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This instruction implements *AFDP -1, Air Force Doctrine Publication on the Air Force, within the context of USAFA with DAFPD 36-35, Air Force Policy Directive on USAFA* to provide guidance on the purpose of and mission for the Air Officer Commanding (AOC) to execute. This instruction complements USAFAI 36-3522, *Roles and Responsibilities*, by outlining the purpose, expectations, selection process, and assessment processes as well as the policies, procedures, roles, and responsibilities governing the AOC Intermediate Development Education (IDE) program. This publication applies to the Regular Air Force and Space Force, civilian, and contractor personnel who prepare, manage, review, certify, approve, or use publications and forms). This publication applies to the Air Force Reserve Command (AFRC) units and does not apply to the Air National Guard. Compliance with the attachments in this publication is mandatory. Refer recommended changes and questions about this publication to the Office of Primary Responsibility (OPR) using Department of Air Force (DAF) Form 847, *Recommendation for Change of Publication*. This publication may not be supplemented or further implemented/extended. The authorities to waive requirements in this publication are identified with a Tier 3 (T-3) number following the compliance statement. See DAFMAN 90-161, *Publishing Processes and Procedures*, for a description of the authorities associated with the Tier numbers. Submit requests for waivers through the chain of command to the appropriate Tier waiver approval authority. The waiver authority for non-tiered requirements in this publication is the USAFA/CC. Ensure all records generated as a result of processes prescribed in this publication adhere to Air Force Instruction 33-322, *Records Management and Information Governance Program*, and are disposed in accordance with the Air Force Records Disposition Schedule, which is located in the Air Force Records Information Management System. HQ USAFA/AC for Character and Leadership

Development will be referred to in this document as the Center for Character and Leadership Development (CCLD).

1. General. The mission of USAFA is to educate, train, and inspire men and women to become officers of character motivated to lead Airmen and Guardians in service to our nation. The Air Officer Commanding (AOC) is the front-line leader and key integrator across all mission elements for developing cadets as Leaders of Character (LoC). This three-year assignment begins with a one-year graduate degree program awarding a Master of Arts degree in Counseling and Leadership. CCLD is responsible for the IDE cohort year in partnership with a Civilian Institution (CI) and the Department of Behavioral Sciences and Leadership (DFBL). The CI is responsible for the implementation of these processes, CCLD is responsible for assuring program integration between USAF's Cadet Wing (CW), Dean of Faculty (DF), and the CI. The USAFA-CI partnership currently resides with the University of Colorado, Colorado Springs (UCCS). This program focuses on developing AOCs as LoC and providing them with the Knowledge, Skills and Abilities (KSA) to command with a focus on developing cadets as LoC. Following the cohort year, officers assume command of a squadron in the Cadet Wing (CW) or at the USAFA Preparatory School (PS).

2. AOC Program Outcomes, Standards and Objectives. The AOC program is driven by guiding documents (e.g., DODI 1322.22, *Service Academies,* AFMD12, *United States Air Force Academy*, DAFPD 36-35, USAFA LoC framework), AOCs are expected to be LoC who live honorably, lift others and elevate team performance, assessed by three core outcomes: Model, Develop and Lead. All of the program standards, courses, and objectives are located in **Attachment 2**, Air Officer Commanding Program Goals Table. The AOC IDE program has three main purposes: 1) For AOCs to demonstrate a developmental mindset to continually develop as a LoC; 2) AOCs apply the KSA to be effective leader developers at USAFA utilizing the LoC framework; and 3) AOCs practice these KSAs in order to be highly effective future operational air and space squadron commanders. The objective of the AOC Program is to educate, develop, and train world class commanders with the ability to Model, Develop and Lead.

  2.1. **Model (Live Honorably):** AOCs will model exemplary conduct and consistently remain above reproach ethically and morally; they will live honorably. This requires personal ownership of their development as LoCs with exceptional self-awareness, emotional intelligence, intellectual agility, understanding of student development, character development, mental health/wellness and commitment to foster a lifelong growth-mindset in themselves and others.

  2.2. **Develop (Lift Others):** AOCs must be effective leaders and leader developers who are proficient in coaching, counseling, guiding, inspiring, instructing, and mentoring diverse populations to meet the requirements of the U.S. Air Force and U.S. Space Force. AOCs will effectively engage cadets through a continual process of assessing, challenging, and supporting them.

  2.3. **Lead (Elevate Performance):** AOCs are expected to practice leadership behaviors, which elevate individual, team and organizational performance within an inclusive and thriving squadron climate and culture.

3. Program Selection. The AOC selection process is the first and most critical component in achieving the specified AOC IDE program objectives and outcomes. USAFA has either 21 and

22 IDE slots annually. During even years, CW will select 20 candidates and the Preparatory School will select one candidate. During odd years, CW will select 20 candidates and the Preparatory School will select two candidates. Air Force Reserve Command (AFRC) appoints one representative annually (included in the above numbers). The AOC Program team (CW, DF, CCLD) will provide a recommendation for selectees to the Commandant of Cadets and the Preparatory School Commander who are the final authority for AOC IDE selection for their respective slots. Additionally, CW has the discretion to select sister-service AOCs. Currently USAFA have an exchange program with United States Military Academy (USMA) Tactical Officers or TACs.

3.1. **Program Selection Criteria.** The four main factors for selection are 1) Leader development skillset and growth mindset, 2) Desire and motivation for the USAFA AOC Program, 3) A highly competitive record, and 4) Diversity. The intent is for 30-40 candidates to be identified for further evaluation and with final candidate selected following review of personal statements and interviews.

3.1.1. Highly Competitive Record. Each candidate must not only be eligible in their IDE window, but their record must reflect outstanding performance in their career field in order to provide exceptional examples within their Air Force Specialty Code (AFSC) to the cadets they will lead.

3.1.2. Diversity. Diversity within the AOC cohort enables USAFA to leverage a wide range of perspectives and experiences to enhance mission effectiveness. As outlined in AFI 36-7001, *Diversity & Inclusion*, diversity includes a composite of individual characteristics, experiences, and abilities consistent with the Air Force Core Values and the Air Force Mission. Air Force diversity includes, but is not limited to: personal life experiences, geographic and socioeconomic backgrounds, cultural knowledge, educational background, work experience, language abilities, physical abilities, philosophical and spiritual perspectives, age, race, ethnicity, and gender.

3.1.3. Desire and Motivation for the AOC IDE Program. One of the major lessons learned since the establishment of this program is the importance of having AOCs motivated to execute the mission to develop LoC (i.e., the AOC program should prioritize a top-third IDE officer in their career field, who is passionate about leader development, over a top-5% IDE officer who could be "non-vol'd" for the position). One measure of this desire and motivation is placing the AOC IDE program on their top-five list and preferably as their top choice for in-residence IDE.

3.1.4. Leader Development Skill Set and Growth Mindset. One of the main roles in developing LoC is being able to assess, challenge, and support cadets in their development. While all IDE cohort members will need extensive development and preparation to increase effectiveness as AOCs, there are key skills critical for being effective as an AOC. Skills highly valued include active listening, emotional intelligence (e.g. self-awareness, self-regulation, motivation, empathy, social skills) and relatability, as well as virtues including altruism, humility, and integrity.

4. AOC Program Assessments and Evaluations. The AOC IDE program will have a robust set of assessments to increase AOC self-awareness, enhance development opportunities as well as evaluate the program across various levels to determine its effectiveness.

4.1. **Participant perspective.** Each AOC will have the opportunity to provide feedback through surveys and Faculty Course Questionnaires (FCQs) to enhance program effectiveness.

4.2. **Learning and Development.** Each AOC will execute a series of self-assessments to increase their understanding of themselves including their personality, motives, values, strengths, and weaknesses. Examples of current tools utilized include: the Multifactor Leadership Questionnaire (MLQ), the Hogan Leadership Forecast Series (Hogan Personality Inventory; Hogan Development Survey; Motives, Values, Preferences Inventory and Coaching Report), Emotional Intelligence assessments (Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT): abilities-based assessment; EQi.2.0: Leadership trait-based assessment.

4.3. **AOC Comprehensive Exams.** At the end of the IDE year, AOCs will be assessed through comprehensive exams administered by the CI partner in coordination with USAFA. Historically, these exams have been executed comprehensively in three components: multiple-choice exam, scenario-based scholarly essays, and oral finals. These comprehensive exams measure not only academic prowess but also readiness for command as AOCs. The CI partner is typically responsible for this process in partnership with the USAFA program team.

4.4. **AOC Personnel Evaluations.** Evaluating AOC performance will be based on their behavior and performance over the entirety of the cohort year. There are a few key processes to determine outstanding performance as well as address core deficiencies. The USAFA program team will work with the CI partner to remedy any deficiencies.

4.4.1. If any academic program deficiencies are identified, the CI partner is responsible for remediation.

4.4.2. If any attitude, character, effort or officership problems are identified the program director will address through verbal or written counseling and potentially have it reflected in their training report.

4.4.3. The AOC program team will conduct a series of pre and post assessments to identify the AOC cohort members' growth in core competencies (e.g., self-efficacy, leader identity, ethics, and inclusivity).

4.5. **Program Governance.** The AOC IDE program falls under the governance of the Academy Board. The program will host an annual program review utilizing the tools already outlined (e.g., FCQs, comprehensive exams) for program analysis. An O-6-level steering group from the three mission elements will work the programmatic adjustments for later out brief to the Academy Board. Significant program/curriculum changes will need to be coordinated through the board. This steering group is available to work programmatic concerns that arise throughout the program.

5. AOC Distinguished Graduate and Program Awards. The AOC program CI partner has the ability to develop and administer awards it sees fit. The program director is responsible for providing distinguished graduate distinction and stratifications on Training Reports (TRs), based on the criteria outlined below. Currently, the CI partner grants the Professor Jeff Jackson Memorial Academic Excellence Award for overall academic excellence. USAFA has developed the General Mark A. Welsh Outstanding AOC Student Award awarded to the top graduate of the program. If agreement cannot be achieved on the top graduate, USAFA reserves the right to present this award in another venue, and CI partner reverts to awarding the outstanding student award for that given year. The student would receive the Outstanding AOC student award, but the training report may

indicate a different stratification. The criteria for distinguished graduate and these awards are established below. With the CI partner executing the majority of instruction, the goal is to work synergistically to increase the probability of making the best selections is to seek a wide range of perspectives of AOC performance.

5.1. **Professor Jeff Jackson Memorial Academic Excellence Award.** This award is based on two main criteria: outstanding performance in academics and commitment to growth and development.

5.1.1. Outstanding performance in all aspects of CI Master's Degree program should include: demonstrated excellence in academics and grade performance average (GPA); High performance on all components of comprehensive exams; Demonstrated overall excellence in emotional intelligence, knowledge, skills, and intellectual agility; and strong disposition for the development of others thorough both challenging and supporting others.

5.1.2. Consistent commitment to personal growth and development including: Demonstrated growth mindset with skill development and commitment in the lab application environments; Effectively modeled personal commitment to development as a Leader of Character and being a Leader of Character; Consistently demonstrated development of peers; and demonstrated willingness to elevate team performance.

5.2. **General Mark A. Welsh Overall Outstanding AOC Student Award.** This award is based on same previous two criteria above and additionally evaluates the AOCs based on who is most prepared to be an effective AOC ready to take command.

5.2.1. Being ready for command includes: Effectively modeled personal commitment to development as a Leader of Character and being a Leader of Character; and was an influential leader with sound command presence and judgement; had strong understanding of the military principles, regulations and laws that will govern their role as AOCs at USAFA.

6. AOC Development. While the formal IDE graduate program is only one year long, AOCs will also experience development opportunities during their time at USAFA.

6.1. **Guest Speakers.** The Commandant will select guest speakers each year to speak with AOCs for continued professional development.

6.2. **Professional Conferences.** When the CW budget allows, AOCs are encouraged to attend one professional conference annually (e.g., Air Force Association, Airlift/Tanker Association, Weapons and Tactics).

6.3. **Command and Fieldwork Course Participation.** AOCs will support the spring Command and Fieldwork Course by participating in the weekly discussion topics. Second year AOCs will complete the "Pre-command checklist" with their replacement prior to 1 May of each year.

6.4. **Heritage and Leadership Journals.** Heritage and leadership journals will be provided by CW for AOCs to reflect on during their command experience.

6.5. **Commander Library.** Each year, the Commandant of Cadets will provide books to AOCs for professional development while in command.

6.6. **Coaching.** CCLD will provide a list of coaches for AOCs to utilize during command.

7. Rated Management for AOCs.

7.1. All qualified pilots will complete T-53 Pilot Instructor Training (PIT), which will begin during the CI Master's Program and count towards the 300-hour fieldwork requirement. If at any point AOCs are not able to balance academics and flying, they will be put on an administrative hold, and complete PIT once the academic year is complete. Flying obligations will not supersede classroom instructional time.

7.2. AOCs will be scheduled to fly a minimum of 8 times per month.

7.3. The significant time commitment to flying should be considered when evaluating AOC performance and how it contributes to cadet development.

7.4. Priority will be given to ensure there is at least one AOC at the Preparatory School is rated.

8. Command Organization. To support the optimization of the AOC IDE program, roles and responsibilities are split between different Mission Element (ME): HQ USAFA/AC, CW, and DF. These MEs share responsibilities that result in collective work to support the Superintendent's vision for USAFA. AC will retain Administrative Control or (ADCON), and will be the supported lead for the AOC cohort year with DF and CW holding supporting roles. Once AOCs take command, they will Permanent Change of Assignment (PCA) into CW and CW will assume ADCON responsibilities.

9. HQ USAFA/AC will appoint the AOC Program Director who is responsible for providing general oversight of the following in coordination with the other ME leads:

9.1. Overall program administrative oversight for the AOC program cohort year including funding execution and non-academic scheduling functions.

9.2. Support CW in the AOC screening and selection process and updates to the IDE Program Description Guide (PDG).

9.3. Support AOC PCS transition process to USAFA and the in-processing of AOC cohort.

9.4. Organize, coordinate, and integrate roles for USAFA and the CI in executing AOC cohort orientation week to provide incoming AOCs an overview and introduction of the AOC Master of Arts Degree Program.

9.5. In coordination with the Academic Program Chair, provide general guidance and vision to CI-led academic program including oversight of program outcomes and standards. All substantial changes will be consistent with the annual review process to ensure any necessary changes can be implemented in accordance with the CI partner curriculum committee, graduate school requirements/timeframes or other review processes.

9.6. Provide insight, partnership and support to CI-led academic program including assessments, learning objectives and comprehensive exams.

9.7. Help integrate and coordinate efforts of primary team members as well as include inputs from other stakeholders for program coordination and effectiveness.

9.8. Coordinate annual funding execution for AOC program tuition and review the educational services agreement (ESA) contract for the Master of Arts degree. Pay all required tuition fees for AF cohort members. Cohort members will ensure they are classified as residents for tuition

purposes. Costs may vary each academic semester; Program Director is responsible for confirming cost with the CI partner annually. Furthermore, the Program Director will monitor tuition costs and ensure CI partner tuition is paid.

9.9. Complete an annual program report that includes program assessment and the results of ongoing developmental education, training, and support. Copies will be provided to CI partner and key USAFA stakeholders.

9.10. Maintain an AOC Program budget, not inclusive of tuition for Master of Arts Program, for AOC IDE Program-related TDYs, supplies, workshops, conferences, ongoing development, any additional specialized academic faculty training, coaching services, and assessments.

9.11. Provide administrative support and requirements during the AOC Cohort year to include:

9.11.1. Enforce rules, regulations, and refer potential UCMJ action for cohort members.

9.11.2. Approve leave for cohort members and ensure leave has been coordinated with instructors if they will miss class.

9.11.3. Approve absences from class on a case-by-case basis and ensure absence has been coordinated with instructors.

9.11.4. Complete formal initial, mid-term, and final feedback as well as TRs, stratification and distinguished graduate (DG) oversight for all AOC cohort members.

9.11.5. Provide initial program expectations, initial assessment tools, and provide AOC sponsor and mentor for AOC program.

9.12. Provide primary instruction of the Command and Fieldwork Course sequence (i.e., AOCC 5160). Coordinate with program team (USAFA and CI partner) to effectively integrate fieldwork with the comprehensive exams and any AFI-driven commander's requirements (e.g., Article 137, SAPR, EO and IG training).

9.13. Meet CI partner expectations when executing AOC graduate course instruction. Instructors will adhere to all CI partner department and college policies and procedures for proper classroom instruction.

9.14. Inform and support remediation plan for correcting skill deficiency of cohort members during IDE program. Will provide final decision recommendation on removal of AOCs from IDE program to the HQ USAFA/CC (Superintendent) for concerns outside the cohort members' academic standing.

9.15. Assist CW in professional development efforts that reinforce application of the AOC Master of Arts Degree program for AOCs during command at USAFA.

9.16. Provide input to the AOC student handbook that details the rules, regulations, and policies of the academic program. Distribute handbook to cohort members prior to the start of the academic program.

9.17. Ensure key faculty from CI partner have the appropriate USAFA and Cadet Area access to ensure ongoing opportunities for collaboration and engagement.

9.18. Provide CI partner with faculty office space in HQ USAFA/AC for necessary on-site instruction and collaboration.

9.19. Track completion of Air Command and Staff College (ACSC) by cohort members to ensure full IDE credit at the completion of the program. In coordination with the Academic Program Chair, seek opportunities to integrate curriculum and requirements with ACSC requirements.

9.20. Support CI partner in execution of cohort graduation.

9.21. Provide AOCs with resources and support for continued professional development opportunities during command.

9.22. Brief AOC cohort on the provisions within this instruction.

9.23. Provide administrative feedback support to other two USAFA program elements, CW and DF, for effective execution of their roles within this instruction.

9.24. Lead interface support to CI partner for graduation event.

9.25. Support Academy Military Trainer (AMT) leader development and education alignment with the AOC development curriculum and educational programing.

10. USAFA/CWX is responsible for providing general oversight of the following, in coordination with the other ME leads provides general oversight of the program in the following ways:.

10.1. Commandant of Cadet's primary contact for all things involving the AOC program, specifically providing feedback to the AOC program team on the readiness and effectiveness of AOCs entering command.

10.2. Lead integrator with AFPC on the screening and selection of USAFA AOC Master's IDE cohort members. Provide the AOC program team a list of names of selected officers upon notification of the AFPC board results.

10.3. Manage selection, placement, and timing of exchange officer program.

10.4. Assist in the orientation week. Assist in issuing computers to AOC IDE cohort members as well as access to the USAFA network. AOCs will keep the same computer, issued by CW, for the full three years.

10.5. Communicate the Commandant's "Commander's Intent" and expectations of sitting AOCs to cohort members as they prepare for command. As necessary, communicate opportunities for AOC cohort members to utilize fieldwork hours to enhance preparation for command.

10.6. CW's lead POC for professional development of AOCs during command throughout their 3-year controlled tour. Integrator who takes development team (CI, CCLD, DF) recommendations for continued development and coordinates with CW Group Commanders for opportunities. Coordinate ongoing developmental opportunities IAW **paragraph 7** of this instruction.

10.7. Support the Command and Fieldwork Course.

10.8. AOC program liaison to the 306th Flying Training Group (306 FTG).

10.9. Participate in regularly occurring CW meetings, training, and events in order to provide insight to the AOC program team.

10.10. Host meetings between CW/CC and AOC cohort as determined by the Commandant (e.g., at least once per semester).

10.11. Provide AOC squadron and summer program matches by 1 Jan each year IAW **Attachment 2**.

10.12. Coordinate with HQ USAFA Manpower and Personnel (HQ USAFA/A1) to ensure AOC billets are "command coded" for G-Series authority NLT 30 days before taking Command.

10.13. Support remediation plan for AOC cohort member deficiencies. Inform CW leadership of skill deficiency of cohort members during cohort year. Commandant's lead POC as final decision authority on AOC cohort members taking command within CW.

10.14. Support CI partner in execution of cohort graduation.

10.15. Coordinate PCA orders to ensure all cohort members are in-processed into CW.

10.16. Provide AOC assignment requests to Commandant to support outgoing placement.

10.17. Continue to work program improvement initiatives to increase effectiveness, efficiency, prestige, and long-term integration.

10.18. Support integration efforts to align AOC program goals with AMT education and training initiatives.

10.19. Provide administrative feedback support for the other two USAFA program elements (CCLD and DF) for effective execution of their roles within this instruction.

10.20. Coordinate three full-day immersions each year: Summer Programs, Commandant's Challenge, and CW.

10.21. Lead integrator of AMT leader development and education alignment with the AOC development curriculum and educational programing.

11. USAFA/DF: DF will appoint the AOC Program Academic Chair who is responsible for providing general oversight of the following, in coordination with the other ME leads:

11.1. Advise, collaborate with and oversee CI partner on the design of academic curriculum and to be the USAFA focal point for support of the academic program including assessments, comprehensive exams, program outcomes, standards, learning objectives, and associated courses in coordination with the AOC Program Director

11.2. In coordination with CCLD, act as focal point for USAFA research related to AOC program and students.

11.3. USAFA focal point and oversight of DF appointed course instructors for the leadership course sequence (i.e., AOCC 5210, AOCC 5250, and AOCC 5280); specifically, ensuring established science forms the basis for these courses and they align with Air Force and USAFA leadership philosophy.

11.4. Coordinate classroom and meeting spaces with DFR, if needed.

11.5. Support program evaluation of cohort members and program graduates in coordination with CI partner and program director. Assist in development, assessment and execution of comprehensive exams.

11.6. Assist CW and CCLD in professional development efforts that reinforce application of the AOC Master of Arts Degree for AOCs during command at USAFA.

11.7. Meet CI partners' requirements to teach graduate level courses. This will include but not limited to appointment by the CI partner as a Graduate Faculty Member, adherence to all department and college policies and procedures for proper classroom instruction.

11.7.1. Support CW in the AOC screening and selection process as well as USAFA squadron placement.

11.7.2. Inform, collaborate, and support CI partner in remediation plans for correcting skill deficiency of cohort members during the cohort year. In order to maintain compliance with CI partners Graduate School requirements, the CI partner has final determination regarding any remediation involving academics standing during the cohort year.

11.7.3. Provide administrative feedback support for the other two USAFA program elements (CCLD and CWX) for effective execution of their roles within this instruction.

11.8. Support AMT leader development and education alignment with the AOC development curriculum and educational programing.

12. USAFA's CI partner as codified in an Educational Service Agreement (ESA) and Memorandum of Understanding (MOU) will:.

12.1. Maintain appropriate national accreditation and award the   Master of Arts degree to USAF officers who successfully complete the academic program.

12.2. Annually develop or revise a student handbook that identifies the major rules, regulations, and policies of the Graduate School. The handbook will detail requirements of the program and will be presented to all cohort members prior to the start of the academic program. The handbook will be coordinated with AOC program team prior to cohort member distribution.

12.3. Assist cohort members in application and registration procedures to gain admittance into the program and register in the appropriate classes.

12.4. Provide academic instruction and expertise for all CI-taught courses using full- time university faculty members whenever feasible.

12.5. Coordinate with USAFA regarding course support requests for instruction and integration. Have final decision authority on the qualifications of faculty teaching in the program.

12.6. Develop a comprehensive exam, in coordination with USAFA AOC team synthesizing course curriculum and application.

12.7. Design and conduct academic assessment (course critiques)   and provide such data to USAFA AOC team.

12.8. Support end-of-year program review including review of courses, assessments, instructors, and overall program execution.

12.9. Attend scheduled Curriculum Reviews to review and update curriculum changes.

12.10. Provide USAFA instructors teaching AOC courses with clear guidelines for Adjunct Faculty members. Coordinate with USAFA program team for USAFA required instruction execution.

12.11. Ensure that the CI Partner's Bursars Office provides timely billing of the AOC cohort each semester.

12.12. Develop a comprehensive assessment program to evaluate effectiveness of AOCs as Models, Developers and Leaders.

12.13. Provide AOCs resources and support for continued professional development opportunities during command.

12.14. Work to align AMT development and education curriculum with the AOC development and education programing.

13. USAFA HQ/CSS will:

13.1. Provide administrative support to AOC cohort as USAFA permanent party members including in-processing actions and support functions.

14. HQ USAFA/CC will:

14.1. Act as G-Series Commander for AOC cohort.

15. In accordance with the USAFAI 36-3503, HQ USAFA AIRCREW MANAGEMENT, the 306 FTG will:.

15.1. Support T-53 PIT for AOCs with the objective of completing training before AOCs take command.

15.2. During the AOC Master of Arts Program, coordinate with the AOC Program Director with concerns about flying progress. If at any point AOCs are not able to balance academics and flying, they will be put on an administrative hold, and complete PIT once the academic year is complete. Flying obligations will not supersede classroom instructional time.

15.3. During the AOC command tour, coordinate with the respective group commander with concerns about flying progress.

15.4. Communicate with CW if AOCs fail to meet their two event per week flying requirement.

16. 10 ABW will:

16.1. Coordinate with USAFA Base Housing to provide priority on-base housing for inbound AOC cohort members requesting to live on base.

16.2. Ensure flight medicine support rated AOCs clinical needs similar to any other USAFA permanent party member.

RICHARD M. CLARK, Lt Gen, USAF
Superintendent

Attachment 1

GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION

References

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AFI 36-7001, *Diversity & Inclusion,* 18 February 2019

AFI 33-322, *Records Management and Information Governance Program,* 22 March 2020

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Adopted Forms

DAF Form 847, *Recommendation for Change of Publication*

Attachment 2

A2. AOC PROGRAM GOALS TABLE.

A2.1. Outcome I: Role Modeling (Lives Honorably). Students will develop necessary dispositions and behaviors to become high impact tole models to college-level students.

	Standards	USAFA Institutional Outcomes Alignment
a.	Demonstrates attitudes and knowledge reflected in the Air Force Core Values (Integrity First Service before self, and Excellence in all we do)	Ethics and Respect for Human Dignity Leadership, Teamwork, and Organizational Management
b.	Identify, describe, and apply leadership theory to character development	Ethics and Respect for Human Dignity Leadership, Teamwork, and Organizational Management Critical Thinking Scientific Reasoning and the Principles of Science
c.	Demonstrate attitudes, knowledge and skills related to social and cultural sensitivity, awareness, and competence	Ethics and Respect for Human Dignity Human Condition, Culture, and Societies
d.	Demonstrate self-awareness, adaptability and understanding of how one impacts others	Clear Communication Human Condition, Culture, and Societies Critical Thinking
e.	Understand and demonstrate ethical and character-based leadership practices	Ethics and Respect for Human Dignity Leadership, Teamwork, and Organizational Management
f.	Demonstrate skills necessary to promote resiliency, adaptive coping, GRIT, and a growth mindset	Warrior Ethos as Airmen and Citizens Critical Thinking
g.	Demonstrate the ability to establish a relationship of mutual trust, confidence, credibility, and shared commitment	Warrior Ethos as Airmen and Citizens Ethics and Respect for Human Dignity
h.	Demonstrate skills necessary to promote mutual respect, humility, and gratitude	Human Condition, Culture, and Societies Ethics and Respect for Human Dignity
i.	Demonstrates the skill of principle-based decision making	Ethics and Respect for Human Dignity Critical Thinking Scientific Reasoning and the Principles of Science
j.	Demonstrate the skill of empathy and perspective taking	Human Condition, Culture, and Societies Clear Communication Critical Thinking
k.	Models a disposition of emotional stability and healthy self-regulation	Ethics and Respect for Human Dignity Clear Communication
l.	Demonstrates intellectual curiosity in oneself and promotes intellectual stimulation in others	Critical Thinking Scientific Reasoning and the Principles of Science Human Condition, Culture, and Societies
m.	Demonstrate attitudes, knowledge and skills related to self-reflective and inclusive leadership	Ethics and Respect for Human Dignity Critical Thinking Human Condition, Culture, and Societies

A2.2. Outcome II: Developmental Perspectives (Lifts Others). Students will develop skills necessary to become high impact coaches/counselors to the Cadets under their command.

	Standards	USAFA Institutional Outcomes
a.	Demonstrate effective micro-skills of communication	Clear Communication
b.	Demonstrate understanding of group dynamics, stages of group development, roles and responsibilities associated with leading/facilitating groups/teams	Ethics and Respect for Human Dignity Leadership, Teamwork, and Organizational Management
c.	Demonstrate effective application of group facilitation and leadership skills	Ethics and Respect for Human Dignity Leadership, Teamwork, and Organizational Management
d.	Demonstrate effective crisis intervention skills including psychological first aid, de-escalation, & conflict mediation.	Human Condition, Culture, and Societies Ethics and Respect for Human Dignity
e.	Demonstrate effective knowledge and skills related to career counseling theory, assessment, and application to individual and system	Critical Thinking Ethics and Respect for Human Dignity
f.	Establish the terms of a coaching and mentoring engagement	Clear Communication Ethics and Respect for Human Dignity
g.	Demonstrate understanding and application of effective instructional design	Scientific Reasoning and the Principles of Science Human Condition, Culture, and Societies
h.	Demonstrate understanding and skills related to the development and implementation of effective learning objectives	Critical Thinking Scientific Reasoning and the Principles of Science
i.	Demonstrate understanding and skills related to conducting an effective debrief	Clear Communication Ethics and Respect for Human Dignity
j.	Effectively manage and engage small and large groups of learners	Human Condition, Culture, and Societies Leadership, Teamwork, and Organizational Management Clear Communication Ethics and Respect for Human Dignity
k.	Create effective learning environments (in-and-out of the classroom)	Human Condition, Culture, and Societies Ethics and Respect for Human Dignity
l.	Effectively communicate through multiple teaching methods (1. verbal & non-verbal/body language, 2. In-person & Virtual, 3. Synchronous & Asynchronous)	Clear Communication

A2.3. Outcome III: Leadership Practices (Elevates Performance). Students will develop mastery of the body of knowledge in high impact leadership.

	Standards	USAFA Institutional Outcomes
a.	Demonstrate a leadership style that promotes inspirational motivation, idealized influence, intellectual stimulation, and individualized considerations	Leadership, Teamwork, and Organizational Management Critical Thinking Clear Communication
b.	Demonstrate attitudes, knowledge, and skills necessary for effective operationalization and use of USAFAs Leader of Character Framework	Ethics and Respect for Human Dignity Leadership, Teamwork, and Organizational Management Human Condition, Culture, and Societies
c.	Identify, describe, and apply leadership theory to student development	Critical Thinking Scientific Reasoning and the Principles of Science Leadership, Teamwork, and Organizational Management
d.	Demonstrate effective assessment and conceptualization of individual, group, & system needs	Human Condition, Culture, and Societies Ethics and Respect for Human Dignity Scientific Reasoning and the Principles of Science
e.	Demonstrate the ability to effectively incorporate developmental counseling theories into both coaching/mentoring and leadership situations	Leadership, Teamwork, and Organizational Management Human Condition, Culture, and Societies Ethics and Respect for Human Dignity
f.	Evaluation of individual needs and establishing a plan with milestones and timelines	Critical Thinking Ethics and Respect for Human Dignity
g.	Understanding organizational objectives and individualized developmental needs of its members	Critical Thinking Leadership, Teamwork, and Organizational Management Human Condition, Culture, and Societies
h.	Establishing a plan that focuses on a commitment for change and overall excellence	Critical Thinking Scientific Reasoning and the Principles of Science
i.	Prioritizing goals and developmental methods	Human Condition, Culture, and Societies Critical Thinking Scientific Reasoning and the Principles of Science
j.	Providing performance and developmental feedback	Clear Communication Ethics and Respect for Human Dignity Human Condition, Culture, and Societies
k.	Demonstrate an openness to receive and incorporate feedback	Clear Communication Ethics and Respect for Human Dignity Human Condition, Culture, and Societies

Attachment 3

A3. BCT LIST.

BCT		
SQ	*Name*	*Suggested Job*
		DO
		DO
		ADO
		ADO
		Transtion/CC
		A4/6/8
		Jacks Valley/CC
		Jacks Valley/CD
		Agressors/CC
		Agressors/CD
		Barbarians/CC
		Barbarians/CD
		Cobras/CC
		Cobras/CD
		Demons/CC
		Demons/CD
		Executioners/CC
		Executioners/CD
		Flying Tigers/CC
		Flying Tigers/CD
		Guts/CC
		Guts/CD
		Hellcats/CC
		Hellcats/CD

Operations		
SQ	*Name*	*Suggested Job*
		ADO
		Airmanship/CC
		Airmanship/CD
		Space/Cyber/UAS/CC
		Space/Cyber/UAS/CD

Expeditionary		
SQ	*Name*	*Suggested Job*
		ADO
		Academic/Admin/CC
		Academic/Admin/CD
		OSS/CC
		OSS/CD
		Special Warfare
		Special Warfare

Combat Survival Training		
SQ	*Name*	*Suggested Job*
		CST/CC
		CST/CD
		CST/CD