city of San Francisco, on Earth in the
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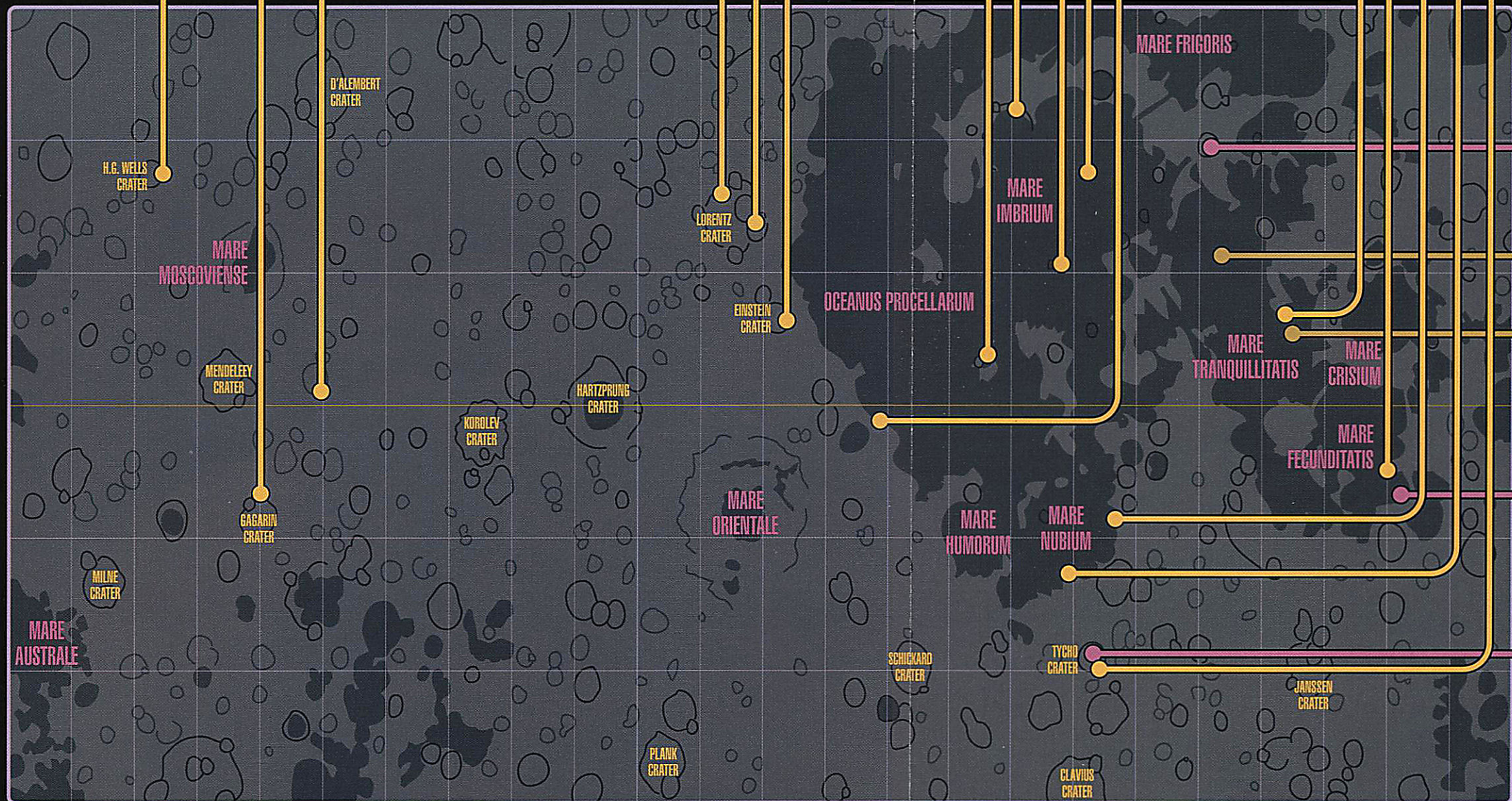
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TYCHO CITY



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- ⑰ BOTELLINI CENTER FOR THE ARTS
- ⑱ INFIRMARY
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- ⑳ PHYSICAL PLANT

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- Ⓑ DORMITORY COMPLEXES: GRADUATE/FAMILY
- Ⓒ STUDENT UNION

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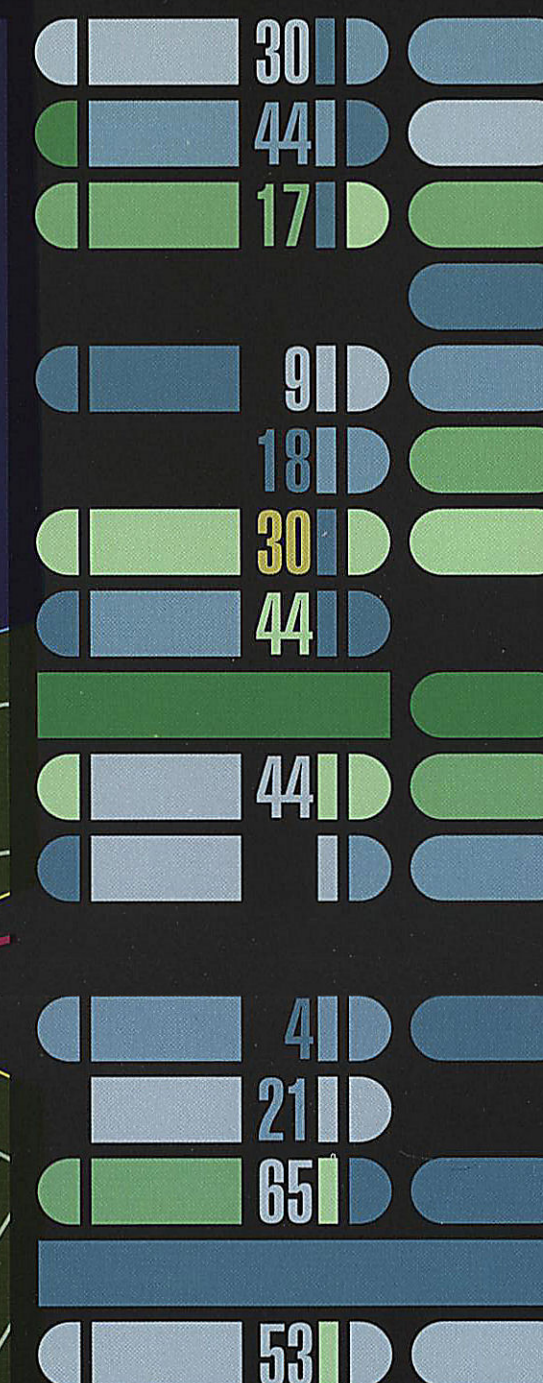
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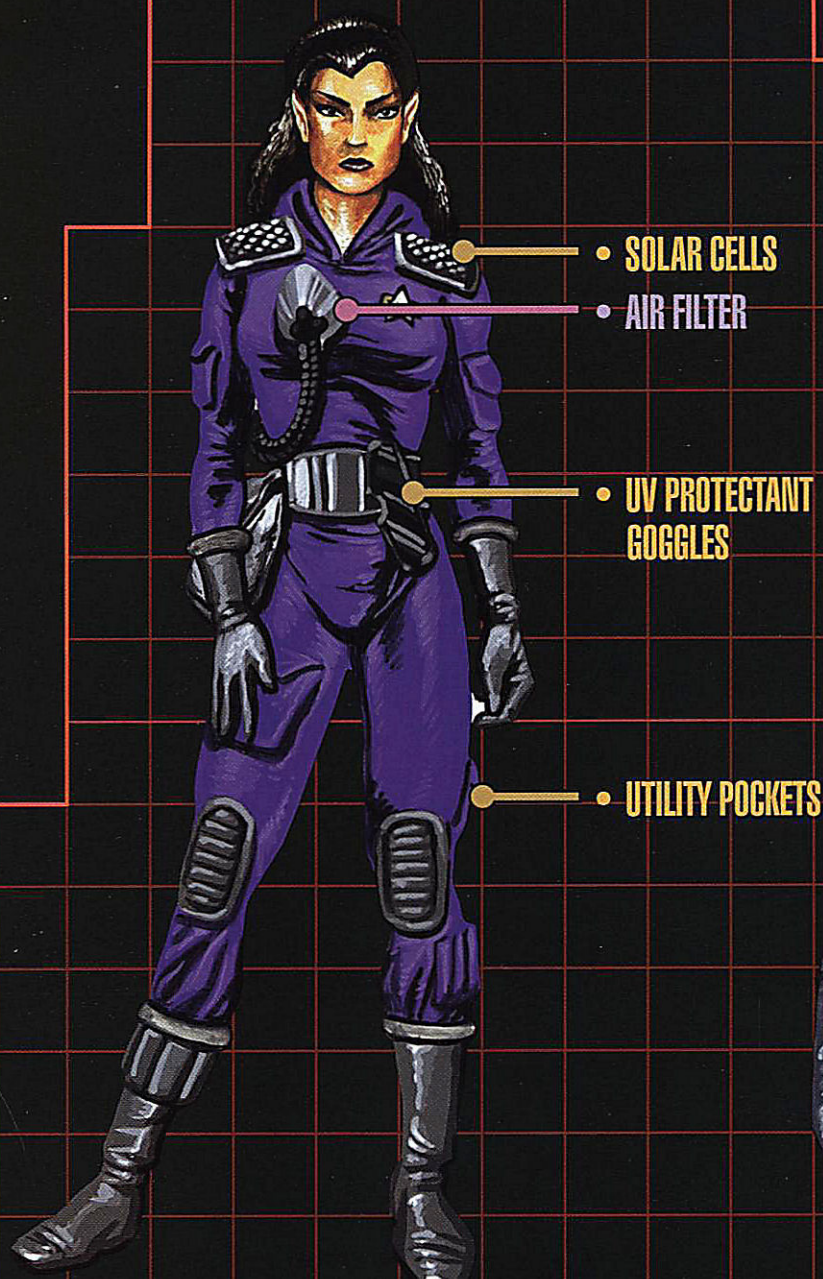
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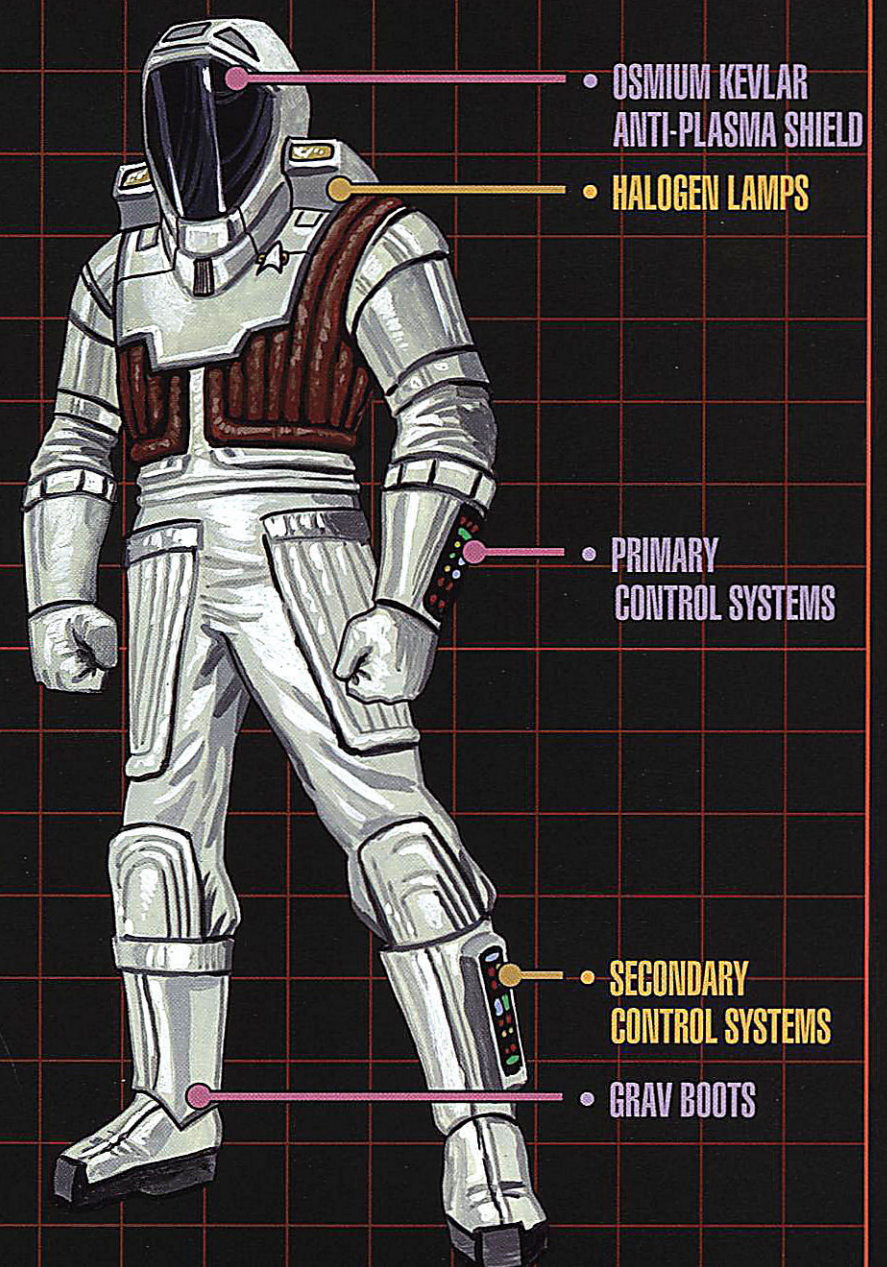
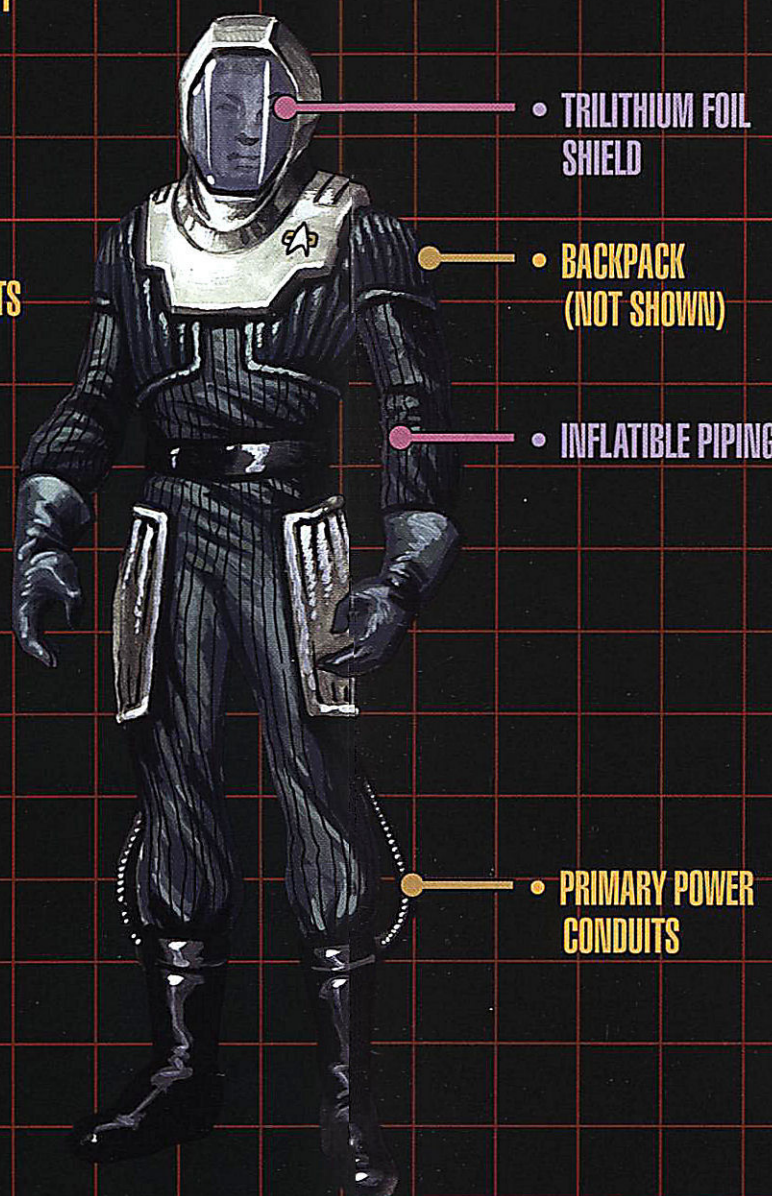
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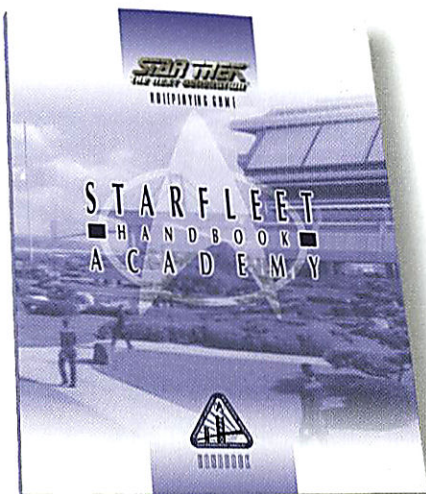
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PLUTO STATION

COMMANDER SCOTT McDERMONT

PLUTO STATION COMMANDING OFFICER

Commander McDermont was assigned to his current post in 2367. Commander McDermont previously served as first officer on board the *U.S.S. Princeton*, which was lost at the battle of Wolf 359 against the Borg. Since his assignment to Pluto Station, the commander has distinguished himself by running station operations at peak efficiency, as well as with the longest continuous duty assignment on Pluto Station. His actions during the attempted Borg invasion of the Sol system in 2373 earned Cmdr. McDermont a commendation from Starfleet for his quick thinking under pressure.

Narrators can use Commander McDermont as a mentor and teacher for cadet characters serving on board his station. Although he doesn't show it, the Commander is deeply scarred by his experience with the Borg at Wolf 359. He hates the Borg, and would welcome another opportunity against them. He insists on excellence from everyone under his command because he feels the crew of the *Princeton* wasn't prepared enough. A cadet chaffing under the commander's authority might bring out some of this background in a confrontation with him.

Attributes

Fitness 2

Vitality +2

Coordination 2

Intellect 3

Presence 3

Willpower +1

Psi 0

Skills

Administration (Starfleet) 2 (3)

(Starship) (3)

Artistic Expression (Drawing) 1 (3)

Athletics (Diving) 1 (2)

Charm (Influence) 1 (2)

Computer (Research) 1 (2)

Command (Starship Command) 2 (4)

(Starbase Command) (3)

Culture (Human) 2 (3)

Diplomacy (Intergalactic Affairs) 2 (3)

Dodge 1

Energy Weapon (Phaser) 1 (3)

History (Human) 1 (2)

(Federation) (2)

Language, Federation Standard 2

Cardassian 2

Law (Starfleet Regulations) 2 (3)

Personal Equipment Systems (Tricorder) 1 (2)

Planetary Survival (Forest) 1 (2)
Space Sciences (Astrogation) 1 (3)
Security (Security Systems) 2 (3)
Shipboard Systems (Flight Control) 3 (5)
Starship Tactics (Federation) 2 (3)
(Borg) (4)
Strategic Operations (System Defense) 1 (2)
Systems Engineering (Sensors) 1 (2)
(Security) (2)
Unarmed Combat (Starfleet Martial Arts) 1 (3)
Vehicle Operation (Shuttlecraft) 2 (4)
World Knowledge (Earth) 1 (2)

Advantages/Disadvantages

Commendation (Grankite Order of Tactics) +1
Department Head +3
Promotion +8
Vengeful (Borg) -2

Courage: 5

Renown: 23

Resistance: 4

Wound Levels: 4/4/4/4/4/0

OUTPOST 92 OFFICERS

LT. COMMANDER VORREK

COMMANDING OFFICER, OUTPOST 92

Outpost 92 is under the command of Lt. Commander Vorrek, a Vulcan officer who runs the station with a crisp efficiency and emphasis on protocol. Lt. Cmdr. Vorrek has a well-known fondness for three-dimensional chess, and often passes his spare time on board the station playing games with visiting officers.

He finds his Chief of Operations to be an effective and competent officer, if not occasionally emotional and illogical. However, he recognizes her skills as a communicator and frequently assigns her to the task of serving as the outpost's liaison.

Attributes

Fitness 3
Coordination 2
Intellect 4
Logic +1
Presence 2
Psi 1
Range -1

Skills

Administration (Starbase) 2 (5)
Artistic Expression (Sculpting) 1 (3)
Athletics (Meditation) 2 (3)
Command (Starbase) 2 (4)

(Starship) (3)
Computer (Research) 3 (4)
Culture (Vulcan) 2 (4)
(Human) (2)
Dodge 2
Energy Weapon (Phaser) 1 (2)
Espionage (Traffic Analysis) 1 (3)
Gaming (3D Chess) 1 (4)
History (Vulcan) 1 (2)
(Federation) (2)
Language, Vulcan 4
Federation Standard 3
Law (Starfleet Regulations) 4 (5)
Mind Meld 1
Personal Equipment (Tricorder) 1 (2)
Physical Science (Computer Science) 2 (3)
Planetary Survival (Desert) 1 (3)
Shipboard Systems (Mission Ops) 3 (4)
Social Sciences (Anthropology) 1 (3)
Unarmed Combat (Vulcan Nerve Pinch) 2 (3)
Vehicle Operations (Close Orbital Craft) 1 (2)
World Knowledge (Vulcan) 2 (3)

Advantages/Disadvantages

Hides Emotions -2
Code of Honor (Vulcan) -3
Eidetic Memory +3
Department Head +2
Promotion +6

Courage: 3

Renown: 15

Resistance: 3

Wound Levels: 3/3/3/3/3/0

LIEUTENANT ROBIN CARSTAIRS

CHIEF OF OPERATIONS, OUTPOST 92

Lieutenant Robin Carstairs works closely with the station commander. The daughter of Earth's representative to the Federation Council, she knows people watch her carefully—both to ensure her safety and to see that she performs her duties well. Lt. Carstairs also serves as a station liaison with visiting personnel, a job where her diplomatic background serves her well. She finds herself to be a good fit with Lt. Commander Vorrek and works well with him, paying special attention adhering to protocol and performing with Vulcan-like efficiency. Robin has a great love for keeping in shape, regularly taking a morning run along the perimeter of the Outpost.

Attributes

Fitness 3
Strength +1
Coordination 2
Intellect 3
Presence 3
Empathy +1
Willpower +1
Psi 0

Skills

Administration (Starbase) 2 (3)
(Logistics) (3)
Athletics (Running) 2 (4)
Charm (Influence) 2 (3)
Computer (Modeling/Simulations) 1 (3)
Command (Starbase) 1 (2)
Culture (Human) 2 (3)
(Vulcan) (3)
Diplomacy (Intergalactic Law) 3 (4)
Dodge 1
Energy Weapon (Phaser) 1 (3)
History (Federation) 1 (2)
(Human) (2)
Language, Federation Standard 3
Vulcan 1
Law (Starfleet Regulations) 2 (3)
(Federation Law) (3)
Personal Equipment (Tricorder) 1 (2)
(Communicator) (2)
Planetside Survival (Low-Atmosphere) 1 (2)
Planetary Tactics (Small Unit Tactics) 1 (3)
Shipboard Systems (Mission Ops) 3 (4)
Starship Tactics (Federation) 1 (2)
(Romulan) (2)
Space Sciences (Astrogation) 2 (3)
Unarmed Combat (Starfleet Martial Arts) 1 (3)
Vehicle Operations (Shuttlecraft) 2 (3)
World Knowledge (Earth) 1 (2)

Advantages/Disadvantages

Department Head +2
Patron (Father) +3
Promotion +4
Synergy +3
Cultural Flexibility +1
Code of Honor (Honesty) -2
Impulsive -1

Courage: 5

Renown: 11

Resistance: 3

Wound Levels: 3/3/3/3/3/0

JUPITER STATION OFFICERS

CAPTAIN SANJEE PATHAK,

COMMANDING OFFICER, JUPITER STATION

The commanding officer of Jupiter Station is Captain Sanjee Pathak. Captain Pathak is a human who hails from the New Ghandi colony, with a long career of service in Starfleet. He has been commander of the station for the past seven years, and was previously captain of the *U.S.S. Tremont*. Captain Pathak enjoys greeting visitors to his station, and can often be found in the docking area, meeting with visiting starship captains. He also works closely with Starfleet Academy to arrange internships and work-study programs on board the station for cadets.

Attributes

Fitness 3
Coordination 4
Intellect 3
Perception +1
Presence 4
Willpower +1
Psi 0

Skills

Administration (Starship) 3 (4)
(Logistics) (4)
Artistic Expression (Writing) 1 (3)
Athletics (Climbing) 2 (4)
Charm (Influence) 2 (3)
Command (Starship Command) 3 (4)
Computer (Computer Simulation/Modeling) 1 (3)
Culture (Human) 2 (3)
Diplomacy (Intergalactic Affairs) 3 (4)
Dodge 1
Energy Weapon (Phaser) 2 (4)
History (Human) 1 (2)
Language, Federation Standard 3
Bolian 2
Vulcan 2
Law (Starfleet Regulations) 2 (4)
(Federation) (3)
Life Sciences (Botany) 2 (3)
Personal Equipment (Tricorder) 1 (3)
Planetary Survival (Mountainous) 1 (2)
Shipboard Systems (Sensors) 4 (5)
(Communication) (5)
Social Sciences (Sociology) 1 (2)
Starship Tactics (Federation) 3 (4)
(Cardassian) 4
Strategic Operations (Defense-in-Depth) 2 (3)
Systems Engineering (Communications) 2 (3)
Unarmed Combat (Starfleet Martial Arts) 1 (2)

Vehicle Operations (Shuttlecraft) 1 (3)
World Knowledge (Jupiter) 2 (3)
(New Ghandi) (3)

Advantages/Disadvantages

Curious +1
Department Head +3
Language Ability +2
Promotion +10
Synergy +3
Code of Honor (Starfleet) -4
Pacifism -1

Courage: 6

Renown: 28

Resistance: 3

Wound Levels: 3/3/3/3/3/0

Captain Pathak's executive officer is Commander Boros Zan, a Tellarite officer who oversees the daily operations on board the station. Commander Zan is well known for his efficiency in maintaining station operations and his brusque manner. Although not intending to do so, Zan and Pathak frequently come across in the manner of "good cop, bad cop"—Commander Zan's to-the-point attitude and Captain Pathak's soft-spoken mannerism provide an interesting contrast.

The Chief of Station Operations is Grace Tyler. Chief Tyler keeps the station's systems running smoothly and serves as chief of engineering. She also assists scientists on Jupiter Station with configuring laboratory equipment, and coordinates repair and maintenance crews. A human woman of slight stature, but boundless energy, Chief Tyler challenges cadet interns to keep up with her fast-paced work schedule.

Jupiter Station's Tactical Officer is Lieutenant Commander Ferlan Gos, who hails from Ackamar III. Lt. Cmdr. Gos oversees the station's internal security, and coordinates patrols outside the Mars Perimeter, working closely with personnel from the Jupiter Outposts, particularly Lt. Cmdr. Vorrek of Outpost 92. Gos and Vorrek have an ongoing chess match. They usually play over sub-space, and in person when they have the opportunity. Secretly, Gos also is smitten with Lt. Commander Carstairs, looking forward to his communiqués with her. To date he has unable to muster up the courage to act on his feelings.

NOTABLE RESEARCHERS

Several dozen scientists conduct research on board Jupiter Station.

DR. LEWIS ZIMMERMAN, DIRECTOR OF

HOLOGRAPHIC IMAGING AND PROGRAMMING

Dr. Lewis Zimmerman is Director of Holographic Imaging and Programming on Jupiter Station. Dr. Zimmerman was responsible for the development and programming of the Emergency Medical Holographic system used on board Starfleet vessels. Dr. Zimmerman's department studies and develops new applications for holographic technology, including holographic assistance programs such as the LMH, advanced holosimulation techniques, and the development of complex artificial intelligence subroutines. The department is currently working on the development of a hologram to assist starship engineers with hazardous tasks. This is complicated by energy emissions found in engineering, which can interfere with the hologram's emitters, rendering it useless. The department also studies the development of holographic intelligences, based on information gathered from the *U.S.S. Enterprise* NCC-1701-D and program Picard Delta One, containing the computer intelligences James Moriarty and Countess Barthalomew.

Attributes

Fitness 2
Coordination 2
Intellect 4
Logic +1
Presence 2
Empathy -2
Psi 0

Skills

Administration (Bureaucratic Manipulation) 1 (2)
Artistic Expression (Holophotography) 2 (4)
(Singing) (3)
Computer (Programming) 4 (5)
(Computer Simulation/Modeling) (5)
Culture (Human) 2 (3)
(Scientific Community) (3)
Engineering Systems (Holographic Systems) 2 (6)
(Transporter/Replicating) (5)
(Computer Systems) (4)
History (Human) 1 (3)
Intimidation (Bluster) 1 (2)
Language, Federation Standard 2
Life Sciences (Biotechnology) 2 (3)
Personal Equipment (Tricorder) 2 (4)
(Holocamera) (5)
Persuasion (Debate) 1 (2)
Physical Science (Computer Science) 4 (5)
(Mathematics) (5)
Shipboard Systems (Sensors) 1 (2)
Theoretical Engineering (Holographic Systems) 2 (5)
(Artificial Intelligence) (4)

Advantages/Disadvantages

Commendation +2
Department Head +2
Innovative +1
Argumentative –1
Arrogant –1

Courage: 5

Renown: 30

Resistance: 2

Wound Levels: 2/2/2/2/2/0

Dr. Trell Kavros, is Director of Advanced Weapons Systems on the station. Dr. Kavros, an Andorian, was awarded the Daystrom Medal for Scientific Achievement for his work in developing quantum torpedo technology in response to the threat posed by the Borg. Dr. Kavros' department studies new and advanced weapon technologies, including high-powered, compression beam, and rapid-fire phasers, quantum torpedoes, heavy-graviton beams, and similar technologies, including sophisticated targeting systems. The department tests experimental weapons at the nearby Starfleet firing range, on board vessels attached to Jupiter Station. He is not well disposed to having cadets meddling around such important research.

Dr. T'vera is Director of Warp Systems Research. The doctor is a graduate of the Vulcan Science Academy, with honors in warp theory. Her department studies advanced warp field configurations, and new dilithium crystal structures designed to enhance engine performance. A more recent project is the study of the effects of warp drive and subspace field stresses on certain regions of space, which may be de-stabilized by warp fields. The doctor frequently consults with Dr. Leah Brahms of Utopia Planitia; the two participating in a joint paper on "Subspace Field Stress: A Comparative Analysis of the Danger of Warp Travel" to be published shortly.

SHIPYARD PERSONNEL

Utopia Planitia's Yardmaster and Chief of Yard Operations is Captain Niles O'Hara. Captain O'Hara is a Starfleet officer with over twenty years of experience as an engineer aboard various starships. He was posted to the position of Yardmaster eight years ago, and has since run the Utopia Planitia yards with all the efficiency he has become famous for. The Captain favors a strong "hands-on" approach to administering the fleet yards, and spends most of his time on board the station, working with administrators and designers to keep Utopia Planitia operating at peak efficiency. The Captain and his family live on the station, and take regular visits to

Mars.

Dr. Sen Dolla is the yard's Director of Starship Development. A Bolian, Dr. Dolla holds advanced engineering degrees from the Bolian Technical Institute and the Daystrom Institute. He has worked in starship design for nearly thirty years, twelve of them as Director at Utopia Planitia. Dr. Dolla oversees the work of the various design teams, and provides direction towards the creation of new ship prototypes. His recent work in overseeing the design of the *Sovereign*-class starship earned Dr. Dolla a commendation from Starfleet for engineering excellence.

DR. LEAH BRAHMS, HEAD THEORETICAL

PROPULSION GROUP, UTOPIA PLANITIA

The head of the yard's Theoretical Propulsion Group is Dr. Leah Brahms. A human and graduate of the Daystrom Institute, Dr. Brahms made substantial contributions to the design of the warp engines for the *Galaxy*-class starship as a junior member of the Theoretical Propulsion Group. She later continued to refine her work in warp field and dilithium crystal matrix development, incorporating the upgrades into the design for the *Sovereign*-class. She was promoted to senior design engineer in 2362. The Theoretical Propulsion Group continues to refine existing warp drive technology, as well as investigating new propulsion theories such as transwarp and soliton wave technology.

Attributes

Fitness 2
Vitality +1
Coordination 2
Intellect 5
Presence 4
Willpower +1
Psi 0

Skills

Administration (Bureaucratic Manipulation) 2 (3)
(Logistics) (4)
Athletics (Swimming) 2 (3)
Computer (Simulation/Modeling) 4 (5)
(Research) (5)
Culture (Human) 2 (3)
(Scientific) (3)
History (Human) 1 (2)
(Space Travel) (3)
Language, Federation Standard 2
Law (Starfleet Regulations) 1 (3)
Material Engineering (Structural/Spaceframe) 2 (5)
Personal Equipment (Tricorder) 2 (4)
(Engineering Equipment) (3)
Persuasion (Oratory) 1 (2)

Physical Sciences (Mathematics) 4 (5)
(Physics) (5)
Propulsion Engineering (Warp Drive) 5 (6)
Shipboard Systems (Engineering) 4 (5)
Space Sciences (Astrophysics) 3 (5)
(Subspace Field Dynamics) (6)
Systems Engineering (Computer Systems) 3 (5)
(Engineering) (5)
Theoretical Engineering (Warp Theory) 3 (6)
World Knowledge (Earth) 1 (2)
(Mars) (2)

Advantages/Disadvantages

Bold +1
Department Head +3
Engineering Aptitude +3
Innovative +1
Sexy +2
Strong Will +2
Arrogant -1

Courage: 5

Renown: 48

Resistance: 3

Wound Levels: 3/3/3/3/3/0

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