

Curriculum Synopsis

January 3, 2023

Noncommissioned Officer Academy (NCOA) (Resident)

CCAF Course ID

Course Name

Start Date *

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(Supersedes: 38 3 NCO 99200 0003)

(Replaces NCOA Synopsis dated February 01, 2021)

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NCOA MISSION STATEMENT

The mission of Air Force Noncommissioned Officer Academy (NCOA) is to prepare Non-Commissioned Officers (NCOs) for increased responsibilities by developing their leadership capabilities and expanding their understanding of the military profession to achieve national strategic objectives.

COURSE DESCRIPTION

The Air Force Noncommissioned Officer Academy (NCOA) is a resident Community College of the Air Force (CCAF) affiliated course that consists of 196 hours of classroom instruction. The overall goals of NOCA are to develop the leadership capability of NCOs to successfully lead teams, strengthen their organizations culture, solve problems collaboratively, and expand their understanding of the Air Force's role in joint operations to achieve national strategic objectives.

COURSE LEARNING OUTCOMES

Graduates of the resident NCOA will be able 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.
- Connect joint knowledge, skills, and abilities to Air Force tactical and operational actions.

CURRICULUM SUMMARY OF CHANGES

NCOA CURRICULUM AS OF FEB 21		NCOA CURRICULUM AS OF JAN 23	
Modules/Lessons	Hrs	Modules/Lessons	Hrs
LEADERSHIP	39	LEADERSHIP	26
Leadership Overview	2	Leadership Overview	2
Mission Command	2	Mission Command	2
Ethical Decision Making	2	Ethical Decision Making	2
Leadership and Management	6	Leadership and Management	6
Leading Agile, Inclusive, & Innovative Teams	6	Leader Attributes	1
Project Management	8	Leading Diverse Teams	6
Instructor Led Research Time & Peer/Instructor Review Panel	6	Leadership Presentations	5
Leadership Presentations	5	Instructor & Peer Feedback	2
Leadership Assignment & Peer Evaluations	2		
MISSION	44	MISSION	54
Mission Overview	4	Mission Overview	2
Joint Learning Objective (JLO) Test	36	Military Organization	2
Mission Presentation Instructor Led Research Time	8	Joint Forces Overview	2
Mission Presentation Instructor Review Panel	4	National Strategy	2
Mission Presentation Instructor Led Research Time After Review Panel	8	Joint Operations	4
Mission Presentation Peer Review Panel	2	Operational Culture	7
Mission Presentation Delivery	16	Mission Exercise	30
		Mission Test	3
		Instructor Led Research Time	2

CURRICULUM SUMMARY OF CHANGES (CONTINUED)

NCOA CURRICULUM AS OF FEB 21		NCOA CURRICULUM AS OF JAN 23	
Modules/Lessons	Hrs	Modules/Lessons	Hrs
PROBLEM SOLVING	31	PROBLEM SOLVING	31
Problem Solving Overview	2	Problem Solving Overview	2
Types of Thinking	2	Types of Thinking	2
Types of Problems	2	Types of Problems	2
Problem Solving	6	Problem Solving	6
Negotiations	6	Negotiations	6
Peer/Instructor Presentation Review Panel	1	Instructor Led Presentation Research Time	6
Instructor Led Presentation Research Time	6	Problem Solving Presentation	5
Problem Solving Presentation	7	Instructor & Peer Feedback	2
Assignment Feedback & Peer Evaluations	2		
AF CULTURE	25	AF CULTURE	32
Air Force Culture Overview	9	Air Force Culture Overview	2
Unconscious Bias	3	Unconscious Bias	3
Trust	3	Trust	3
Commitment	2	Commitment	2
Sexual Assault Prevention & Response	3	Professional Relationships	2
Shaping Organizational Culture	5	Equal Opportunity	2
Culture Presentations	5	Integrated Resilience	3
Instructor & Peer Feedback Module 1	1	Shaping Organizational Culture	5
Instructor & Peer Feedback Module 2	1	Sexual Assault Prevention Response	3
		Culture Presentations	5
		Instructor & Peer Feedback	2

CURRICULUM SUMMARY OF CHANGES (CONTINUED)

NCOA CURRICULUM AS OF FEB 21		NCOA CURRICULUM AS OF JAN 23	
Modules/Lesson	Hrs	Modules/Lessons	Hrs
PROGRAM ORIENTATION	36	PROGRAM ORIENTATION	33
Program Orientation	5	Program Orientation	7
Reflective Reinforcement	4	Reflective Reinforcement	3
Fitness	20	Fitness	18
Peer & Instructor Feedback	7	Peer & Instructor Feedback	5
COURSE EVALUATION	1	COURSE EVALUATION	2
End-of-Course Survey	1	End-of-Course Survey	1
		Student Peer Evaluations	1
ADMINISTRATION/ COMMANDANT'S TIME	18	ADMINISTRATION/ COMMANDANT'S TIME	18
In/Out processing	2	In/Out processing	2
Graduation	2	Graduation	2
Commandant's Time	14	Commandant's Time	14
TOTAL COURSE HOURS	196	TOTAL COURSE HOURS	196

RATIONALE FOR MAJOR CHANGES

The NCOA curriculum team was tasked to incorporate educational requirements prescribed by multiple DoD policies and Air Force Instructions (AFI) that are currently not being taught in Enlisted Professional Military Education (EPME). The additions and changes were made to ensure the curriculum being delivered in EPME satisfies the educational requirements of DoD and Air Force leaders.

To meet the requirements, 14 new lessons were developed and incorporated into the existing curriculum design structure. Many of the new lessons were driven by a change in requirements and learning objectives defined in CJCSI 1805.01C, 1 November 2021, *Enlisted Professional Military Education Policy*. Additionally, all lesson plans were updated to a new format that provides additional guidance and clarification on the purpose and intent of the lessons while allowing instructors the continued freedom to teach and “read” the class as needed. The lesson plan changes included the addition of “Intent” and “Instructor Guidance” sections that provide further clarification for instructors on the purpose and design of the lessons.

CURRICULUM EVALUATION PROGRAM

Course assessment is vital to the Instructional Systems Design (ISD) process. A comprehensive assessment measures the degree to which the educational needs (identified during the needs analysis) were met as a result of instruction. EPME uses the fundamentals of Dr. Donald Kirkpatrick's Levels of Learning Evaluation model to conduct this assessment. Multiple instruments are used both independently and collectively to measure instructional effectiveness. Students attending the resident NCOA are evaluated academically to measure their achievement against specific academic standards and to identify those students who need individualized instruction.

1. Level I Assessment (Reaction):

- 1.1. End of Course Survey: This questionnaire is administered to 100 percent of the student body after the entire curriculum is delivered to determine the overall effectiveness of EPME at the NCOA.

2. Level II Assessment (Learning)

- 2.1. Performance Evaluations: The Performance Tasks and Assessments (7) are measured with performance evaluations. Students must achieve a minimum score of 70 percent on each assessment. Instructors counsel students who fail to achieve the minimum passing score and provide additional remediation/instruction as necessary. Students who fail to achieve a passing score must re-accomplish the assignment no earlier than one full class day after receiving the failing score.
- 2.2. Peer Assessment: Students conduct peer-to-peer feedback and record peer assessments as a part of the overall academic grading process. While students cannot fail the course based on peer assessments, the peer-assessment process is fundamental to each student's achievement of the course outcomes

3. Level III Assessment (Transfer) & Level IV (Results)

- 3.1 Graduate Survey: This questionnaire is administered to course graduates six months after graduation. The purpose of this survey is to measure transference of knowledge to the job and results of the transfer.
- 3.2 Graduate Supervisor Survey: This questionnaire is administered to supervisors of course graduates six months after graduation. The purpose of this survey is to measure transference of knowledge to the job and results of the transfer from the supervisor's perspective.

STUDENT EVALUATION PROGRAM

Students attending the resident NCOA are evaluated academically to measure their achievement against specific academic standards and to identify those students who need individualized instruction. Students are evaluated in the following ways:

1. Performance Evaluations:

Students must achieve a minimum score of 70 percent on each of the following assignments (except the Mission Test, which requires a minimum score of 72 percent):

- Strategic Threat Background Paper (Written)
- Mission Test (25 Question Test)
- Leadership Briefing (Presentation)
- Leadership Background Paper (Written)
- Problem Solving Presentation (Group Presentation)
- Culture Briefing (Presentation)
- Culture Background Paper (Written).

The 70 percent rating is based on the desired learning outcomes for each type of performance. Instructors counsel students who fail to achieve the minimum passing score and provide additional remediation as necessary. Students who fail to achieve a passing score re-accomplish the assignment no later than one full class day after receiving the failing score.

SCORING MODEL

Instructors evaluate student performance and assign grades based on quality and achievement of learning objectives using assignment evaluation instruments (rubrics). Below is a summary of available academic points and the weight each is assigned in meeting course requirements. All assignments count towards graduation. The academic score consists of seven graded assignments. The graduate score is a combination of all academic assignments and Stratification Exercises. (The graduate score is a combination of all academic assignments and Stratification Exercises: 80% academic and 20% evaluation split.)

NCOA Scoring Model			Minimum Passing Score	
	EVALUATION TYPE	POINTS	POINTS	PERCENT
Culture Background Paper	Written Product	100	70	70%
Culture Briefing	Media Product & Presentation	100	70	70%
Leadership Background Paper	Written Product	100	70	70%
Leadership Briefing	Media Product & Presentation	100	70	70%
Problem Solving Briefing	Group Media Product & Presentation	100	70	70%
Strategic Threat Background Paper	Written Product	100	70	70%
Mission Test	Computer-Based Test	100	72	72%
Academic Total		700		

NCOA AWARDS CALCULATION

Academic Achievement Award is based on the student's total academic score from the seven graded assignments.

Distinguished Graduate Awards are based on the student's academic score and the ranking they received from the student peer evaluations.

Peer Evaluations/Stratifications *(Conducted once near the end of the course)*

- Strat 1: 100
- Strat 2: 90
- Strat 3: 80
- Strat 4: 70
- Strat 5: 60
- Strat 6: 50
- Strat 7: 40
- Strat 8: 30
- Strat 9: 20
- Strat 10: 10
- All Remaining (11-X): 0

NCOA DETAILED CURRICULUM OVERVIEW

The NCO Academy is 196 hours (25 academic days) of guided discussion classroom methodology and experiential exercises. The course is divided into four learning areas (modules) associated to each of the four course learning outcomes. These learning areas are: Culture, Leadership, Mission, and Problem Solving.

The Community College of the Air Force (CCAF) 6 semester hours for course completion.

<u>Course Hour Breakdown</u>	<u>Hours</u>
Leadership:	26
Mission:	54
Problem Solving:	31
AF Culture:	32
Program Orientation:	33
Course Evaluation	2
Administration	4
Commandant's Time	14
Total	196

CCAF Credit Hour Breakdown*

Leadership/Management II	4 SH
Military Studies	2 SH
Total	6 SH

*Credit hours will be added once CCAF evaluates course.

AF CULTURE MODULE

TOTAL HOURS: 32

COURSE LEARNING OUTCOME: Assess and advocate actions necessary for strengthening organizational culture.

LESSONS

AF CULTURE OVERVIEW

HOURS: 9 (Informal Lecture - 2 hours, Presentation Delivery - 5 hours, Instructor/Peer Review - 2 hours)

OVERVIEW: The *Air Force Culture Overview* lesson is designed to introduce the students to the Air Force Culture Outcome, orient them with the content that will be covered, explain its purpose within the curriculum, and the expected outcome upon completion. Additionally, this Overview provides the students with instructions on their graded assignments for this outcome, the Air Force Culture Presentation, and the Air Force Culture Assessment.

UNCONSCIOUS BIAS

HOURS: 3 (Guided Discussion 1 hour & 20 minutes, Informal Lecture 10 minutes, & Instructor Led Activity 1 hour & 30 minutes)

OVERVIEW: The *Unconscious Bias* lesson is intended to equip individuals with the awareness that biases exist in everyone and how to uncover our own. Students will learn how to incorporate this knowledge into their leadership to create more conscious organizations that incorporate diverse perspectives and the creativity and innovation that flows from that type of trusting environment.

TRUST

HOURS: 3 (Guided Discussion - 50 minutes, Informal Lecture - 10 minutes, Activity - 1 hour & 30 minutes, & Group Out briefs - 30 minutes)

OVERVIEW: *Trust* is essential in creating healthy relationships with members of an organization and enhancing the culture of Airmanship. This lesson is intended to raise students' awareness of the behaviors that contribute towards high trust relationships and low trust relationships. Students will use the activities to generate discussion based on their experiences with interpersonal trust.

COMMITMENT

HOURS: 2 (Guided Discussion - 20 minutes, Informal Lecture - 10 minutes, Activity - 1 hour & 20 minutes, & Group Out briefs - 10 minutes)

OVERVIEW: The *Commitment* lesson is intended to equip individuals with an understanding of the six levels of commitment, how to determine the level of commitment of someone with examples and summarize how a leader can potentially improve the commitment of others.

PROFESSIONAL RELATIONSHIPS

HOURS: 2 (Informal Lecture - 10 minutes, Guided Discussion - 60 minutes, Activity - 10 minutes, & Group Out Briefs - 10 minutes)

OVERVIEW: The intent of this lesson is to ensure the students understand the impact professional and unprofessional relationships have on a unit (positive and negative). Students must also understand the role they have in maintaining professional relationships and preventing the development of unprofessional relationships, both for themselves and for those in their organization. This lesson is derived from requirements contained in AFI 36-2909, *Air Force Professional Relationships and Conduct*.

EQUAL OPPORTUNITY

HOURS: 2 (Informal Lecture - 10 minutes, Guided Discussion - 80 minutes)

OVERVIEW: The intent of this lesson is for the students to gain a better understanding of their role as leaders within the Equal Opportunity (EO) program. Students should understand that the purpose of the EO Program is to prohibit and eradicate all forms of unlawful discrimination, harassment, and reprisal, and to foster a positive human relations climate, which promotes the full realization of equality of opportunity to all. Additionally, students need to understand the impact unlawful discrimination and harassment has on individuals and the unit as well as how the Defense Equal Opportunity Climate Survey (DEOCS) program provides information to commanders to aid them in making more informed decisions. This lesson is derived from the Human Relations Education Training requirements in DAFI 36-2710, *Equal Opportunity Program*.

INTEGRATED RESILIENCE

HOURS: 3 (Informal Lecture - 5 minutes, Guided Discussion - 1 hour & 25 minutes, & Activity – 1 hour & 15 minutes)

OVERVIEW: The intent of this lesson is to equip Airmen with the knowledge, skills, and tools required to continually assess and respond to Airmen in need. Students should learn how to empower Airmen to maintain the necessary balance of cognitive skills, physical endurance, emotional stamina, social connectedness, and spiritual well-being to thrive and carry out the mission. The objectives and content of this lesson are derived from requirements in AFI 90-5001, *Integrated Resilience*, and requirements for Joint Leadership found in CJCSI 1805.01C, *Enlisted Professional Military Education Policy*.

SHAPING ORGANIZATIONAL CULTURE

HOURS: 5 (Guided Discussion - 65 minutes, Informal Lecture - 10 minutes & Instructor Led Activity - 225 minutes)

OVERVIEW: The key to a successful organization is to have a culture based on a strongly held and widely shared set of beliefs. This lesson enables students to understand the importance of identifying the traits of a healthy and unhealthy organizational culture.

SEXUAL ASSAULT PREVENTION AND RESPONSE

HOURS: 3 (Informal Lecture - 15 minutes & Guided Discussion – 2 hours & 15 minutes)

OVERVIEW: The intent of this lesson is to achieve a rank-commensurate level of understanding of the DoD Sexual Assault Prevention and Response program. These requirements include understanding the impact sexual assault has on individuals and their work environment as well as how NCOs should respond in the event of an allegation of sexual assault. This lesson is derived from DoD requirements in DoDI 6495.02v2, *Sexual Assault Response and Prevention* and guidance from the AFPC SAPR office.

LEADERSHIP MODULE

TOTAL HOURS: 26

COURSE LEARNING OUTCOME: Examine the impact of leadership actions and determine proper courses for achieving team goals.

LESSONS

LEADERSHIP OVERVIEW

HOURS: 9 (Informal Lecture - 2 hours, Presentation Delivery - 5 hours, Instructor Led Research/Peer Review - 2 hours)

OVERVIEW: The *Leadership Overview* is designed to introduce the students to the Leadership Outcome, orient them with the content that will be covered, explain its purpose within the curriculum, and inform them of the expected outcome upon completion. Additionally, this overview provides the students with instructions on their graded assignments for this outcome, the Leadership Presentation, instructor led research time, and peer review panels.

MISSION COMMAND

HOURS: 2 (Instructor Led Research and Discussion - 1 hour, Group Outbriefs - 50 minutes, and Informal Lecture - 10 minutes)

OVERVIEW: This lesson enables students to learn about mission command and the role and use of mission command to achieve mission accomplishment. Students begin the lesson by reading the *Mission Command Insights and Best Practices Paper* and work through an activity to develop a class briefing that is conducted in the second part of the lesson followed by a guided discussion.

ETHICAL DECISION-MAKING

HOURS: 2 (Informal Lecture - 10 minutes, Guided Discussion - 35 minutes, Instructor Led Activity - 45 minutes)

OVERVIEW: This lesson helps students understand why it is important for military leaders to make ethically sound decisions and how their decisions are critical to the success of mission objectives.

LEADERSHIP AND MANAGEMENT

HOURS: 6 (Guided Discussion - 1 hour, Experiential Exercise - 5 hours)

OVERVIEW: This lesson enables students to gain an understanding of the various skills and behavior traits that may be required for effective leadership and management of teams and organizations. Additionally, students will understand the different roles that as leader and manager have, and that as NCOs (and future SNCOs) they will be required to fulfill those roles effectively.

LEADER ATTRIBUTES

HOURS: 1 (Guided Discussion - 1 hour)

OVERVIEW: This lesson introduces students to the Enlisted Desired Leader Attributes (EDLAs) defined in the Chairman of the Joint Chiefs Instruction 1805.01C. An understanding of these leader attributes is imperative to developing leaders (both self and others) who embody the knowledge, skills, and attributes necessary to succeed in a volatile, uncertain, complex, and ambiguous battlespace.

LEADING DIVERSE TEAMS

HOURS: 6 (Guided Discussion - 3 hours & 50 minutes, Instructor Led Activities - 2 hours, & Informal Lecture - 10 minutes)

OVERVIEW: *Leading Diverse Teams* is intended to help leaders understand that the diversity of our nation and our Air Force team is what contributes to our success as world's dominant Air Force.

PROBLEM SOLVING MODULE

TOTAL HOURS: 31

COURSE LEARNING OUTCOME: Collaborate with team members to analyze problems and implement solutions.

LESSONS

PROBLEM-SOLVING OVERVIEW

HOURS: 9 (Informal Lecture - 2 hours, 5 - hours Presentation Delivery, Instructor & Peer Feedback - 2 hours)

OVERVIEW: The *Problem-Solving Overview* is designed to introduce the students to the Problem-Solving Outcome, orient them with the content that will be covered, explain its purpose within the curriculum, and the expected outcome upon completion. Additionally, this Overview provides the students with instructions on their graded assignments for this outcome, the Problem-Solving Group Presentation.

TYPES OF THINKING

HOURS: 2 (Guided Discussion - 20 minutes, Informal Lecture - 10 minutes, Activity 40 - minutes, & Group Out briefs – 20 minutes)

OVERVIEW: This lesson is intended to provide an understanding of the differing types of thinking, provide examples of the types, and summarize how understanding and applying multiple types of thinking can increase a leader's ability to effectively solve problems.

TYPES OF PROBLEMS

HOURS: 2 (Guided Discussion - 55 minutes, Informal Lecture - 10 minutes, Activity 40 - minutes, & Group Out briefs - 15 minutes)

OVERVIEW: This lesson enables students to identify and understand the types of problems they may face as leaders and NCOs and how to deal with them in an effective and efficient way. It also goes one step further by connecting the types of problems with a type of thinking that should help students engage in the problem-solving process later in this course.

NEGOTIATIONS

HOURS: 6 (Guided Discussion - 110 minutes, Informal Lecture -10 minutes, Instructor Led Activity - 120 minutes, Group Negotiations Preparation - 60 minutes, & Group out briefs with student feedback – 60 minutes)

OVERVIEW: This lesson is intended to build students confidence and expand their mindsets on the fundamental terms, phrases, and frameworks as it relates to negotiating various problems. It enables students to analyze collaborative negotiation processes and apply integrative agreements likely to create order, stability, and fostering social harmony.

PROBLEM SOLVING

HOURS: 6 (Guided Discussion - 3 hours, Instructor Led Activity - 1 hour & 20 minutes, & Group Out briefs - 1 hour & 30 minutes, Informal Lecture - 10 minutes)

OVERVIEW: This lesson enables students to identify, understand, and apply problem-solving processes to a problem-solving model. This will help NCOs solve problems more effectively and efficiently. Problem Solving focuses on problem-solving processes. The lesson builds on Types of Thinking and Types of Problems.

MISSION MODULE

TOTAL HOURS: 54

COURSE LEARNING OUTCOME: Connect joint knowledge, skills, and abilities to Air Force tactical and operational actions.

LESSONS

MISSION OVERVIEW

HOURS: 7 (Informal Lecture - 2 hours, Instructor/Peer Feedback - 3 hours, Mission Test - 2 hours)

OVERVIEW: The *Mission Overview* is designed to introduce the students to the Mission Outcome, orient them with the content that will be covered, explain its purpose within the curriculum, and the expected outcome upon completion. Additionally, this overview provides the students with instructions on their graded assignments for this outcome, the Strategic Threat Background Paper, the Mission Test, instructor led research time, and peer review panels.

MILITARY ORGANIZATION

HOURS: 2 (Informal Lecture - 10 minutes, Guided Discussion – 80 minutes)

OVERVIEW: This lesson enables students to gain the foundational knowledge and understanding of how the military is organized and structured. Students should know why the Department of Defense is organized and structured. Students should know why the Department of Defense exists and how it is organized in addition to what each service contributes to the defense of our nation.

JOINT FORCES OVERVIEW

HOURS: 2 (Informal Lecture - 15 minutes, Guided Discussion - 10 minutes, Student Research Activity - 35 minutes, Student Out Briefs - 30 minutes)

OVERVIEW: This lesson aids the students in becoming more knowledgeable of the other services. When the students know more about the other services, they will understand how the services support each other and be better prepared to work alongside them in joint environments as they progress in rank.

NATIONAL STRATEGY

HOURS: 2 (Informal Lecture - 10 minutes, Guided Discussion - 10 minutes, Student Research Activity - 50 minutes, Student Out Briefs – 20 minutes)

OVERVIEW: This lesson is for students to gain a deeper understanding of the U.S. National Security Strategy and how the strategy is used to maintain national security and achieve national objectives.

JOINT OPERATIONS

HOURS: 4 (Informal Lecture - 1 hour & 15 minutes, Guided Discussion - 1 hour & 45 minutes)

OVERVIEW: This lesson provides the students with an introduction to joint operations concepts. Students should be able to understand how the concepts covered in this lesson apply to the conduct of warfare operations. This lesson builds upon the concepts covered in the National Strategy lesson.

OPERATIONAL CULTURE

HOURS: 7 (Students complete Cross-Cultural Competence Course - 4 hours, Informal Lecture - 10 minutes, Guided Discussion - 2 hours, Experiential Activity - 15 minutes, Student Out Briefs – 20 minutes)

OVERVIEW: This lesson prepares students to successfully operate in a global joint environment. The lesson is designed to familiarize students with the concept of cross-cultural competence and how key elements of cultures may influence their ability to operate in and understand the world's major regions. The lesson helps students be able to understand key elements of cultural understanding and apply that knowledge to their understanding of world regions as well as the importance of regional and cultural awareness in a joint environment. This lesson also introduces the students to the impact violent extremist organizations and non-state actors have on the world's major regions and military operations.

MISSION EXERCISE

HOURS: 30

OVERVIEW: This lesson subjects students to a variety of scenarios in which they have to make important decisions on the acquisition, organization, and employment of various resources in support of an operation. Through this process, students will be required to engage with other students and determine what combination of resources, skills, capabilities, and other factors best suited for the operation. They will be required to take a collaborative approach to ensure the proper alignment of resources, sound justification for all decisions, and problem solving.

PROGRAM ORIENTATION

TOTAL HOURS: 33

PROGRAM ORIENTATION

HOURS: 7 (Informal Lecture - 5 hours, Guided Discussion - 40 minutes, & Demonstration-Performance – 50 minutes)

OVERVIEW: This is the introductory module for the NCOA Course and consists of eight main points. It is the foundational module for the course and designed to help students adjust to the NCOA learning environment.

REFLECTIVE REINFORCEMENT

HOURS: 3

ACTIVITY STATEMENT: Participate in reflective reinforcement of previously learned material.

PURPOSE OF ACTIVITY: Student learning is improved if they are given “reflection time” in between learning experiences. Reflective Reinforcement provides students the opportunity to pause between learning episodes and process new material. It gives students room to continue a discussion they might have had during the instruction or think of new thoughts that are applicable to what they’ve just learned. This time allows students’ brains the opportunity to make connections between the new material they’ve just learned and what they already know. Reflective Reinforcement provides students the time to clear their minds in preparation for the next block of instruction.

FITNESS

HOURS: 18

ACTIVITY STATEMENT: Participate in fitness activities.

PURPOSE OF ACTIVITY: The primary intent of this activity is to provide students an opportunity to participate in a physical fitness program that is enjoyable, rewarding, and safe. Students with annotated medical restrictions documented on a completed AF Form 422, *Medical Profile* or AF Form 469, *Duty Limiting Condition Report* must adhere to their profile and participate to the level of their abilities.

PEER & INSTRUCTOR FEEDBACK

HOURS: 5

OVERVIEW: The purpose of this lesson is to better prepare students to give and positively respond to feedback to enhance personal development and communication. Ultimately, this will help students become more effective leaders.

COURSE EVALUATION

TOTAL HOURS: 2

END-OF COURSE SURVEY

HOURS: 1

OVERVIEW: This time is allotted for students to complete the End-of-Course survey.

STUDENT PEER EVALUATIONS

HOURS: 1

OVERVIEW: Students complete a self-/peer assessment and Strat for each of their peers in the flight and then instructors conduct a one-on-one feedback session with each student.

ADMINISTRATION/COMMANDANT'S TIME

HOURS: 18

IN/OUT PROCESSING

HOURS: 2

OVERVIEW: This time is for processing students into and out of the school. The first hour should be used for in-processing and the second hour for out-processing. During in-processing, NCOAs may do such things as verify the eligibility of all students.

GRADUATION

HOURS: 2

OVERVIEW: This time is allotted for graduation. The first hour of this block should be used for preparation, and the second for a graduation ceremony. Encourage students to participate as much as possible in planning this event to reinforce the importance and impact of military traditions, communication skills, and effective leadership.

COMMANDANT'S TIME

HOURS: 14

OVERVIEW: These hours are used to bring in speakers of opportunity to enhance the NCOA experience, i.e., wing commander, CMSAF, CCM, chief's group, first sergeants, etc.