**Program Description.** The purpose of the Air Command and Staff College curriculum is the development and enhancement of critical thinking skills and effective communication and articulation to develop higher-order thinking within the context of the war-fighting profession. ACSC courses emphasize applying airpower in joint campaign planning and the operational art of war.

The primary form of instruction in the resident program is through seminars led by exceptionally qualified faculty. The curriculum leverages a mix of classical texts in military history, international relations and national security studies; current doctrine; and many recent publications on current topics in leadership development, great power competition, and the profession of arms to serve as the basis for seminar discussion, writing, and research.

**Program Learning Outcomes.** The ACSC Resident Program produces graduates who are able to:
- analyze the effects of great power competition and adapt and innovate to rapid changes in 21st century warfare;
- understand the capabilities and limitations of military force and how they are best integrated with the instruments of national power, allies, and partners;
- apply military theory, strategy, doctrine, and joint warfighting principles, in order to plan, execute, and adapt campaigns and globally integrated operations;
- comprehend the concepts of surprise, complexity, and uncertainty as they pertain to leadership and the profession of arms; and
- make ethical decisions based on the shared values of the profession of arms.

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

**Duration.** The resident program consists of 10 months of graduate-level study. As the center for US Air Force IDE and as a joint-accredited institution for providing the first phase of joint PME, ACSC annually educates approximately 500 students from all US military services, selected federal agencies, and international officers from over 60 different nations.

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

Educate our Total Force military and civilian defense professionals to innovatively accomplish the deterrence and warfighting missions of the U.S. Air and Space Forces … today and tomorrow.

AFIT VISION

AFIT is widely-known and greatly-respected as:

• A premier institution for defense-focused education, research and consulting assistance
• The student’s first choice for advanced academic education and career-long professional continuing education
• A great place to serve
At a Glance

- History: Created by the Army Air Service in 1919, 102 years of critical education efforts.
- The Air Force Institute of Technology (AFIT) educates and trains over 30,000 DAF, sister service, and international officers, enlisted, and civilian students annually.
- AFIT develops DoD personnel in eight different mission areas.
- 3 operating locations: WPAFB, Kirtland AFB, Barksdale AFB
- Workforce: 510 employees
- Educates in 50 US States and 30+ countries.
- Budget: $221M in funding (FY22).

From Heritage to Horizons: Over a Century of Education Excellence

Wright Brothers at Huffman Prairie

Air School of Application

Air

Space

Cyberspace

1919

2022
## AFIT Timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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<tbody>
<tr>
<td>1924</td>
<td>AFIT conducted a series of accelerated courses to meet emergency requirements in response to WWII.</td>
</tr>
<tr>
<td>1959</td>
<td>NASA announced the names of the Mercury Seven—the first Americans to attempt space flight and the group included Gus Grissom and Gordon Cooper, AFIT alumni.</td>
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<tr>
<td>1969</td>
<td>Dr. Edwin “Buzz” Aldrin (AFIT, PhD in Astronautics) served as a lunar module pilot for Apollo XI and followed Neil Armstrong onto the lunar surface.</td>
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<tr>
<td>2009</td>
<td>RIGEX, an experiment designed and built by AFIT students was flown on NASA Space Shuttle Endeavour Mission STS-123 and successfully tested in a near zero gravity environment.</td>
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**Air School of Application began in 1919**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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<tbody>
<tr>
<td>1920</td>
<td>Flew 1st air-to-air refueling system</td>
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<tr>
<td>1930</td>
<td>Est. Civil Eng., Civilian Institute &amp; Logistics schools</td>
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<tr>
<td>1940</td>
<td>First DL courses offered</td>
</tr>
<tr>
<td>1950</td>
<td>Non-resident &quot;Telelecture&quot; courses</td>
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<tr>
<td>1960</td>
<td>Began ASAM program courses</td>
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<tr>
<td>1970</td>
<td>Est. Strategic Force Studies School</td>
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<tr>
<td>1980</td>
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<tr>
<td>1990</td>
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<td>2000</td>
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<td>2010</td>
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<td>2020</td>
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**Who we are now & in future**

- [Image of military personnel and equipment]
The Air & Space Force Center for Innovation!

Wright Patterson AFB

AF Life Cycle Management Center

National Air & Space Intelligence Center

University of Dayton

AF Research Laboratory

AFIT OL-A KAFB

AFIT OL-B BAFB

AFIT NPS Monterey

Air Force Institute of Technology

HQ AF Materiel Command

What's Driving AFIT? Military Directives

- Military guidance
  - National Defense Strategy
  - USAF S&T Strategy
- Air Force and Space Force requirements
  - AFERB
  - Defense Space Strategy
- SECAF's 7 operational imperatives
- Research Sponsors
What’s Driving AFIT? Educational Directives

• Academic Excellence Standards
  • Higher Learning Commission
  • Accreditation Board for Engineering and Technology, Inc. (ABET) Accreditation
    • Engineering Accreditation Commission
• National Technology Workforce Requirements
• National Academy of Science
• Civil Engineer School courses accredited by International Accreditors for Continuing Education and Training (IACET)

Workforce Highlights

• International Awards
  • 2019 IEEE Fred Nathanson Memorial Radar Award – Dr. Julie Jackson
  • 2021 American Society of Mechanical Engineers (ASME) International Gas Turbine Institute (IGTI) Dilip R. Ballal Early Career Award – Lt Col Brian Bohan
  • 2021 Promising Professional Award by The Society of Asian Scientists and Engineers (SASE) - Dr. Gaiven Varshney

• DoD Level Awards
  • Secretary of Defense Medal for Exceptional Civilian Service (2022) – Dr. Darryl Ahner

• Air Force Level Awards (10 awards 2019 – 2021)
  • 2021 Secretary of the Air Force Leadership Awards in the Company Grade Officer category – Capt Joseph Halley
  • 2021 Air Force Outstanding Science and Engineering Educator Award – Maj Costantinos Zagaris

• Fulbright Scholars
  • Dr. Willie Harper
  • Dr. Jeremy Slagely
AFIT Leadership

Dr. Walter Jones
Chancellor & Director

Dr. Heidi Ries
Provost & Chief Academic Officer

Col Sarah Isbill
AU Det 1 Commander & Director of Staff

AFIT Schools and CI Program Leadership

Graduate School of Engineering & Management
Dr. Adedeji B. Badiru
Dean

The Civil Engineer School
Col Laurie K. Richter
Dean

School of Strategic Force Studies
Col Christopher M. Landwehr
Dean

School of Systems & Logistics
Col Craig A. Punches
Dean

Civilian Institutions Programs
Col William F. Julian
Director
### Professional Continuing Education

- In-residence, On-site, Online, & Distance Learning → 30,000+ Students per year
- Civil Engineering (CE)
  - 80+ courses for the Civil Engineering enterprise
  - Installation Engineering and Emergency Response
  - Courses accredited by International Accreditors for Continuing Education and Training (IACET)
  - 12,000+ officer/enlisted/civilian students/year
- Strategic Force Studies (EX)
  - 20 courses for cyber and nuclear communities
  - Nuclear strategy, NC3, and policy
  - Partners with NATO allies on cyber training
  - 5,000+ students/year
- Systems & Logistics (LS)
  - 200+ Acquisitions and Logistics courses
  - Workshops for emerging needs (Cyber, Test, Data, Digital Engineering)
  - 15,000+ officer/enlisted/civilian students/year

### Graduate Education

- STEM & non-STEM master & doctoral degrees in-resident & at civilian universities
- Civilian Institute Programs (CI)
  - 600 MS/PhD/JD
  - 46 States/15 Countries
- Graduate School of Engineering & Management (EN)
  - 1,100 full and part time students enrolled
  - 24 Master’s programs, 14 Doctoral programs, 8 certificate programs
  - Carnegie R2 classification → high research activity doctoral granting institution
  - Supporting AFMC, other AF MAJCOMs, USAFA, NRO, NASIC
- School of Strategic Force Studies (EX)
  - Academic Partnerships in Nuclear Education (APNE)
  - Scholarships for nuclear-focused graduate degrees & certificates by distance learning
    - ~150 Students
Health Education

- Civilian Institute (CI) Programs
  - CI Medical Enrolled: 1,480
    - Inbound: 275
    - 370 Active Duty; 1,110 IRR-inactive status
  - Health Professions Scholarship Program (HPSP)
  - Financial Assistance Program (FAP)
  - Health Professions Education Requirements Board (HPERB)
    - Advanced Degrees
    - Residencies/Fellowships
    - Medical Education With Industry (EWI)

Initial Skills Training

- 1,000+ officers/civilians per year
  - Civil Engineering (CE) – ~130 32E (MGT 101)
  - Civilian Institutions (CI) – ~15 15A, 15W (Ops Research degree/certificate, NPS meteorology certificate)
  - Engineering & Management (EN) – ~25 15A (Ops Research degree/certificate)
  - Systems & Logistics (LS) – ~900 61X, 62X, 63X, 64P (FAM, MRCO)
Badge/Skills Upgrade Training

- Civil Engineering (CE) – 6 courses required in 9 Enlisted Upgrade Training Career Field Education and Training Plans (CFETPs) (3,855 FY22 students)
- Strategic Force Studies (EX) – Cyber 200 (448 students), Cyber 300 (256 students)
- Systems & Logistics (LS) – Advanced Logistics Readiness Officer Course (48 students FY23)

Developmental Education

- Primary Developmental Education
  - Education With Industry (EWI)
  - 81 officer/enlisted/civilian Fellows
- Intermediate Developmental Education (IDE)
  - Advanced Studies of Air Mobility (Air Expeditionary Center & AFIT/EN)
  - 16 Students per year
Consulting

- F-35A On-Board Inert Gas Generating System
  - Advised Chief Engineer on sampling & analysis techniques
  - Reduced safety hazard to 1 in 1,000,000 for flight near lightning
  - Fixed gas generation system, eliminated groundings within first 15-flight hours of some airframes

- AFSOC AC130J Gunship Crew Size Analysis
  - Provided statistical analysis on initial crew workload and situational awareness testing
  - Analysis lead AFSOC to revise their crew size assumptions and launch a new study in 2021 for aircraft configuration changes
  - Estimate mission requirements can be met with 7 vs 9 crewmembers; 153 positions reallocated, ~$25M annually in savings

Research

- AFIT’s primary mission is education; our graduate education is “defense-focused, research-enabled” education
- We do research at AFIT:
  - As a teaching method – learning by doing
  - To be a “thought leader” for the Air Force and to make sure what we teach is “leading edge”
  - To attract and retain outstanding faculty
- $25-30 million in sponsored research annually
  - No direct funding from the Air Force, all research is sponsored by external organizations (i.e. Air Force Research Laboratory – “AFRL”)

Active Research Areas: Alternative Nav/Autonomy, AI/Machine Learning, Cyber, Data Science/Analytics, Hypersonics, Remote Sensing, Digital Engineering, Directed Energy, Small Satellites/Space Ops
Research centers enable innovation through faculty-led, student-driven research for our sponsors.
Program Description. The Air War College (AWC) resident program class membership includes officers from each US military service, civilian employees of federal government agencies, and officers from the international community. All US students are dually enrolled in the AWC senior-level professional military education (PME) program and the AU Master of Strategic Studies degree program; therefore, they must meet admission requirements for the Master of Strategic Studies degree. The AWC PME program is accredited for joint professional military education (JPME) phase II as defined for senior level colleges in the Chairman of the Joint Chiefs of Staff Instruction (CJCSI) 1800.01F, Officer Professional Military Education Policy. International Fellows who qualify for entry in the AWC program are enrolled in the AWC senior level PME program and may choose to apply for admission to the Master of Strategic Studies degree program. As the senior Air Force PME school, AWC annually educates about 245 resident students from all US military services, federal agencies, and 45 nations.

Learning Outcomes. Graduates are able to:

- Analyze successful senior leadership in joint, interagency, intergovernmental and multinational environments, evaluate the traits essential to the profession of arms, and understand the proper role and employment of military capabilities, especially airpower.
- Critically analyze complex political-military issues and clearly articulate—through written and oral methods—solutions to influence senior level decisions.
- Assess and develop strategies and military plans which, in concert with other instruments of national power, achieve national security strategic objectives, with a particular emphasis on great power competition.
- Build diverse personal and professional relationships forged from the broader AWC educational experience.

Faculty. The AWC’s unique mission requires a distinctive mix of faculty qualifications and credentials. Traditional civilian academics provide the depth and breadth of subject-matter expertise to guarantee the academic rigor of the college’s offerings while simultaneously ensuring adherence to valid educational theory and practice. Military officers also contribute depth and breadth of expertise as well as relevant, unparalleled currency in military affairs critical to the college’s success.

Duration. The resident program consists of 10 months of graduate-level study.

Eligibility. Lieutenant colonels, colonels, equivalent sister-service, civil service personnel. The Central Senior Service School Selection Board, Headquarters USAF, selects Air Force active duty officers who have demonstrated an outstanding potential for senior command and staff positions to attend AWC. Additionally, US Air Force Reserve (AFRES) officers, Air National Guard (ANG) officers, officers from other US military services, officers from other nations, and US federal government civilians are selected to attend by their respective personnel systems. Refer to Air Force instruction (AFI) 36-2656, Developmental Education for additional information.
Air Force in-residence Enlisted Professional Military Education (EPME) is created and provided through the Thomas N. Barnes Center for Enlisted Education, named after the service's fourth Chief Master Sergeant of the Air Force, Thomas N. Barnes, the first African-American to attain the highest enlisted position in any branch of the U.S. Armed Forces.

The principal instructional method for in-residence Air Force EPME is guided discussion, in which students share ideas, experiences, and work together to achieve various educational objectives. Additional instructional methods include formal lectures, academic research projects and experientials. Objective and performance evaluations are used to determine whether the educational requirements outlined in the course are met.

**Mission.** Enhance the Enlisted Profession

**Vision.** The Center of Excellence for Developing the Enlisted Warfighter

**Schools, Courses, and Programs**

Airman Leadership School (ALS) is an education program held at base level to prepare Senior Airmen for positions of greater responsibility. This course teaches leadership skills required of supervisors and reporting officials throughout the Air and Space Forces. ALS enhances the development of Senior Airmen by strengthening their ability to lead, follow, and manage while they gain a broader understanding of the military profession. ALS is attended by Senior Airmen (E-4) and required for promotion to Staff Sergeant (E-5).

The Noncommissioned Officer Academy (NCOA) is the second level of enlisted PME and prepares Technical Sergeants to be professional, war-fighting Airmen and Space Professionals who can manage and lead units in the employment of Air and Space power.

The Air Force Senior Noncommissioned Officer Academy (AFSNCOA) is the third level of enlisted PME. AFSNCOA prepares senior NCOs to lead the enlisted force in the employment of airpower in support of US national security objectives. There is a single resident AFSNCOA located at Maxwell AFB–Gunter Annex.

The Chief Master Sergeant Leadership Course (CLC) is the capstone and pinnacle level of Enlisted Professional Military Education (EPME). The CLC provides Chief Master Sergeants the education to bridge strategic vision into tactical and operational execution. Throughout the program, the CLC emphasizes critical thinking and an enterprise-level view in order to educate, inspire, and develop Chief Master Sergeants into strategic-level leaders who effectively lead, manage, and mentor lethal and ready organizations.

The Enlisted Professional Military Education Instructor Course (EPMEIC) strives to produce enlisted Airmen and Space Professionals who can teach and lead effectively in and out of the classroom. The curriculum is designed to heighten students’ appreciation for and understanding of classroom fundamentals and essentials; technical skills associated with EPME classrooms, and the typical day-to-day performance expected of EPME
professionals. EPMEIC teaches methodologies that are very specific to EPME and is considered the “gateway” for an EPME instructor.

Airman Leadership School (ALS) Resident Program

Program Description. The Airman Leadership School (ALS) is a resident CCAF-affiliated course that consists of 192 hours of resident classes. Each student earns ten semester hours of undergraduate credit upon successful completion of the course.

ALS is the critical foundation of enlisted professional military education (EPME) and focuses on developing leadership skills required of first line supervisors and reporting officials. The ALS program’s mission is to prepare Senior Airmen to be professional, warfighting Airmen who can supervise and lead Air Force work teams to support the employment of air, space, and cyberspace power. To maximize and enhance the program’s effectiveness, the course is comprised of four outcomes: The Mission, Leadership, Problem Solving, and Air Force Culture. There are 23 individual lessons incorporated into these outcomes. To achieve the rigorous educational requirements and objectives outlined in the program, students participate in various discussions, group activities, in-class exercises, and complete assigned performance tasks. The students’ mastery of these outcomes is assessed via a capstone exercise.

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

Program Learning Outcomes. ALS produces graduates who are able to:
• communicate their contribution to the wing and Air Force missions;
• collaborate and connect with members of the Air Force team;
• apply cognitive strategies to solve Air Force problems;
• exhibit the Air Force core values and instill them in others.

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

Duration. The ALS program is delivered in 24 academic days. Most schools conduct seven classes each year educating 15,000 students.

Eligibility. Refer to AFI 36-2670, Total Force Education.

Noncommissioned Officer Academy (NCOA) Resident Program

Program Description. The Air Force Noncommissioned Officer Academy (NCOA) is a resident CCAF-affiliated course that consists of 196 classroom hours. NCOA is the second level in the continuum of Air Force Enlisted Professional Military Education. It is preceded by Airman Leadership School and followed by the Senior Noncommissioned Officer Academy. Unlike other courses which evaluate one’s knowledge and comprehension using end-of-course examinations, this course incorporates in-class exercises as well as performance tasks to assess the students’ comprehension of the lesson concepts and principles. To maximize and enhance the program’s effectiveness, the course is comprised of four modules: The Mission, Leadership, Problem Solving, and Air Force Culture. To determine whether students achieve the rigorous educational requirements and objectives outlined in the program, students participate in various discussions, group activities, in-class exercises, and complete assigned performance tasks. NCOA is conducted at 11 active-duty Air and Space Force bases worldwide. During the course, NCOA instructors facilitate a dynamic and rigorous
standardized curriculum that challenges and allows for open dialog. The program is student-centered, and the curriculum is designed around the various types of adult learners. The curriculum also develops students’ professionalism and critical-thinking skills.

**Program Learning Outcomes.** NCOA prepares NCOs to:
- Assess and advocate actions necessary for strengthening organizational culture;
- Examine the impact of leadership actions and determine proper courses for achieving team goals;
- Collaborate with team members to analyze problems and implement solutions; and
- joint knowledge, skills, and abilities to Air Force tactical and operational actions.

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

**Duration.** The NCOA program is delivered in 25 academic days. The 10 academies around the globe hold up to seven classes each year, educating 7,600 students.

**Eligibility.** Refer to AFI 36-2670, *Total Force Education.***

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**Air Force Senior Noncommissioned Officer Academy (AFSNCOA) Resident Program**

**Program Description.** The Air Force Senior Noncommissioned Officer Academy (AFSNCOA) consists of 198 classroom hours. The course prepares SNCOs for increased leadership responsibilities in the joint, combined, and interagency environment. Specifically, the AFSNCOA educates SNCOs to help them become adaptable, critically-thinking, and strategically relevant leaders. During the course, students build upon concepts they learn to apply during the Capstone Wargame scenario.

**Program Objectives.**

**Program Learning Outcomes.** The SNCOA program prepares SNCOs to:
- Help students understand the effect and relationship between all instruments of national power: diplomatic informational, military, and economic.
- Provide instruction and guidance to enable students to adapt the ability to look “up and out” while simultaneously remaining focused “down and in” and communicating effectively through all levels of the chain of command.
- Help students to operate and lead in the Joint, Interagency, Intergovernmental, and Multinational (JIIM) environment.
- Encourage its students to develop awareness, perspective and understanding; to anticipate and adapt to surprise and uncertainty, recognize change, and assist in transitions and fully exemplify the attributes of mission command (understanding, intent, and trust).

**Faculty.** The AFSNCOA faculty members are required to have at least an associate’s degree (or fall within one year of completion) and to complete the Enlisted Professional Military Education Instructor Course (EPMEIC) before instructing at the academy. Faculty must complete a minimum 36-hour teaching internship during their first year of assignment at the school.

**Duration.** The AFSNCOA program is delivered in 25 academic days. There are six classes each year with 250 to 315 students in each class.

**Eligibility.** SNCOs from the total force may attend the resident AFSNCOA. Selected sister service and international military personnel also attend on a limited basis. Active-duty Air Force personnel must have at least one year of retainability following graduation. The Air Force Military Personnel Center identifies and notifies active-duty students for program attendance. Air Force students must meet Air Force standards.
Chief Master Sergeant Leadership Course (CLC)

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

Program Learning Outcomes. CLC prepares Chief Master Sergeants to:

- Apply deliberate metacognitive strategies to conceptualize and frame adaptive approaches to problem-solving
- Articulate how the military instrument of power/enterprise contributes to the NSS
- Identify personal and organizational leadership strategies to intentionally exert a positive influence in and across Air and Space Force networks
- Develop purposeful strategies to model and foster AF ethos, identity, and character in individuals and organizations

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

Duration. Completion of the course is delivered in 10 academic days. The CLC conducts ten classes per year educating 706 students.

Eligibility. Chief Master Sergeants from the total force (AD, AFR, and ANG) may attend the CLC. The course is mandatory for active duty CMSgts. Refer to AFI 36-2670, Total Force Education for more details.
Air University - Community College of the Air Force (CCAF) is located at Maxwell AFB–Gunter Annex, Alabama. The mission of CCAF is to:

*Provide enlisted professional pathways to degrees and credentials through military education, training, and experience.*

CCAF awards undergraduate academic credit for formal technical training and enlisted PME courses delivered by off-campus instructional sites for application toward the associate of applied science degree.

CCAF was established 1 April 1972 at Randolph AFB, Texas, and received degree-granting authority in July 1976. CCAF awarded its first associate of applied science degrees in April 1977. From 1980 to 2004 the college was separately accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award the associate degree. The college is now accredited through Air University by the SACSCOC.

CCAF functions as a single institution with respect to academic records, course credit documentation, and educational and credentialing programs management. The detailed description of each CCAF degree program is available in the separate *CCAF General Catalog*, published every three years and available online at [http://www.airuniversity.af.edu/Barnes/CCAF/](http://www.airuniversity.af.edu/Barnes/CCAF/).
Named in honor of aviation pioneer and former 8th Air Force Commander, General Ira C. Eaker, the Ira C. Eaker Center for Leadership Development is part of the Air University and located at Maxwell Air Force Base in Montgomery, Alabama. The Eaker Center provides leadership education, functionally aligned technical training, professional continuing education and civilian undergraduate education to Department of the Air Force and other Department of Defense personnel. The Center is comprised of an Academic Operations Directorate and six primary schools: Commanders' Professional Development School; Force Support Professional Development School; Air Force Chaplain Corps College; Civilian Leadership Development School; Air Force First Sergeant Academy; and the Defense Financial Management and Comptroller School. Each year, the Center educates more than 30,000 students in the classroom and via distance learning. Professional continuing education and technical training are critical components for preparing Airmen, Guardians, and other DoD personnel (both military and civilian) to meet the challenges of a volatile and dynamic environment. Eaker Center courses are designed to establish, improve, and institutionalize enduring functional competencies, as well as develop individual leadership and management skills. Eaker's classroom instruction is supplemented by a select and distinguished cadre of adjunct faculty who are senior leaders and recognized functional experts in the Air Force and DoD. In addition to education, the Eaker Center conducts research and provides consultation to Department of the Air Force functional communities by harnessing the insights and creativity of its faculty and students in order to contribute new knowledge to fields relevant to the warfighter and to inform and influence the thinking of key stakeholders in a responsive and impactful manner.

Vision:
The Center of Expertise and Innovation for leadership and professional development.

Mission:
Advance warfighter development through targeted professional continuing education and training.

Commanders’ Professional Development School
Program Description. Prepares leaders for duty as wing commanders, command chiefs, vice wing commanders, group commanders, senior enlisted leaders, senior materiel leaders, incident commanders, and emergency operations center directors. The school prepares attendees to deal with critical leadership and management challenges through the lens of Mission Command and Air Force Major Performance Areas. The Wing Command Team Course, Group Command Team course, Senior Materiel Leader Course, Senior Leader Mission Generation Course, and Wing Executive-Level Response Course convene five times each year, and the Emergency Operations Center Director Course convenes seven times a year at Maxwell AFB and once each year at Wright-Patterson AFB. Also prepares selected individuals for future leadership opportunities at the squadron level through intensive human domain leadership training in the Leader Development Course for Squadron Command.

Program Learning Outcomes. Prepare and empower command teams to effectively execute Mission Command. Comprehend the roles and responsibilities of Commanders and Command Chiefs/Senior Enlisted Leaders across the Major Performance Areas in concert with Airman Leadership Qualities. Prepare command teams to execute the mission, manage resources, improve the unit, and lead people on critical issues affecting commanders, leaders, their people, and their mission. Summarize pertinent information on leadership and ethical considerations in the decision-making process. Deliver team-focused learning experience blending the art and science of Mission Command through senior mentor facilitation teams and subject matter experts. Provide Command teams practical
examples of skills and resources available to enhance the immediate effectiveness of new command teams, to include developing their own 30/60/90-day command leadership framework.

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

**Duration.** The Wing Command Team Course and Emergency Operations Center Directors Course are one weeklong; the Group Commanders’ and Senior Materiel Leader courses last two weeks; the Wing Executive Level Response Course is two days long; the Senior Leader Mission Generation Course is one day; and the Leader Development Course for Squadron Command is two weeks long.

**Eligibility.** The Air Force Colonels’ Group, Air Force Chiefs’ Group, Air National Guard Bureau, and Air Force Reserve Command Senior Leader Management Office determine Wing and Group command teams’ and Senior Materiel Leaders’ eligibility for pre-command training courses. Attendance at the Emergency Operations Center Director Course is mandatory for DAF personnel designated as emergency operations center directors and emergency operations center managers. The course is optional for security forces commanders, operations officers, flight chiefs, command inspector general team chiefs, and installation exercise evaluation team chiefs and senior fire officers. Commanders nominate individuals for the Leader Development Course for Squadron Command through their chain of command.

**Force Support Professional Development School**

**Program Description.** The Force Support Professional Development School (FSPDS) provides functional Professional Continuing Education (PCE) for the Force Support officer, civilian, and enlisted community along with Installation Support Education for Master Resilience Trainers, Sexual Assault Response Coordinators, Sexual Assault Prevention and Response Victim Advocates, Violence Prevention Integrators (in development), and Protocol Specialists. The portfolio integrates in-residence and distance learning, all designed to provide developmental opportunities supporting the A1 enterprise.

**School Overview.** Established in 1965, FSPDS is responsible for professional development of the Force Support officer, enlisted, and civilian communities. FSPDS educators accomplish this diverse mission set through a myriad of PCE courses that reach approximately 3,500 students annually through both in-residence and distance learning instruction. FSPDS develops leaders, managers and supervisors one student at a time.

FSPDS comprises three Teams: The Force Support Development Team concentrates on leadership and foundational education that supports officers and civilians across the span of their careers. Many courses focus on developing competencies within a contingency environment, as well leading in the challenging and complex Force Support Squadron environment or at various staff levels within the A1 enterprise. Courses are also offered in various specialties to prepare individuals for duty assignments in Mortuary Affairs, Military and Family Readiness, Civilian Personnel, and Manpower. The Installation Support Education Team provides PCE opportunities for various specialties including Master Resilience Trainers, Sexual Assault Response Coordinators, Sexual Assault Prevention and Response Victim Advocates, Violence Prevention Integrators (in development), and Protocol Specialists. The Program Support Team delivers course, administrative curriculum, and policy execution support for the entire School.

FSPDS strives to deliver PCE that meets the needs of our leaders as well as our diverse student population. Additionally, we ensure our program aligns with the Eaker Center, Air University, Air Education and Training Command, and Air Force vision and strategy.

**Courses.** Courses offered within FSPDS fall within Force Support PCE or Installation Support Education, and support achievement of the Program Learning Outcomes (PLOs) established within each program area. All in-residence courses are held at Maxwell AFB AL.
Eligibility. Requirements for participants vary for each course. Students can locate the course requirements on the ETCA website at https://usaf.dps.mil/teams/app10-etca/SitePages/home.aspx?isdlg=1&IsDlg=1 for additional information.

USAF Chaplain Corps College
Program Description. The curriculum provides the highest-quality Chaplain and Religious Affairs Airman Professional Continuing Education (PCE) and resources to provide spiritual care and advice to leadership. Air Force Chaplain Corps College (AFCCC) courses include the Basic Chaplain Course, Chaplain Corps Spiritual Leadership Course, Deputy Wing Chaplain Course, Wing Chaplain Course, Senior Chaplain Course, Superintendent/Noncommissioned Officer in Charge (NCOIC) Chapel Operations Course, Religious Affairs Airman Senior Leadership Course, and Religious Affairs Airman, Crisis Intervention Crisis Counseling Course. If funding is available, the college may offer additional PCE courses each year covering topics of interest to the Chaplain Corps.

Program Learning Outcomes. Graduates can:
Perform professional duties and responsibilities commensurate with the roles of Chaplains and Religious Affairs Airmen in providing spiritual care.

- Understand and apply key principles to advising leadership and commanders in the discharge of their responsibilities to provide for the free exercise of religion in the context of military service as guaranteed by the Constitution with regard to ethical, moral, and morale issues and needs for all Airmen and Guardians.
- Understand and demonstrate how Chaplains and Religious Affairs Airmen provide religious accommodation for the free exercise of religion for all Airmen, Guardians, and their families and respect a pluralistic religious environment and support all faith groups.
- Apply spiritual leadership principles and demonstrate transformational leadership within the Chaplain Corps.
- Comprehend expeditionary Air Force requirements and demonstrate how to provide ministry in the readiness and deployed environment.
- Leverage religious support team operations and team building to accomplish the Chaplain Corps mission.
- Develop, implement, control, and evaluate religious programs to ensure unit and wing ministry effectiveness to include unit engagement, worship, liturgies, rites, and other religious requirements for all faith groups.
- Understand and demonstrate resource management of funds, facilities, supplies, and equipment to include chapel administration.
- Demonstrate crisis intervention and counseling techniques and comprehend privileged communication.

Faculty. AFCCC chaplain teaching faculty members must possess a master’s degree in divinity or a comparable field and be endorsed by their ecclesiastical body. Religious Affairs Airmen teaching faculty may possess higher degrees of education but must be certified in education training programs.

Duration. Courses vary in length from 3 to 30 days.

Eligibility. The prerequisites for the Basic Chaplain Course are selection for duty as a chaplain. Chaplains must complete Officer Training School before attending the Basic Chaplain Course. Other courses are pulse-point and just-in-time training to meet the needs of the Chaplain Corps.

Civilian Leadership Development School
Program Overview. The Civilian Leadership Development School provides undergraduate education, competency development, mandatory training, and orientation for the Department of the Air Force’s 165,000 civilian employees and over 2,000 military personnel who supervise civilians.

Civilian Associate Degree Program Description. This 60 credit-hour program helps Department of the Air Force civilians reach their full leadership potential by providing the opportunity to achieve an Associate of Applied Science Degree in Air Force Leadership and Management Studies. The program builds knowledge and
skills in three distinct program areas: leadership, management, and airpower studies. The CLDS faculty teaches the required classes for the program major in an entirely online format while students complete general education/elective classes through credit by examination or transfer credit. The program is accredited by the Southern Association of Colleges and Schools.

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

**Courses.** Courses are offered within program areas (Undergraduate, Supervisory, and Workforce Development) which support achievement of the Program Learning Outcomes established within each program area. The school offers the majority of its courses via distance learning, but also delivers residence courses at Maxwell AFB AL.

**Eligibility.** Requirements for participants vary for each course. Students can locate the course requirements on the Education and Training Course Announcements (ETCA) website at https://etca.randolph.af.mil.

**Target Audience:** Air Force civilian employees and supervisors of civilian employees.

**Program Learning Outcomes**

**Civilian Associate Degree Program**
- Demonstrate comprehension of theories and competencies that support the development of Air Force civilian leaders
- Demonstrate comprehension of management principles, processes and practices within the Air Force organizational environment
- Demonstrate an understanding of concepts, values and actions that define a professional civilian Airman

**Managerial and Supervisory Program**
- Know personal competencies needed to create a cohesive unit fully supportive of its mission
- Understand competencies at the people/team level to advance the organization’s responsibilities within the framework of the operational mission
- Interpret competencies in effecting mission accomplishment.

**USAF First Sergeant Academy**

**Program Description.** The AF First Sergeant Academy (FSA) is a leadership development and technical training course designed to train, educate, and develop select senior noncommissioned officers to serve as United States Air Force first sergeants. First sergeants advise commanders on the readiness, health, morale, welfare, and quality of life of Airmen and families to ensure a mission-ready force. The FSA is a total force academy and integrates students from the active duty, Air Force Reserve, and Air National Guard components. The course is accredited by the Community College of the Air Force and currently awards nine semester hours towards a degree in Human Resource Management. Upon graduation, students are awarded the special duty identifier (SDI) 8F000 and authorized to wear the first sergeant chevron.

The resident learning course consists of 190 hours and is divided into four weeks of demanding curriculum to include First Sergeant Responsibilities, Maintenance and Discipline, Negotiation and Dispute Resolution,
Resiliency Training, and First Sergeant Legal Orientation. FSA also partners with other schools across Air University and industry experts. Vectored first sergeants will attend 20 days of resident study at Maxwell AFB–Gunter Annex, Montgomery, AL.

In addition, FSA offers a first sergeant additional duty seminar for each component. FSA provides oversight of the additional duty seminars to ensure core curriculum requirements are met. The areas of study include Human Resource Management, Maintenance of Discipline, and Readiness.

**Course Learning Outcomes.** The FSA graduate will be able to:
- Provide commanders with a mission-ready force by advising on all matters affecting unit readiness, health, morale, discipline, welfare, quality of life, legal, and quality force indicators
- Lead the unit effort in developing, nurturing, and cultivating a professional culture grounded in the Air Force Core Values
- Facilitate and execute commander’s intent by ensuring Airmen's understanding and compliance with unit policies, goals, and objectives
- Prepare the unit’s enlisted force to best execute all assigned tasks through effective written and oral communication
- Maintain balance/harmony by practicing self-care throughout the first sergeant tour

**Faculty.** All personnel selected as FSA faculty must carry the first sergeant SDI. FSA faculty members are required to have a minimum of an associate degree (bachelor’s degree is preferred) and must complete the Academic Instructor Course (or equivalent) after arrival. Within the first year of teaching, the faculty must complete 120 hours of student contact internship and 30 hours of curriculum development.

**Duration.** The course length is 20 academic days in residence, and the facility can support up to 106 students per resident class. There are seven resident courses offered each fiscal year.

**Eligibility.** The AF FSA course enrolls master sergeants from active duty, ANG, and AFRC. Refer to AFI 36-2113, The First Sergeant, and the special duty catalog (SPECAT) guide for the application, training, and selection process for first sergeant duty in each of the three components.

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Defense Financial Management and Comptroller School

**Program Description.** The Defense Financial Management and Comptroller School (DFM&CS) has developed a continuum of DOD financial management education focused on developing broad comptroller skills, including critical thinking, analysis, advisory responsibilities, strategic orientation, leadership, and effective communications. The educational experience is achieved through auditorium presentations, interactive seminars, networking, small group discussions, and facilitated exercises. The continuum is comprised of three courses: the Defense Financial Management Course (DFMC), the Defense Decision Support Course (DDSC) and the Department of the Air Force Professional Financial Management Course (DAF PFMC). These courses bridge the gap between technical functions and broad financial management (FM) leadership responsibilities. The students must actively participate, formulate individual and group goals, and successfully complete homework and test requirements. All three courses are accredited by the National Association of State Boards of Accountancy (NASBA) and are aligned with, and formally mapped to the DOD Financial Management Certification Program.

**Program Learning Outcomes.** Graduates can:
- Demonstrate the ability to advise senior leaders by using enhanced strategic decision-support techniques.
- Apply new techniques and concepts to improve personal leadership and interpersonal skills.
- Explain the impact of organizational relationships on the DOD mission.
- Appreciate the diverse FM disciplines within DOD.
Faculty. Instructors at the DFM&CS possess a degree in finance, accounting, or a related academic field and at least three years of experience in financial/resource management or a similar area.

Duration. The DFMC consists of approximately 20 hours of pre-course work (a combination of online work and written requirements, as specified) followed by 14 academic days in-residence at Maxwell AFB. The DDSC is four academic days and may be scheduled as a resident course at Maxwell AFB or as a mobile course conducted upon request at installations throughout the world. The DAF PFMC consists of approximately 4 hours of pre-coursework followed by 14 academic days in-residence at Maxwell AFB.

Eligibility. The target audience for DFMC students is DoD Financial Managers in grades O-4 and above, GS-12 and above, and E-8 and above. Lower grades are authorized to attend by exception only. Individual Services and DoD Agencies prioritize their nominees and may further restrict attendance.

The target audience for the DDSC varies depending on the location. To assist in managing throughput and funding, the target audience for resident DDSC classes is the same as the target audience for DFMC. To help facilitate organizational change and increase throughput, mobile DDSC classes are open to any available rank or grade. Students selected for this course should already possess a broad knowledge of the DOD FM environment, a strategic perspective, and above-average critical/creative thinking and communication skills (oral and written).

The target audience for the DAF PFMC is Department of the Air Force GS-9 through GS-12s with at least four years of financial management experience (target less than 10 years) and 60+ higher education credit hours; DAF FM O-3s between 4 and 9 years of time in service (or officers accepted to the Financial Management Leadership Program); and DAF FM Master Sergeants with no more than 15 years of time in service who have an associate degree and are vectored by the FM Enlisted Development Team to attend PFMC.

The Continuous Operations Directorate
Continuous Process Improvement Black Belt Certification Course
Program Description. The Air Force Continuous Process Improvement (CPI) Black Belt (BB) Certification Course is intended to provide an understanding of why, how, and when each of the process improvement methodologies should be used. The course provides instruction for an understanding of the concepts and use of the tools related to process improvement methodologies of Lean Six Sigma (LSS), Theory of Constraints (ToC), and Business Process Reengineering (BPR). This course is the bedrock of a more robust, AF-wide process improvement initiative, providing the education and training required by all AF and USSF members charged with process improvement.

Course Learning Outcomes. Learning in this course enables students to provide value to the DAF by supplying them with tools to lead efforts to maximize value and eliminate waste in all environments—operational, support, and otherwise—and fully integrate continuous process improvement (CPI) across the Air and Space Forces.

Faculty. All instructors are experienced (AF CPI BB certified) active-duty, Reserve, or Guard members of the US military or DOD civilians.

Duration. 10 academic days.

Eligibility. This course is open to all active-duty Air Force, Space Force, Reserve, and Guard officers, DOD civilians, and enlisted in the grades of TSgt through CMSgt. Except in rare instances, students are required to complete CPI Greenbelt (GB) certification prior to attending this course.

Continuous Process Improvement Senior Leader Course
Program Description. The Air Force Continuous Process Improvement (CPI) Senior Leader Course (SLC) is intended to provide an understanding and equip leaders with the ability to assess the gaps in systems and organizational structure that need to be addressed in order to allow a culture of problem-solving and continuous
improvement to develop. The course provides basic instruction for an understanding of the concepts related to process improvement methodologies of Lean, Six Sigma, Theory of Constraints (ToC), and Business Process Reengineering (BPR).

**Course Learning Outcomes.** Learning in this course provides senior leaders with the tools and techniques to lead efforts to maximize process value in all environments—operational, support, and otherwise—and fully integrate CPI across their entire organization.

**Faculty.** All instructors are experienced (BB certified) active-duty, Reserve, or Guard members of the US military or DOD civilians.

**Duration.** 16 academic hours.

**Eligibility.** This course is open to all active-duty Air Force, Space Force, Reserve, and Guard officers, senior enlisted personnel, and DOD civilians in the grades of O-6, E-9, and GS-15. It is also appropriate for subordinate commanders and other key senior leaders to attend. There are no prerequisites for attending this course.
Program Description. The purpose of the Global College of Professional Military Education is to provide Enlisted Professional Military Education (EPME), Officer Professional Military Education (OPME), and an Online Master’s Program (OLMP) through distance learning. Distance learning programs develop and educate military professionals on critical thinking skills, effective communication, and cooperation. The primary forms of instruction in the distance learning programs are through self-paced and facilitated courses that incorporate a combination of readings, assignments, discussion boards, videoconference sessions, and group projects. For OPME and EPME program descriptions, please reference the resident program college. For OLMP, please reference the last section of this document.

Faculty & Curriculum. Instructor-facilitated courses are led by over 200 exceptionally qualified faculty members with a wealth of knowledge and experience to include command experience, Joint Qualified Officers, and previous experience teaching in-resident PME. The curriculum leverages a mix of classical texts in military history, international relations, and national security studies; current doctrine; and many recent publications on current topics in leadership development, great power competition, and the profession of arms to serve as the basis for seminar discussion, writing, and research.

Eligibility. The eligibility criteria for the OPME, EPME, and OLMP programs are found in Air Force Instruction (AFI) 36-2670, Total Force Development.

Mission. Provide distance learning programs to develop and educate military professionals.

Vision. The premiere distance learning college for developmental education in the DoD.

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<th>Peer-to-Peer Interaction</th>
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*Active Duty (AD), Air National Guard (ANG), Reserve (Res), Civilian (Civ), International Officer (IO), Sister Service (SS)

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*Active Duty (AD), Air National Guard (ANG), Reserve (Res), Civilian (Civ), International Officer (IO), Sister Service (SS)
Online Master’s Program (OLMP)

Program Description. This is an accredited master’s degree program designed to produce more effective officers and selected civilians for serving in operational-level command or staff positions. The program fosters the development of higher-order thinking by challenging students to think critically about applying air and space power in joint campaigns at the operational level of war. The curriculum addresses topics including contemporary Air Force operations, national security, leadership, and joint warfare. The OLMP is offered in four concentrations, all of which are separate from ACSC’s traditional non-resident distance learning program. The four concentrations are: Joint Warfare, Leadership, Nuclear Warfare, and Operational Warfare.

Students who complete the Joint Warfare concentration also earn Joint Professional Military Education (JPME) Phase 1 credit and Intermediate Developmental Education (IDE) credit on their Air Force record. Tuition is free and there is no active-duty service commitment associated with the program; however, students incur the cost of required books, personal computer(s), and internet connectivity. The OLMP program consists of approximately 30 credit hours. Courses require 15 to 18 hours of work per week. Students who work steady could complete the program within two years; however, students have up to five years to meet all degree requirements.
Our mission is straight-forward: “**We build leaders.**” The Holm Center vision of the future to sustain “a diverse culture of leadership development focused on Continuous Learning, Enthusiasm, Pride, Compliance and Tradition” is what motivates us every day.

Holm Center provides coordinated leadership and policy direction for the Air Force's officer recruiting, training, and commissioning programs at Officer Training School and at Air Force ROTC detachments at 145 universities. About 80 percent of the new officers who enter the Air Force each year come through one of our two programs. Our staff also manages, supports and develops curriculum to train tomorrow's Air Force officers.

Holm Center also directs the Air Force's high school citizenship training program - Air Force Junior ROTC. We oversee 870 Air Force Junior ROTC units on high school campuses around the world. The aim of that program is to build better citizens for America. We do that today for over 87,000 cadets.

**Officer Training School (OTS)**

**Program Description.** The curriculum for all OTS programs includes, but is not limited to, instruction in four major areas: Profession of Arms, Warfare and International Security Studies, leadership studies, and communication skills. The profession of arms lessons include, but are not limited to, Dress and Appearance Standards; Military Customs and Courtesies; Pay, Allowances, and Leave; Military Justice; and Airmanship. Warfare and international security studies lessons include, but are not limited to, War and the US Military; The Need for Cross-Cultural Competence: Air Force Operations: and Joint Operations. Leadership studies lessons include, but are not limited to, Team Building: Problems Solving: Air Force Leadership: Self-Assessment: Conflict Management: Effective Supervision: and Corrective Supervision and Counseling. Communication skills lessons include basic military speaking principles and writing formats. OTS teaching methods include self- paced prerequisite coursework, auditorium lectures, readings, flight-room classes to include informal lectures, guided discussions, case studies, and experiential learning opportunities.

**Program Learning Outcomes.** Graduates are able to:

- **Leadership** - Apply leadership traits in dynamic environments.
- **Warfighting** - Understand service specific elements in a warfighting environment.
- **Communication** - Apply the elements of effective communication.
- **Profession of Arms** - Value the attributes of a military professional.

**Faculty.** Before assuming leadership of a flight, each flight commander will attend Academic Instructor Course, OTS Initial Qualification Training (IQT), and OTS Mission Qualification Training (MQT). Upon successful completion of IQT and MQT, instructors will be certified.

**Duration.** OTS offers three courses: Officer Training School (40 training days/8 classes annually), Officer Training School – Abbreviated (23 training days/6 classes annually), and Reserve Commissioned Officer Orientation (13 training days/2 classes annually).

**Eligibility.** Students attending the Officer Training School must have a bachelor’s degree, be less than 30 years of age for rated personnel or 40 years of age on the date of commissioning for all others and meet minimum physical requirements for becoming an officer. Competition for entry into this program is rigorous.
Air Force Reserve Officer Training Corps (AFROTC)

**Program Description.** AFROTC is a four-year program that is divided into two phases: the General Military Course (GMC) and the Professional Officer Course (POC). The primary curriculum in AFROTC includes the profession of arms, warfare studies, international security studies, leadership studies, field leadership, and communication skills. Instructional methodologies include informal lectures, guided discussions, case studies, readings, and practical exercises (athletics, group leadership problems, and the leadership reaction course). AFROTC students attend Aerospace Studies (AS) classes along with the classes required in their individual degree plans.

**Program Learning Outcomes.** Graduates are able to:
- Leadership: Apply leadership traits in dynamic environments.
- Warfighting: Understand service specific elements in a warfighting environment.
- Communication: Apply the elements of effective communication.
- Profession of Arms: Value the attributes of a military professional.

**Program Services Outcomes:**
- Provide faculty and student resources to enhance their teaching and learning.
- Offer on-demand customer service with subject-matter expertise to address curriculum concerns and other academic challenges.

**Faculty.** The teaching staff at AFROTC units is made up of selected experienced Department of the Air Force officers based upon professional experience, academic background, and qualifications as instructors. Detachment commanders and AFROTC instructors are sent to Maxwell AFB to complete faculty development training where they enhance their teaching skills and learn more about the mission before reporting to their host universities.

**Duration.** AFROTC is an accession and commission program designed to develop undergraduate degree program students into the profession of arms. The program does allow for some students to exceed the typical 4 years if their degree program necessitates.

**Eligibility.** The first two years of the AFROTC college program (GMC) is open to all students who meet the minimum age requirement of 14 years. Scholarship cadets and all cadets contracting/enlisting must be at least 17 years old and meet AFROTC and DoD eligibility standards. To contract, participate in the POC and commission students must maintain a “C-” or better grade in Aerospace Studies and Leadership Laboratory courses and must have, as a minimum, a cumulative grade point average of 2.0 from the university. There are also medical requirements that cadets must meet and those requirements will be assessed by the Department of Defense Medical Examination Review Board during the program.

Air Force Junior Reserve Officer Training Corps (AFJROTC)

**Program Description.** AFJROTC is a secondary school program designed to develop citizens of character dedicated to serving their nation and community. To support this mission, the Holm Center produces “world-class,” twenty-first century, learner-centered academic materials for AFJROTC high school cadets located at 870 secondary schools worldwide. Currently there are over 87,000 cadets in the program.

Each AFJROTC class consists of three components: aerospace science, leadership education, and a wellness program. Citizenship and character education, the heart of the curriculum program, are primarily embedded in the leadership education series of courses, while sense of service and education in science and technology-related aerospace science are primarily found in the aerospace science series of courses. The flexibility of the AFJROTC curricula design enables each unit to meet the needs of their programs and accomplish the requirements set forth by the district and/or state. The curriculum is correlated to national educational standards using the Midcontinent Research for Educational and Learning (McREL) standards. In addition to the McREL standards, the other national standards alignments include the following:
- Next Generation Science Standards (NGSS)
- National Science Education Standards (NSES);
- Math Standards and Expectations;
- National Council for the Social Studies (NCSS);
- Geography for Life.
The correlations and alignments provide the foundation for standards-based curriculum and should assist each unit meeting district and state requirements. To reinforce what is taught in the classroom, students participate in many outside activities such as field trips to military bases, aerospace facilities and industries, museums, civilian airports, and other areas related to aerospace education.

AFJROTC units also offer the opportunity to participate in extracurricular activities, including drill and ceremonies, summer leadership schools, and honorary academic groups. Additionally, community service projects are a major part of the AFJROTC experience and help instill a sense of civic pride and citizenship.

AFJROTC also provides a Career Technical Education (CTE) credential through the National Occupational Competency Institute (NCOTI). This CTE credential targets 3rd and 4th year cadets with an industry recognized certification in Leadership and Employability Skills, in the Government and Public Administration CTE cluster. Graduates also earn three college credits when awarded this credential.

The AFJROTC program is accredited by Cognia Global Commission. Our academic program has met an explicit set of standards for accreditation and certification. Cognia is the largest accreditation body in the world and widely recognized in K-12 and postsecondary institutions.

The goals of the AFJROTC program are to instill the values of citizenship, service to the United States, personal responsibility, and a sense of accomplishment.

**Program Learning Outcomes.** Graduates are able to:
- educate and train students in citizenship and life skills;
- promote community service;
- instill a sense of responsibility; and
- develop character and self-discipline through education and instruction in air and space fundamentals and the Air Force’s core values of “integrity first, service before self, and excellence in all we do.”

**Faculty.** Retired Air Force commissioned and noncommissioned officers are full-time credentialed faculty members of the participating high school and are employed by the local school board to teach AFJROTC classes.

**Duration.** Standard academic training is 100 contact hours.

**Eligibility.** The AFJROTC program provides citizenship training and an aerospace science program for high school youth. Enrollment in the AFJROTC program is open to all young people who are in grades 9–12, are physically fit, and are US citizens or aliens lawfully admitted to the United States for permanent residence. Host schools are selected upon the basis of fair and equitable distribution throughout the nation.
Air Force Junior Reserve Officer Training Corps (AFJROTC)

Mission
Develop Citizens of Character Dedicated to Serving Their Nation and Community.

Goals
Instill values of citizenship, service to the United States, personal responsibility, and sense of accomplishment.

Personnel and Resources
The AFJROTC staff includes 35 Headquarters personnel and over 1800 retired Air Force officer and enlisted military instructors. There are 870 AFJROTC units with more than 86,000 cadets in high schools across the United States, Guam, and selected Department of Defense Dependent Schools in Europe and the Pacific.

Organization
AFJROTC provides citizenship training and an Aerospace Science program for high school students. Secondary school students who enroll in the AFJROTC program are offered a wide variety of curricular and co-curricular activities. The program explores the historic and scientific aspects of aerospace technology and teaches high school students self-reliance, self-discipline, and other leadership characteristics. Science, Technology, Engineering, & Mathematics (STEM) concepts are also an important part of this world class program. The AFJROTC program is open to 8th - 12th grade students who are citizens of the United States. By Title 10 USC, the program is a citizenship program and not chartered as a recruiting program for the military services. Those students who participate in AFJROTC do not incur any obligation to the Air Force.

AFJROTC objectives are to educate and train high school cadets in citizenship and life skills; promote community service; instill a sense of responsibility, develop character, leadership, and self-discipline through education and instruction in air and space fundamentals and the Air Force’s core values of Integrity First, Service Before Self, and Excellence In All We Do.

Curriculum
Curriculum is comprised of Aerospace Science, Leadership Education, and Health and Wellness studies. Students who successfully complete the classes are granted credit toward graduation. Aerospace Science includes the heritage of flight, principles of aircraft flight and navigation, human requirements of flight, development of aerospace power, aerospace vehicles, rocketry, space and technology programs, aerospace industry, cultural studies of major world regions and cyber technology. STEM curriculum is introduced to help students better understand science and math related curriculum, improve critical thinking skills, and prepare cadets to be more competitive in the 21st Century. Leadership Education introduces students to military customs and courtesies, character education, citizenship in the United States, first aid, wellness, health and fitness, basic drill and ceremonies, effective communications, management, human relations, and college and career readiness. AFJROTC units complement the curriculum through cooperation and resources of organizations such as the National Aeronautics and Space Administration and the Civil Air Patrol.
Leadership Development Requirements
To reinforce the curriculum, cadets are encouraged to participate in activities outside the classroom called Leadership Development Requirements (LDRs). Common LDRs include Unmanned Aircraft Systems, CyberPatriot, StellarXplorers, Rocketry, Academic Bowl, Marksmanship, Drill and Color Guard teams. Many units develop localized LDRs to counter negative high school trends like drug use and bullying by offering tutoring services or conducting skits as part of an Awareness Presentation Team. Through these LDRs, cadets continue to refine their leadership and followership skills while bringing credit to their self, unit, school and community.

Instructors
All AFJROTC instructors are retired Air Force commissioned and non-commissioned officers. The instructors maintain Air Force standards and are trained through the AFJROTC Junior Instructor Certification Course. They are full-time faculty members of the participating high school and are employed by the local school district to teach AFJROTC classes. There are nearly 1,800 instructors serving in 870 units around the world.

Community Service
Community service is a major part of the cadet experience and helps instill a sense of civic pride and citizenship. Each year, AFJROTC cadets do more than 1.6 million hours of community service. Projects range from working with national organizations like the March of Dimes, Muscular Dystrophy, the National Red Ribbon Campaign, and Special Olympics, to participating in local community projects such as cleaning and refurbishing cemeteries and building parks.

Post-High School Scholarships and Other Benefits
Cadets who choose to continue their education after high school have multiple options available.

For instance, the J-100 AFJROTC Character-in-Leadership Scholarship provides eligible AFJROTC senior cadets a four-year scholarship with benefits for those interested in an Air Force commission; the CSAF Flight Academy Scholarship Program allows eligible cadets to pursue interests in aviation by affording the opportunity to earn a private pilot’s certificate; and the Cyber Academy Scholarship Program provides interested cadets college-level cyber training credit as an opportunity to increase interest in the cyber industry. Moreover, students completing three years in AFJROTC are eligible to enter the Air Force two pay grades higher than other enlistees, and are automatically enrolled into the Community College of the Air Force, to receive college credit toward their associate college degree. Students electing to enter other military service branches may be eligible to do so at one or two pay grades above other enlistees.

AFJROTC Support to US Space Force - Space Force JROTC Unit Cohort
With the standup of the US Space Force (USSF) in December 2019, ten Air Force JROTC units were selected and approved to be in the inaugural cohort of high school Space Force JROTC units. This initial group of USSF units converted from Air Force to Space Force JROTC units during the academic year 2021-2022 and will continue to be administered by AF JROTC.

For More Information
For more information on the AFJROTC program, contact AFJROTC Headquarters, 60 West Maxwell Boulevard, Maxwell AFB, AL 36112-6501. Phone: 1-334-953-7513 or, visit the AFJROTC.COM web site link at: http://www.airuniversity.af.mil/Holm-Center/AFJROTC/

October 2022
U.S. Air Force Fact Sheet

Officer Training School

Vision
The premier leader development institution across the Profession of Arms

Mission
Building Total Force Leaders committed to our oath, values, and creed

Ethos
As OTS professionals, we are dedicated to owning the mission. We will purposefully develop as leaders within the Profession of Arms with pride, passion, and unity. We will teach and be taught. We will lead and be led. We will identify and push beyond our limits through courage, resiliency, and hardiness of spirit. We will model the way with a relentless pursuit of excellence...Always With Honor!

Personnel and Resources
The Officer Training School (OTS) staff consists of Regular Air Force, Air Force Reserve, Air National Guard, and United States Space Force members including 105 officers, 35 enlisted and nine civilian personnel, as well as 14 Air Force Reserve Individual Mobilization Augmentee officers and 20 Air National Guard personnel. OTS is a group-level command with three squadrons that train over 2,600 officers each fiscal year. OTS graduates enter the Department of the Air Force in all components: Regular Air Force, Air Force Reserve, and the Air National Guard. OTS is also responsible for commissioning US Space Force Officers.

The $75 million OTS Complex on Maxwell Air Force Base, Alabama, consists of two academic buildings with two large auditoriums, four dormitories, dining facility, physical conditioning center, parade field, running track, and sports fields. Additionally, OTS maintains an Air Expeditionary Force garrison training site, a 200-acre field training facility, confidence course, a rappel tower and two expeditionary assault courses.

History
The United States Air Force initiated OTS at Medina Annex, Lackland AFB, TX, in 1959. The school subsequently moved to Maxwell AFB in September 1993 as part of the Air Force Chief of Staff's vision to align all officer education and training programs under Air University. Its predecessor, the Officer Candidate School (OCS), was established in 1942 at Miami Beach, Fla., with the mission of training and commissioning officers from within the enlisted ranks. OCS moved to Lackland AFB in the spring of 1944 and gained the additional mission of training officers directly from civilian status in September 1951. OCS closed its doors with its last graduation in June 1963.

The first OTS class was comprised of 89 trainees, including 11 women. Accession numbers have varied over the years from 323 the first year, to a high of 7,894 officers in 1967.
Officer Training
The purpose of the officer training course is to train and commission new officers to fulfill Air Force and Space Force Active Duty, Reserve and Air National Guard requirements, in partnership with the US Air Force Academy and Air Force Reserve Officer Training Corps. Accession numbers fluctuate in response to variations between projected and actual US Air Force Academy and Air Force ROTC officer accessions, and Department of the Air Force end strength requirements.

The program consists of 22 hours of pre-requisite distance learning and eight weeks of military training and leadership development for college graduates. The goal of this training is to instill high standards of conduct and provide officer trainees with the essential military knowledge and skills needed for effective performance as Air Force leaders.

Air Force judge advocates, chaplains, some health professionals (doctors and dentists, and hospital administrators), and medical scholarship recipients will attend the first 5 weeks of the training and off ramp after completing all graduation requirements.

Additionally there is a 13-day Reserve Commissioned Officer Orientation (RCOO) program for extremely difficult to recruit Reserve medical officers as determined by their respective functional managers. This course is offered two times per year.

To ensure OTS graduates have the knowledge and skills necessary to become effective Air Force and Space Force officers, OTS faculty members provide instruction and guidance in critical officership areas such as leadership studies, professional knowledge, communication skills, military studies, and field leadership application.

The program instructs these areas concurrently, emphasizing team building, followership, and knowledge acquisition during the first half of training, followed by leadership application during the second half. Lectures, guided discussions, classroom exercises, field leadership exercises and after-hours training activities combine to provide graduates with an in-depth understanding of their roles as future commissioned officers in the Department of the Air Force. The program also features an "Air Expeditionary Force Exercise," a capstone field leadership assessment event, during which students demonstrate their ability to integrate and apply the communication and leadership skills learned throughout the course.

Most of these new officers attend follow-on training after OTS. Training specialties include pilot, navigator, air battle manager; space, missile operations; and several other career fields. The length of training varies according to the specialty.

Motto and Honor Code
OTS’s motto is "Always With Honor," reflected in the school’s honor code: "We will not lie, steal, or cheat, nor tolerate among us anyone who does." The code is a standard of personal conduct for each student. OTS expects each graduate to adopt the code as the ethical standard maintained throughout their Air Force careers.

For More Information
For more information on OTS, visit the OTS web site at [http://www.airuniversity.af.mil/Holm-Center/OTS/](http://www.airuniversity.af.mil/Holm-Center/OTS/). If you are interested in a career as an Air Force officer and considering applying to OTS, contact your local Air Force recruiter via the Air Force Recruiting web site, [http://www.airforce.com](http://www.airforce.com). If you are currently an active duty Air Force enlisted member, contact your base education office or Military Personnel Section.

October 2022
**Program Description.** The International Officer School (IOS) plans and executes preparatory courses for Air War College (AWC), Air Command and Staff College (ACSC), and Squadron Officer School (SOS). Each course is tailored to its follow-on PME program and has three basic functions. First, provide academic preparation for follow-on professional military education (PME) curriculum and methodologies. Second, facilitate cross-cultural adjustment for international military students (IMS) and their dependents if accompanied. Third, fulfill the Field Studies Program objectives outlined in international military training management directives. Attendance at IOS is a prerequisite for IMS enrolling at SOS, ACSC, and AWC.

**Program Learning Outcomes.** Graduates are able to:
- understand US society, institutions, and ideals;
- understand the United States’ military missions, organizations, and terminology necessary to participate in resident PME programs; and
- effectively communicate, integrate, and perform, both academically and socially, in the AU PME environment.

**Faculty.** Qualifications for IOS faculty are determined by relevant academic credentials, professional functional experience, teaching experience, and teaching abilities. Academic credentials normally include appropriate degrees. Professional experience usually includes depth and breadth of experience in the functional area assigned.

**Duration.** The SOS Preparatory Course is delivered in seven weeks; the ACSC and AWC Preparatory Courses are delivered in eight weeks.

**Eligibility.** The Deputy Undersecretary of the Air Force for International Affairs invites countries to attend AU PME courses. Global security cooperation offices must ensure each IMS is properly vetted in accordance with Defense Security Cooperation Agency and military department guidance. IMS must also meet minimum English competency levels for their respective course of attendance. All three preparatory courses require that selected students achieve an English Comprehension Level test score of 80. Students attending SOS must also meet certain physical standards outlined in the Air Force Education and Training Course Announcements (ETCA).
The LeMay Center is the principal organization for developing and assessing Air Force doctrine and advocating airpower doctrine in Joint & multinational arenas. The LeMay Center is the Air Force lead for tactical, operational and strategic lessons learned. Ensuring lessons learned and doctrinal concepts are integrated into the Air Force Tactics, Techniques, and Procedures, wargames, and educations. The LeMay Center is also charged with educating warfighters through resident and distance learning courses. The center executes operational and strategic wargames for the Air Force, Air University and partner nations.

The LeMay Center operates as the Air University Intelligence Office, offering educational electives and intelligence support for core Joint and Air Force Professional Military Education courses. The Intelligence function serves as the Special Security Office (SSO) as well as the Senior Intelligence Officer for AU. The LeMay Center also operates the Joint Integration Directorate integrating plans, curriculum, wargaming, doctrine development and subject matter expertise across all services.

Serves as the Air Force voting member on the Air, Land, Sea Application Center on the Joint Actions Steering Committee to help develop joint solutions for instant combat impact and provide Air Force expertise to ensure relevancy for the immediate needs of the warfighter.

Below are the courses offered by the LeMay Center.

**Joint Flag Officer Warfighting Course (JFOWC)**

**Program Description.** The Joint Flag Officer Warfighting Course (JFOWC) prepares two-star general officers of the five services for theater-level combat leadership responsibilities. It is tailored to provide future theater-level combatant commanders, service component and Joint Task Force (JTF) commanders with a broad perspective of the strategic and operational levels of war. Retired general officers lead the course as senior mentors, guiding discussions to focus at the high-operational and strategic level of war.

Attendees study war fighting, synchronization of interagency operations, military doctrine, and the application of unified, joint and combined forces so they will be better prepared to face future crises.

**Learning Outcomes.** As directed by Chairman, Joint Chiefs of Staff Instruction (CJCSI) 1800-01, Officer Professional Military Education Policy, Appendix L to Enclosure E.

**Faculty.** Instruction for the course comes from senior national-level civilians and military representatives and nationally recognized subject matter experts.

**Duration.** The JFOWC is delivered in five academic days and is offered twice a year.

**Eligibility.** Attendance is limited to 18 Service Chief selected O-8s and civilian equivalents. Waiver authority to attend the course belongs to the Service General Officer Management Offices (GOMO) or Washington Headquarters Services (WHS) for the Office of the Secretary of Defense (OSD) Civilians.

**Combined Force Air Component Commander Course (CFACC)**
**Program Description.** The Combined Force Air Component Commander Course (CFACC) prepares selected general/flag officers for theater-level combat leadership responsibilities. It is tailored to provide future air component commanders with a broad perspective on warfighting, military doctrine, and application of unified, joint, and combined combat forces. Retired general officers lead the course as senior mentors, guiding discussions to focus on the operational level of war.

**Learning Outcomes.** As directed by CJCSI 1800-01 Officer Professional Military Education Policy, Appendix L to Enclosure E.

**Faculty.** Instruction for the course comes from senior national-level civilians and military representatives and nationally recognized subject matter experts.

**Duration.** The CFACC is delivered in seven academic days and is offered twice annually.

**Eligibility.** Attendance is limited to Service Chief Selected O-7s, O-8s and civilian equivalents. Since these courses build on knowledge from the NDU Capstone Course, attendees should complete this congressionally mandated course before attending a component commander course. Waiver authority to attend the course belongs to the Service General Officer Management Offices (GOMO) or Washington Headquarters Services (WHS) for the Office of the Secretary of Defense (OSD) Civilians.

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**Senior Joint Information Operations Applications Course (SIJOAC)**

**Program Description.** The Senior Joint Information Operations Applications Course (SIJOAC) prepares selected general/flag officers and senior executive civilians of the five services and the DOD to develop information operations into a war-fighting core military competency that will enable combatant commanders to target adversary decision making while protecting US prerogatives. The course also includes interagency attendees. The course is tailored to provide senior leaders with a broad perspective of information operations at the joint theater (operational) and national (strategic) levels of war. Attendees study war fighting and doctrine as they relate to information operations concepts and principles. Course objectives provide a common framework for understanding and valuing information operations and the necessary law, policies, and procedures that allow planning and integration of information operations into the joint fight; reviewing joint and service doctrine applicable to the planning and execution of information operations; analyzing the means to effectively communicate US government capabilities and intentions as an important method of combating the plans of US adversaries; examining the current and potential role of interagency and nongovernment organizations; demonstrating the integration of information operations into contingency and crisis plans; evaluating the outcomes and lessons; describing information operations tools, illustrating outcomes of their employment, and explaining lessons from their employment; and illustrating the impact the media has upon operations. Attendance is limited to 18 US, UK, Canadian, or Australian flag officers in the grade of brigadier general or major general and equivalent members of the SES.

**Learning Outcomes.** As directed by CJCSI 1800-01, Officer Professional Military Education Policy, Appendix L to Enclosure E.

**Faculty.** Instruction for the course comes from senior national-level civilians and military representatives and nationally recognized subject matter experts.

**Duration.** The SIJOAC is delivered in five academic days.

**Eligibility.** Attendance is limited to 18 Service Chief selected O-7s, O-8s, or civilian equivalents; JCS/J39 selected Flag Officers from the United Kingdom, Australia or Canada; or nationally recognized subject matter experts (SME) from interagency partners, academia or the private sector. Waiver authority for attending belongs to the sending organization.

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**Cyberspace Operations Executive Course**
**Program Description.** The Cyberspace Operations Executive Course (COEC) prepares selected general/flag officers to understand the complex issues dealing with Cyberspace policy and national strategy including joint, combined, interagency, Congressional, academic and private industry perspectives.

**Faculty.** Instruction for the course comes from senior national-level civilians and military representatives and nationally recognized subject matter experts.

Learning Outcome. As directed by CJCSI 1800-01, Officer Professional Military Education Policy, Appendix L to Enclosure E.

**Duration.** The course is two academic days offered twice a year (once at O-7/O-8 level and once at the O-9/O-10 level).

**Eligibility.** Attendance is limited to 18 Service Chief selected O-7s, O-8s, civilian equivalents and select nationally recognized subject matter experts from interagency partners, academia or the private sector. For senior level COEC attendance is limited to Service Chief selected O-9s, O-10s, civilian equivalents and select nationally recognized subject matter experts from interagency partners, academia or the private sector. Waiver authority belongs to Service General Officer Management Offices (GOMO) or Washington Headquarters Services (WHS) for the Office of the Secretary of Defense (OSD) civilians.

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**Contingency Wartime Planning Course (CWPC)**

**Program Description.** The Contingency Wartime Planning Course (CWPC) educates current and future war planners in the art and science of operation planning. CWPC provides students with a comprehensive macro view of the contingency and execution planning processes from both joint and Air Force perspectives.

**Learning Outcome.** Demonstrate the ability to employ the concepts, principles, and methodologies of contingency and execution planning.

**Faculty.** The course is taught by a diverse group of instructors with a wide range of planning experience.

**Duration.** The course is delivered in ten academic days.

**Eligibility.** CWPC quotas are allocated to each MAJCOM and are available by contacting the respective MAJCOM training manager. AU-funded quotas are not available for ANG, Air Force Reserve Command (AFRC), and sister-service personnel. Unit-funded quotas are built into each class for these personnel. CWPC is available for Airmen in grades E-5 through O-5 and civilian equivalents.

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**Joint Air Operations Planning Course (JAOPC)**

**Program Description.** The Joint Air Operations Planning Course (JAOPC) is designed to educate Airmen from joint, multinational or supporting air component commands in the fundamental concepts, principles, and doctrine required to develop the air portion of a joint/combined campaign plan. The course also provides students with an in-depth understanding of the Joint Operation Planning Process for Air (JOPPA) at the operational level of war. Participants gain insight into the fundamental concepts, principals, and doctrine required to develop a Joint Air Operations Plan (JAOP).

**Learning Outcome.** Demonstrate the ability to think at the operational and strategic level of war and produce an effective Joint Air Operations Plan (JAOP).

**Faculty.** The course is taught by highly experienced instructors with a wide range of planning experience in operational specialties.

**Duration.** The JAOPC is delivered in nine academic days.

**Eligibility.** JAOPC quotas are allocated to each MAJCOM and are available by contacting the respective MAJCOM training manager. AU-funded quotas are not available for ANG, AFRC, sister-service personnel and
international officers. Unit-funded quotas are built into each class for these personnel. JAOPC is available for
Airmen in the grades of O-3 through O-5 and civilian equivalents, and NCOs by exception.

**Joint Task Force Staff Basic Course (JTFSB)**

**Program Description:** The Joint Task Force Staff Basic Course (JTFSB) is a certified joint course and is a
tailorable, doctrine-based, focused educational framework for USAF personnel and HQ elements selected to be
deployed and/or employed as a JTF HQ. The objective is to enable Airmen to demonstrate the ability to execute
the joint processes conducted by a JTF HQ Staff. The course addresses several educational needs that are not
available in a single, “just in time” format elsewhere and prepares selected Air Force personnel to rapidly
transition with their counterparts to an operational-level JTF mission and lead within the JTF HQ Staff. The
curriculum is focused on processes, activities and tasks performed by JTF HQ staff with lesson materials derived
from established JTF HQ Joint Mission Essential Tasks (determined by Joint Staff J7). The course is 75 hours
broken into two, five-day academic periods. This course is documented as a certified joint course and awarded
1.5 Joint Qualified Officer (JQO) points.

**Learning Outcomes:** Airmen will demonstrate the ability to employ the joint concepts, functions, and
management processes utilized by a JTF headquarters to command and control joint operations.
- Explain how strategic guidance, doctrine, and policy influence the forming and organizing of a JTF.
- Discuss how joint functions enable operations.
- Summarize joint operation and JTF management processes.
- Apply the joint concepts, functions, and management processes used by a JTF headquarters to command
  and control joint operations through practical exercises.

**Faculty:** The course is taught by highly-experienced military and civilian instructors with a wide range of staff,
planning, and operations experiences across a broad span of specialties. Faculty instructors must complete formal
joint planning courseware prior to certification.

**Duration:** The JTFSB is delivered in 75 contact hours.

**Eligibility:** JTFSB is available for Airmen in grades E-5 through O-6; others by exception based on
operational need. LeMay Center Warfighting Education Director is the waiver authority. JTFSB quotas for in-
residence courses are allocated IAW USAF, AU and LeMay Center policy. Nominations to attend this course
may also be generated by a deployment tasking requiring USAF member to deploy as an Individual Augmentee
(IA) to a Joint Manning Document (JMD) Joint HQ billet. Deployer enrollments are managed by 2 AF/A3X.
The LeMay Center may also provide Mobile Education Team (MET) support to other Numbered Air Force
(NAF) and Air Component Staffs at their location as resources permit and as approved by the Director of Warf-
fighting Education to meet force needs addressed in Program Action Directive (PAD) 18-1, July 2018.

**Information Operations Fundamentals Application Course (IOAFC)**

**Program Description.** This course provides a broad understanding of how the military integrates information-
related capabilities to affect the decision-making processes of our adversaries and potential adversaries. It lays
the foundation for incorporating information operations into the planning process across the phases of war and
range of military operations. The Information Operations Fundamentals Application Course (IOFAC)
incorporates lectures, case studies, and an exercise practicum to provide students a fundamental knowledge of IO
and its ability to help achieve commander’s objectives.

**Course Learning Outcome.** Demonstrate effective integration of information-related capabilities in a planning
scenario.
Faculty. The course is taught by highly experienced instructors with a wide range of IO experience in intelligence, communications, and other information-related specialties.

Duration. IOFAC is taught in four academic days.

Eligibility. IOFAC quotas are allocated to each MAJCOM and are available by contacting the respective MAJCOM training manager. AU-funded quotas are not available for ANG, AFRC, and sister-service personnel. Unit-funded quotas are built into each class for these personnel. IOFAC is available for Airmen in the grades of E-5 through O-5 and civilian equivalents.
Program Description. The School of Advanced Air and Space Studies (SAASS) curriculum is an intensive 48-week program with the purpose of creating strategists for the Air Force and the nation. The primary instructional forum is the graduate colloquium, which facilitates maximum interaction between students and expert faculty. Class size is generally limited to a total of 45 students and consists of a mix of active duty Air Force, Space Force, and Joint Service Officers. It also includes guard and reserve component officers and several officers from partner nations at the invitation of the Chief of Staff of the Air Force. SAASS creates warrior-scholars who have a superior ability to solve complex problems; think critically; develop strategy and policy; and develop, evaluate, and employ airpower as a component of military force in support of national objectives. Upon completion of all requirements and with faculty recommendation, graduates receive a Master of Philosophy in Military Strategy.

Additionally, students may apply for entry into the Air University (AU) PhD program through a voluntary and competitive selection process. The SAASS curriculum serves as the foundational coursework for the AU PhD. Successful coursework completion, in addition to the completion of a successfully written and defended dissertation, earns students an Air University Doctorate of Philosophy in Military Strategy.

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

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

Students gain experience toward these outcomes by introducing and defending propositions in a graduate colloquium environment, composing interpretive arguments in prose that meet accepted publication standards, and communicating complex formal arguments in a clear, concise manner. They also participate in two field practicums throughout the year, critically integrated into their coursework, in which they gain a better understanding of the application of theory and strategy. The faculty designed the SAASS curriculum to accomplish these outcomes. Students who complete the SAASS course of instruction should have an improved ability to think critically about the relationship of military force to statecraft, an advanced understanding of relevant political, military, and airpower theories, a strong background in military history, and an enhanced ability to synthesize theory and experience in the pursuit of national political objectives. SAASS graduates will be able to argue effectively and responsibly about military strategy.
**Faculty.** All SAASS faculty members hold a doctorate or equivalent in their fields of academic expertise from a civilian university. The breadth, depth, and diversity of their expertise are enhanced by the fact that the SAASS faculty is divided between terminally credentialed field grade and senior officers and civilian scholars.

**Eligibility.** A central selection board at the Air Force Personnel Center (AFPC), chaired by the AU president and commander, selects the students to attend the school. To apply for consideration, officers must have completed or be in attendance at an in-residence intermediate developmental education (IDE) program or its equivalent, or the Air Command and Staff College (ACSC) Online Master’s Program (OLMP).
**Program Description.** The Squadron Officer School (SOS) resident program is a PME course targeting four-to-seven-year Air Force captains, select Department of the Air Force civilians of equivalent grade, and international officers. The post-baccalaureate PDE curriculum covers three core learning areas—leadership, strategic design, and joint warfare. Throughout SOS, students team build and apply theories, principles, and practices from the core learning areas through experiential exercises, written assignments, briefings, and personal and collaborative reflection culminating in a capstone event for each core learning area.

Squadron Officer School is built on the “LEAD to Prevail” curriculum. LEAD stands for Leadership Experience and Attribute Development. The LEAD to Prevail curriculum challenges students to meet the CSAF’s vision to “Accelerate Change or Lose.” Through these experiences, students learn to adapt their leadership competencies in the context of our leader development model, LEAD to Prevail, which introduces leadership concepts at the individual level and using a three-phase approach, expands outward to broader leadership contexts. The first phase, “know yourself to lead yourself,” focusses on introspection and understanding each member’s unique characteristics. The second phase, “know your team to lead your team,” places emphasis understanding one another to build trust-centered, empowered teams. Here, students work in teams to address challenges at the organizational level. Finally, the third phase, “leading in the era of Great Power Competition,” looks at how leadership is applied to address the evolving national-level challenges of our day. Students demonstrate not only how their specific roles as Airmen and Guardians fit into the Department of the Air Force, but also how their service supports joint, national, and international operations. Instruction is illustrated and reinforced through an examination of modern international relations, the National Defense Strategy, current events, and air and space doctrine. Throughout each phase, students are challenged to use critical, creative, and ethical reasoning as they work through relevant challenges.

**Program Learning Outcomes:**

1. **Leadership.** SOS graduates are more effective at the art and science of deliberately influencing others to achieve positive outcomes in a wide range of contexts. More specifically, SOS graduates can:
   a. Analyze and align critical, creative, systematic, and ethical thinking for a VUCA environment.
   b. Integrate diverse perspectives to create shared goals and inform decision making.
   c. Apply models of leadership/followership/teambuilding to the development of interpersonal relationships and the enhancement of organizational performance.

2. **Designing to Accelerate Change.** Demonstrate proficiency at designing answers for a diverse range of complicated and complex challenges. More specifically, SOS graduates can:
   a. Apply multidisciplinary methods to creatively design approaches to address organizational challenges.
   b. Apply leader competencies according to the needs of people, the conditions of the environment, and the availability of resources.
   c. Integrate principles of human performance to enhance their ability to learn, to adapt, and to thrive under stressful situations (*in-residence curriculum only*)

3. **Air and Space Minded Officers.** In addition to their operational expertise, SOS graduates can articulate how their individual technical knowledge in air, space, and/or cyberspace domains integrates into Joint All Domain Operations. Specifically, they will be able to:
   a. Recognize how enduring national interests and the capabilities of sister services and coalition partners, influence DAF operational priorities.
   b. Describe the all-domain effects the DAF must provide across the continuum of competition to satisfy national interests as Joint Force and coalition partners.
   c. Articulate ways in which individual Air Force Specialties contribute to the capabilities of the Joint Force.
d. Understand the geopolitical conditions of Great Power competition and how these define national security challenges and shape the demand of Joint Force capabilities.

**Faculty.** The SOS resident program is developed, maintained, and supervised by SOS faculty members in association with academic program managers and curriculum developers. The curriculum is delivered by Air Force officers assigned to SOS as instructors and trained by the Squadron Officer School’s faculty development program in Theories and Principles of Adult Education.

**Duration.** The SOS program is delivered in 25 academic days. The course is delivered as an in-residence course, but provisions exist to convert to a Virtual In-Resident-Remote (VIR-R) format if conditions warrant.

**Eligibility.** The SOS program targets all active-duty captains with at least four but less than seven years total active federal commission service (TAFCS), AFRES, and ANG captains or captain selects, select GS 9–12 (and equivalent) civilians with two years of Air Force civil service experience, and a limited number of international officers.