

**OFFICER TRAINING
SCHOOL RESERVE
COMMISSIONED OFFICER
TRAINING COURSE
SYLLABUS**



**Academic Year 2025-2026
12 December 2025**

This is to certify that the curriculum described in this Officer Training School (OTS) Syllabus fulfills the education and training requirements needed to achieve the pre-commissioning program outcomes identified in DoDI 1322.35, *Military Education: Program Management and Administration*, CJCSI 1800.01G, *Officer Professional Military Education Policy*, CJCSM 1810.01, *Outcomes Based Military Education Procedures for Officer Professional Military Education*, DAFI 36-2614, *Pre-Commissioning Education and Training Program*, and AETCPAM 36-2614, *Pre-Commissioning Terminal Learning Objectives*. This syllabus prescribes the course content, instructions to conduct the training, and the time necessary to successfully complete all requirements. Holm Center Academic Affairs is the Office of Primary Responsibility (OPR) for Chapter 3 (Academics). No changes will occur to the Academic Program without approval of the Holm Center Syllabus Coordination Steering Committee. The Commandant, Officer Training School (OTS/CC), is the OPR for Chapters 1, 2, & 4. The OTS/CC, in coordination with the Holm Center Dean of Academic Affairs, is the final authority for the execution of this syllabus.

TOY.ROXANNE.THE
RESE.1094355105
ROXANNE T. TOY, Colonel, USAF
Commandant, Officer Training School

SERGEY.PATRICIA
A.A.1178312878
PATRICIA A. SERGEY, GS-14, DAF
Dean and Director, Holm Center Academic Affairs

Supersedes OTS RCOT Syllabus, September 2022

OPR: OTS/Operations
OCR: Holm Center Academic Affairs

TABLE OF CONTENTS

CHAPTER 1: COURSE OVERVIEW	4
1.1. Course Title	4
1.2. Course Number.....	4
1.3. Location	4
1.4. Duration.....	4
1.5. Course Entry Prerequisites	4
1.6. Course Requirements.....	4
1.7. Additional References	6
CHAPTER 2: COURSE ADMINISTRATION.....	7
2.1. Course Overview	7
2.2. Course Requirements.....	7
2.3. Commander’s Review	7
CHAPTER 3: ACADEMICS	10
3.1. Academic Overview	10
3.2. Academic Graded Measurements	10
3.3. Holm Center Policy	11
3.4. In-Residence Course Lesson Descriptions	13
Table 3.1. Pre-Course Assignments	13
Table 3.2. In-Residence Lesson Sequence.....	13
CHAPTER 4: ASSOCIATED TRAINING AND EVENTS	33
4.1. Training Overview	33
Table 4.1 Events Overview.....	33
Table 4.2: Administration Overview	33
Table 4.3: Drill, Ceremonies and Inspections Overview	33
Table 4.4: Foundational Expeditionary Skills Training (EST) Overview	34
Table 4.5: Leadership Application Overview	34
Table 4.6: Warrior Ethos Overview	34
4.2. Training Event Descriptions	35

CHAPTER 1: COURSE OVERVIEW

- 1.1. Course Title.** Reserve Commissioned Officer Training (RCOT).
- 1.2. Course Number.** MOTS-003, PDS Code MOTS003.
- 1.3. Location.** Maxwell AFB, AL.
- 1.4. Duration.** RCOT is a 15-day course available to selected and pre-determined medical AFSCs. RCOT may execute independently, in parallel to or integrated with Officer Training School (OTS).
- 1.5. Course Entry Prerequisites.** IAW Department of the Air Force Policy Directive (DAFPD) 36-20, *Recruiting Programs and Accession of Military Personnel*; and Department of the Air Force (DAF) Manual 36-2032, *Military Recruiting and Accessions*.
- 1.6. Course Requirements.** Guidance documents that direct and provide outcomes for pre-commissioning programs.
 - 1.6.1. Holm Center Academic Program Learning Outcomes (PLOs):** Academic curriculum and associated coursework are derived from five PLOs. These areas describe the skills, knowledge, and attributes required of the graduate:
 - 1.6.1.1. Leader of Character:** Demonstrate ethical leadership through effective decision making in personal, team and organizational contexts.
 - 1.6.1.2. Warfighter:** Explain the linkages between DAF doctrine and key concepts of military theory, strategy and the nature of war.
 - 1.6.1.3. Effective Communicator:** Express ideas with a clear and tailored purpose to enhance knowledge, foster understanding and garner cooperation.
 - 1.6.1.4. Strategic-Minded Officer:** Describe US values, interests, government structures and processes and global challenges related to national security decision-making.
 - 1.6.1.5. Disciplined Professional:** Demonstrate DAF standards and commitment to excellence in personal and professional conduct.
 - 1.6.2. DoDI 1322.35, *Military Education (ME): Program Management and Administration*** states that education, training, and experience are the three mutually supportive force-development components. ME, which begins in pre-commissioning programs, encompasses those educational opportunities specific to creating and sustaining the intellectual capacity essential to the profession of arms, ensuring

Department of War (DoW) personnel are adequately prepared to practice their profession commensurate with their levels of responsibility and mission requirements. ME supports and enhances intellectual leadership and military professionalism in the art and science of warfighting. It equips DoW personnel to create and sustain the human capital development component of force readiness, creating a more lethal, ready, intellectually agile, innovative, effective and efficient force. ME emphasizes cognitive capabilities, leverages acculturation to increase the sense of togetherness among DoW professionals and expands expertise according to the needs of the DoW and DoW personnel.

1.6.3. CJCSI 1800.01G, *Officer Professional Military Education and Policy* (OPMEP) directs pre-commissioning programs to produce “officers with a basic awareness of military services upon graduation.” The programs should include an introduction to service missions, the US Constitution, and the US Government, as well as a basic understanding of national military capabilities and foundations of joint warfare.

1.6.4. CJCSM 1810.01, *Outcomes-Based Military Education (OBME) Procedures for Officer Professional Military Education* focuses on developing and describing desired cognitive and affective outcomes for program graduates, and communicating the outcomes to faculty and trainees. The OBME procedures also establish educational methods and assessment strategies to support achievement of the desired outcomes.

1.6.5. DAFI 36-2614, *Pre-Commissioning Education and Training Program* directs DAF pre-commissioning programs to use an outcome-based learning approach to, “provide DAF officer candidates with an opportunity to acquire, enhance, and demonstrate the attributes, competencies and qualities that satisfy the tactical, operational and strategic prerequisites required to prepare newly commissioned officers to perform effectively and ethically across the entire spectrum of DAF operations to achieve national security objectives.”

1.6.6. AETCPAM 36-2614, *Pre-Commissioning Terminal Learning Objectives* provides an approved list of learning objectives authored by the Commissioning Training and Education Committee. Terminal Learning Objectives describe what a learner is expected to accomplish upon completion of the instruction. AETCPAM 36-2614 also identifies and defines the knowledge, skills, and attitudes that graduates should demonstrate at the conclusion of their respective pre-commissioning program.

1.7. Additional References.

- 1.7.1.** DAFPD 36-20, *Recruiting Programs and Accession of Military Personnel*
- 1.7.2.** DAFPD 10-8, *Defense Support of Civil Authorities (DSCA)*
- 1.7.3.** DAFMAN 36-2032, *Military Recruiting and Accessions*
- 1.7.4.** DAFMAN 36-2905, *Department of the Air Force Physical Fitness Program*
- 1.7.5.** DAFI 41-106, *Medical Readiness Program*

- 1.7.6. DAFI 36-2903, *Dress and Personal Appearance of Department of the Air Force Personnel*
- 1.7.7. AFI 10-405, *Ready Airman Training*
- 1.7.8. AFTTP 3-4, *Airman's Manual*
- 1.7.9. AFH 36-2647, *Competency Modeling*
- 1.7.10. USAFAMAN 36-3526, *Developing Leaders of Character at USAFA*
- 1.7.11. SPFI 36-2903 *Dress and Personal Appearance of Military Personnel*
- 1.7.12. SPFH 1-1, *Guardian Spirit*
- 1.7.13. *United States Space Force (USSF) Competency Framework*
- 1.7.14. *Holm Center Instruction 36-2601, Academic Program Administration*

CHAPTER 2: COURSE ADMINISTRATION

2.1 Course Overview. The OTS mission is to develop Warrior-Minded Leaders of Character committed to our oath, values and creed. The course is designed to educate, train and develop DAF officer trainees to become Warrior-Minded Leaders of Character prepared to serve and lead Airmen and Guardians. Activities include academic graded measures, scenario-based leadership experiences, military studies, and other events necessary to meet pre-commissioning PLOs as outlined in paragraph 1.6.

2.2 Course Requirements. All officer trainees must successfully accomplish all course requirements as outlined in Chapters 3 and 4 of this syllabus. Course requirements not accomplished may require a syllabus waiver or a Commander's Review (see paragraph 2.3).

2.3 Commander's Review (CR). The integrity of OTS RCOT is maintained by ensuring trainees meet the requirements outlined in this syllabus. The 24th Training Squadron Commander will review trainees for inability to meet OTS RCOT requirements and reinstate or recommend disenrolling a trainee from OTS for any of the reasons IAW DAFMAN 36-2032. This process is administered IAW DAFI 36-2614 and DAFMAN 36-2032 and allows OTS to evaluate the performance and potential of a trainee for disenrollment from the program. A trainee under CR will continue to attend all scheduled syllabus events unless otherwise directed. CR will result in one of two outcomes: reinstatement or disenrollment.

2.3.1 Reinstatement. Officer trainee will continue with original class.

2.3.2 Disenrollment. Officer trainee will be removed from OTS. There are two types of disenrollments from OTS: administrative and summary.

2.3.2.1 Administrative Disenrollment. Trainees may be disenrolled from OTS due to medical issues, family emergencies or failure to meet the eligibility requirements that could impact continued training. Administrative disenrollment is determined by the circumstances causing the emergency and the impact on the trainee's ability to continue training (e.g., family emergency or legal proceedings), extended absence, unit recall (AFR only) or self-initiated elimination (SIE) (which is the sole decision of a trainee to be removed from the program).

2.3.2.1.1 Trainees who are administratively disenrolled will need to re-enroll in a future OTS course.

2.3.2.1.2 Self-Initiated Elimination (SIE). A self-initiated elimination is a trainee's written request to be removed from training. Once approved, the trainee is disenrolled.

2.3.2.2 Summary Disenrollment. A summary disenrollment is either a military training deficiency or a lack of adaptability.

2.3.2.2.1 Lack of Adaptability (LOA). Violations of the OTS published standards, instructions, public law or military law are cause for a summary disenrollment from OTS. LOA may also refer to conduct or behaviors incompatible with service as an Air Force officer such as failing to uphold the Leader of Character attributes, maintain professionalism or uphold the Air Force or Space Force Core Values (e.g., plagiarism, cheating, lying or not applying oneself toward satisfying program completion requirements) (Leader of Character , see paragraph 1.6.1.1). LOA may also include uncorrected marginal performance such as consistent poor attitude, conduct, leadership, followership or behaviors documented by faculty.

2.3.2.2.2 Military Training Deficiency. Failure of graded measures even after remediation and subsequent progress checks. (e.g., failed graded requirements, failure to achieve a passing physical fitness score or medical disqualification under circumstances within the trainee's control).

2.3.2.3 Trainees entered into CR under summary disenrollment will have the opportunity to prepare a rebuttal to the OTS Commandant as well as consult with the Area Defense Counsel.

2.3.2.4 Actions Post Disenrollment: Direct Commissioned officer trainees will report to or return to their duty assignment location. Final disenrollment documents will be processed IAW DAFMAN 36-2012 and AFI 36-2406.

2.3.2.5 The OTS Commandant has waiver authority on a case-by-case basis for emergency situations.

CHAPTER 3: ACADEMICS

3.1. Academic Overview.

3.1.1. Content. This chapter outlines the material to be covered in each academic area of instruction with specific instructional objectives listed. The OPR for this chapter is Holm Center Academic Affairs.

3.1.2. Course. OTS is comprised of a Pre-Course Assignment (PCA) and In-Residence Courses. Upon selection to OTS, trainees will receive required information to complete the PCA. The PCA readings and associated note-taker will be completed prior to arrival to OTS as the In-Residence portion builds on the PCA material.

3.2. Academic Graded Measurements.

3.2.1. PCA Assessment. The PCA consists of a notetaker designed for trainees to fill out as they read Air Force Handbook 1 – *Airmen*, Space Force Handbook 1-1 – *Guardian Spirit* and *A Profession of Arms: Our Core Values*. It must be completed prior to arrival at OTS. Additionally, trainees will need to complete the Combating Trafficking in Persons web-based training as outlined in Table 3.1. Material from the PCA will be assessed during the In-Residence portion of the course.

3.2.2. Academic Assessment. Trainees will take an Academic Assessment (AA) covering academic material. The AA will occur during week 2. It consists of a 25-question multiple-choice exam based on flight room guided discussions, auditorium lectures and required readings. The questions are drawn from the cognitive measurable Samples of Behavior (SOBs) specified in each lesson. Trainees are required to successfully complete the AA with a score of 70% or higher.

3.2.3. Paper. Trainees will prepare and submit one military style paper written IAW AFH 33-337, *The Tongue & Quill*, and as applicable, IAW *Air University Style and Author Guide*. Paper format (e.g., memorandum, bullet background paper, talking paper, etc.), style (e.g., advocacy, informative, decision, course of action analysis, etc.) and topic will be assigned by OTS instructors. Each officer trainee will research and write their paper independently. The paper is intended to assess a trainee's ability to think, research and analyze independently. Emphasis is on the attention to detail and ability to communicate clearly and concisely as required of a DAF officer.

3.2.4. Briefs. Trainees will prepare and deliver a military style brief IAW the course flow. Briefs will be prepared IAW AFH 33-337, *The Tongue & Quill*, and as applicable, IAW *Air University Style and Author Guide*. Each trainee will create and deliver their brief independently. Emphasis is on the attention to detail and ability to communicate professionally and concisely within the allotted time.

3.3. Holm Center Policy. Trainees must adhere to guidance found in HCI 36-2601, as applicable, for all academic lessons, activities, and assessments.

3.3.1. Academic Freedom. Academic freedom is a key tenet within the Holm Center and is essential to advancing teaching and learning. Trainees and instructors must be free to pursue knowledge, speak, write and explore complex, and often controversial concepts and subjects. The Holm Center therefore respects academic freedom. However, as a military organization with an academic mission, academic freedom must be practiced within the context of professional character. The Holm Center recognizes and encourages the free and open discussion and/or debate of appropriate topics within the classroom. However, instructors and trainees are limited in the way they may publicly criticize senior officials. Consequently, such criticism and debate must be delivered respectfully in accordance with UCMJ, U.S.C. and DAFI publications.

3.3.1.1. Academic freedom carries with it individual responsibility. Academic freedom must be tempered by good judgment so that individuals refrain from making unreasonably offensive or irresponsible statements either verbally or in writing. Examples of statements that are not protected by the policy on academic freedom include the denigration of any person's age, race, color, ethnic group, religious beliefs, sexual orientation or sex. This is not meant to restrict discussions of controversial subjects; however, good judgment and discretion must be a guiding standard.

3.3.2. Non-attribution. Non-attribution is the principle that protects open expression and discourse within the academic environment. Non-attribution establishes trust relationships by assuring that thoughts and opinions are treated as privileged information not to be shared in other forums nor attributed to a specific individual without prior permission. Holm Center instructors and trainees are prohibited from attributing any statement, comment or remark to participants by name in public media or forums or knowingly transmitting such to persons who will enter statements into the public arena, unless specifically authorized to do so.

3.3.3. Academic Integrity. Academic integrity is the belief in honesty and an intolerance of acts of falsification, misrepresentation or deception. It is the uncompromising adherence to a code of ethics, morality, conduct, scholarship, academic standards and other values related to academic activity. Conduct that violates this paragraph or subparagraphs by military personnel is a violation of Article 92, UCMJ. Violations by civilian personnel may result in disciplinary or adverse action and/or civilian criminal or civil sanction. Violations of academic integrity are inconsistent with DAF Core Values and will not be tolerated.

3.3.3.1. Academic Integrity Violation. The act of intentionally providing and/or receiving improper assistance on academic assignments and

examinations. Instructors and trainees shall not engage in, attempt to engage in or assist others to engage in any act constituting an academic integrity violation, as defined in this chapter.

3.3.4. Types of Academic Integrity Violations. Academic integrity violations include, but are not limited to:

3.3.4.1. Plagiarism. The act of intentionally appropriating the written work of another, parts or passages of their writings or the ideas or language of another, and intending to pass them off as the products of one's own mind. This includes the use of Artificial Intelligence products to complete work and submitting that as an original work. Another example of plagiarism is copying material verbatim without quotation marks or citations and with the intent to claim the structure, style and content with only minor word changes (i.e., paraphrasing), without giving credit to the source. Although academic guidelines should make plagiarism rules as clear as possible, students also must take responsibility for their work. Trainees who have any questions about citation or crediting a source have an obligation to ask for clarification from their instructor.

3.3.4.2. Gaining unauthorized access to instructor materials that have not been released for student use.

3.3.4.3. Copying answers from another's work.

3.3.4.4. Providing or using unauthorized texts, notes, materials or other references for examinations or other assigned work.

3.3.4.5. Unauthorized use of electronic devices.

3.3.4.6. Permitting another student to copy one's writing assignments, speeches, or briefing materials or answers from an examination paper.

3.3.4.7. Submitting as individual work product any materials that were prepared by another person.

3.3.4.8. Collaborating or consulting with other persons on an individual work assignment in a manner not specifically authorized by the assignment instructions.

3.4. In-Residence Course Lesson Descriptions

Table 3.1. Pre-Course Assignment

Lesson	Method	Hours
Notetaker for the following reading: <i>Air Force Handbook 1 – Airmen Space Force Handbook 1-1 Guardian Spirit</i>	Posted Reading	37
Combating Trafficking in Persons	Web-Based Training	1
Pre-Course Assignment Total Hours		38

Table 3.2. In-Residence Academic Requirements Sequence

^(AA) denotes testable lessons developed by Academic Affairs for the Academic Assessment

* denotes required lessons taught by outside agencies

** denotes required lessons developed and taught by OTS instructors

Week 1 (TD-1 thru TD-5): Acculturation & Foundations			
TITLE	RCOT	Method	Hours
PCA Assessment	X	Auditorium	1
Military Customs and Courtesies**	X	Auditorium	1
Dress and Appearance**	X	Auditorium	2
Department of War	X	Auditorium	1
Academic Orientation*	X	Auditorium	1
Military Style Paper Requirements	X	Auditorium	.5
DAF Leader Development	X	Auditorium	1
Religious Accommodation*	X	Auditorium	.5
Suicide Awareness and Prevention*	X	Auditorium	1

Sexual Assault Prevention and Response (Must occur within the first 14 days)*	X	Auditorium	1.5
USAF and USSF Core Values (“The Promise” Ethical Case Study) ^(AA)	X	Flight Room	1.5
Pro-UnPro Relationships ^(AA)	X	Flight Room	1
The Commission and Oath of Office	X	Auditorium	1
US Constitution ^(AA)	X	Auditorium	1
Military Justice ^(AA)	X	Auditorium	1
Problem Solving ^(AA)	X	Flight Room	1
DAF Resiliency	X	Flight Room	1
Academic Prep Time (APT)	X	Flight Room	1
Peer Feedback (Instruction)	X	Flight Room	1
Peer Feedback	X	Flight Room	2
Initial Instructor Feedback	4	Flight Room	4
Total			26

Week 2 (TD-6 thru TD-12): Leadership & Warfighting			
TITLE	RCOT	Method	Hours
Military Style Paper	X	-	-
Global Hot Spots Requirements	X	Flight Room	.5

OPSEC	X	Auditorium	1
Full Range Leadership ^(AA) *Assign homework at least two days prior to lesson.	X	Flight Room	2
Followership ^(AA)	X	Flight Room	2
Teambuilding ^(AA)	X	Flight Room	1
Critical Thinking ^(AA)	X	Flight Room	2
Creative Thinking	X	Flight Room	2
Establishing Expectations ^(AA)	X	Flight Room	1
Conflict Management ^(AA)	X	Flight Room	2
Change Management ^(AA)	X	Flight Room	1
DAF Counseling	X	Flight Room	2
Heritage Series	X	Auditorium	1
Organizational Climate ^(AA)	X	Flight Room	2
Civilian Control of the Military	X	Flight Room	1
National Security ^(AA)	X	Flight Room	1
How the DAF Deploys ^(AA)	X	Flight Room	1
What the DAF Brings to the Fight ^(AA)	X	Flight Room	2
Academic Assessment	X	Auditorium	2.5
Academic Assessment Review	X	Flight Room	1
Academic Prep Time (APT)	X	Flight Room	3
Final Peer Feedback	X	Flight Room	2
Total			33

Week 3 (TD-13 thru TD-15): Preparation for ANG/AFR			
TITLE	RCOT	Method	Hours
Global Hot Spots Briefings	X	Flight Room	6
DAF Evaluation Systems	X	Flight Room	2
Performance Statements	X	Flight Room	2
Career Progression (REGAF)(AFR)(ANG) (Component Breakouts)	X	Breakout Sessions	1
Final Instructor Feedback	X	Flight Room	4
Total			15

Week 1

Lesson Title: Military Customs and Courtesies.

Lesson Objective: Remember the fundamental customs and courtesies practiced in the Air Force and Space Force.

PLO: Disciplined Professional.

Description: This lesson is taught by OTS MTIs and defines customs and courtesies, reviews rank insignias (with emphasis on recognizing officers), describes reporting procedures, and teaches when and how to properly render courtesies. Instructors must inform trainees of the expectations for presenting the material and rely on experience and knowledge to ensure all relevant areas are adequately covered. Material may be presented as an informal lecture format, hands-on activity, or combination of both.

Lesson Title: Dress and Appearance.

Lesson Objective: Remember Department of the Air Force dress and appearance standards.

PLO: Disciplined Professional.

Description: This lesson is taught by OTS MTIs and is designed to give trainees the basic knowledge required to maintain proper dress and personal appearance standards in accordance with DAFI 36-2903, *Dress and Appearance of United States Air Force and United States Space Force Personnel*. Material may be presented as an informal lecture, hands-on activity, or combination of both.

Lesson Title: The Department of War.

Lesson Objective: Remember the organizational structure and responsibilities of the DoW.

PLO: Warfighter, Strategic Minded Officer.

Description: This lesson identifies the roles of the President, Secretary of War and describes the functions of the Joint Chiefs of Staff. The lesson then defines Unified and Specified commands and explains the primary mission of each command.

Lesson Title: Academic Orientation.

Lesson Objective: Understand educational program outcomes related to OTS.

Description: Holm Center Academic Affairs provides an overview of the academic program, academic environment, and the assessment process. Trainees receive an overview of the academic learning outcomes, requirements, and expected levels of learning. Additional topics include academic freedom, non-attribution, and plagiarism.

Lesson Title: Military Style Paper Requirements.

Lesson Objective: Remember Department of the Air Force strategies and editing guidelines for writing official Air Force and Space Force papers.

PLO: Effective Communicator.

Description: This lesson informs trainees of writing requirements. Each deliverable is aligned with AFH 33-337, *The Tongue and Quill*. Officer Training school determines styles, requirements, grading, and topics for the Paper. The purpose is for trainees to experience the communication formats they will likely be required to write to senior leadership upon commissioning (e.g., advocacy, decision, or informative).

Lesson Title: Department of the Air Force Leader Development.

Lesson Objective: Understand the leadership development framework of Officer Training School (OTS).

PLO: Leader of Character.

Description: This lesson is designed to provide trainees an overall understanding of what the pre-commissioning program aims to accomplish by developing leaders (future officers) for the DAF. The objective is to present the big-picture view of what character qualities and leadership skills the DAF is seeking to instill in trainees to ensure they can relate specific aspects of training to the overall goal of developing leaders of character who are equipped to be effective leaders and officers upon commissioning.

Lesson Title: Religious Accommodation.

Lesson Objective: Understand the Department of the Air Force policy on religious accommodation.

PLO: Disciplined Professional.

Description: The lesson begins with a discussion on the guidelines concerning religious accommodation in the Air Force and Space Force. It further covers appropriate referral agencies and ends with scenarios covering the topic.

Lesson Title: Suicide Awareness and Prevention.

Lesson Objective: Understand the importance of preventing suicide.

PLO: Disciplined Professional.

Description: This lesson exposes trainees to the personal tragedy of suicide. The lesson addresses some of the signs to look for and how intervention can be attempted. The lesson addresses some of the individual barriers seen as obstacles to seeking help with mental issues. Trainees are engaged via questions and are encouraged to discuss openly their experiences with the topic.

Lesson Title: Sexual Assault Prevention and Response.

Lesson Objective: Remember the Department of the Air Force policy on sexual assault.

PLO: Disciplined Professional.

Description: This lesson covers the multiple aspects of Sexual Assault Prevention and Response (SAPR) Program. The lesson carefully addresses the severity of sexual assault and its profound impact on individuals but also expands on how such actions damage unit cohesiveness and jeopardizes the DAF mission. Additionally, the lesson provides the trainee with definitions, reporting options, and available resources for sexual assault victims.

Lesson Title: USAF and USSF Core Values.

Lesson Objective: Understand USAF and USSF Core Values and their importance to Airmen and Guardians.

PLO: Leader of Character, Disciplined Professional.

Description: This lesson further develops trainees' understanding of USAF Core Values and USSF Core Values and their association to virtues and traits. This lesson explores what it means to be an Airman or Guardian and establishes a foundation for service in the Profession of Arms.

Lesson Title: Professional and Unprofessional Relationships.

Lesson Objective: Understand professional and unprofessional relationships and their impact on the mission.

PLO: Disciplined Professional.

Description: This lesson explains the Department of the Air Force policy on professional and unprofessional relationships (UPRs), the responsibility of officers to avoid UPRs, and the punishments associated with UPRs. The lecture will define and describe the various types of unprofessional relationships to include fraternization, concluding with the various levels of responsibility.

Lesson Title: The Commission and the Oath of Office.

Lesson Objective: Understand the purpose of a military officer's Oath of Office and commission.

PLO: Disciplined Professional.

Description: This lesson is designed to educate and motivate trainees about the oath of

office and their commission as an officer. The reading reviews each line of this oath and explains its relationship to an officer's commission. It also reviews the virtues inherent in every commission. During the discussion portion, trainees express these concepts in their own words and further internalize them prior to commissioning as military officers.

Lesson Title: US Constitution.

Lesson Objective: Remember the key ideas and distinct features of the US Constitution and how it relates to Military Service.

PLO: Strategic Minded Officer, Disciplined Professional.

Description: Officers support and defend the Constitution when they swear or affirm their oath during commissioning and as we increase in rank. It is an officer's responsibility to know and understand the Constitution in order to defend it. The beginning of this lesson addresses the purpose and some of the philosophy behind the Constitution, while the second part breaks down some of the different elements of the Constitution for further understanding.

Lesson Title: Military Justice.

Lesson Objective: Remember the primary elements of the military justice system.

PLO: Leader of Character, Disciplined Professional.

Description: This lesson is an introduction to the military justice system. Trainees are required to do the reading before attending class. The reading material sets a foundation for the information presented in the lecture. The intent for this lesson is for trainees to understand that as officers, they will be expected to uphold and enforce military standards; the military justice system will help them enforce those standards. The content of this lesson is covered thoroughly in the reader.

Lesson Title: Problem Solving.

Lesson Objective: Understand the types of systematic problem-solving processes.

PLO: Disciplined Professional.

Description: This lesson is designed to address two models for problem solving. The first half of this lesson outlines the steps for each model while discussing their respective purposes and applications. The second half of the lesson is an exercise where trainees are divided into groups to utilize the two styles to propose a solution to the flight commander.

Lesson Title: Leadership Series: DAF Resiliency.

Lesson Objective: Understand how DAF resiliency programs contribute to healthy and mission-ready Airmen and Guardians.

PLO: Warfighter, Disciplined Professional.

Description: This lesson is part of a leadership series of lessons. It focuses on introducing DAF resiliency programs as they apply to trainees' day-to-day lives and the lives of Airmen and Guardians around them. The lesson begins with an overview of DAF resiliency programs, including the *domains* and *dimensions* of the programs. Trainees will complete a research activity to review each domain or dimension in depth.

Finally, the lesson will introduce the Invisible Wounds Initiative and discuss the benefits of resiliency.

Lesson Title: Peer Feedback.

Lesson Objective: Value the need for Department of the Air Force officers to constantly seek and give feedback for personal and professional development.

PLO: Leader of Character, Effective Communicator, Disciplined Professional.

Description: This lesson has a dual purpose. First, it gives the trainees a chance to apply the rating process by rating their peers. Secondly, it shows the importance of evaluations as a means of self-improvement. All instructions for trainees to complete the peer evaluations are included in the study guide. Instructors should conduct feedback sessions with individual trainees regarding the information resulting from the peer evaluations.

Lesson Title: Academic Preparation Time.

Description: Time dedicated in weeks 1 & 2 to the study and preparation of academic requirements such as assessments, papers, or briefings.

Week 2

Lesson Title: Global Hot Spots Briefing Requirements.

Lesson Objective: Apply communication and critical thinking skills required to develop, analyze, and present an informative military style briefing.

PLO: Effective Communicator, Strategic Minded Officer.

Description: This lesson sets up the Global Hot Spots Briefings. Each student will provide a 5 – 9 minute “informative briefing” meeting the requirements addressed in the student reader. The student reader includes directions for this assignment and research links about some of the perennial hot spots. The briefing topics are designed to attract attention to relevant global hot spots, but students are encouraged to make a case for an emerging/future hot spot. Students should not brief China or Russia as they are separate lessons. Each deliverable is aligned with AFH 33-337, *The Tongue and Quill*.

Lesson Title: Operations Security (OPSEC) Training.

Lesson Objective: Comprehend Airmen and Guardians’ role in protecting OPSEC critical information and indicators from disclosure.

PLO: Leader of Character.

Description: This lesson focuses on the importance of OPSEC. The lesson begins by defining key terms associated with OPSEC. Next the lesson examines the five-step OPSEC Process, as defined in AFI 10-701, *Operations Security (OPSEC)*. The remainder of the lesson is dedicated to stressing the importance of protecting critical information.

Lesson Title: Full-Range Leadership (FRL).

Lesson Objective: Understand principles of FRL.

PLO: Leader of Character, Effective Communicator.

Description: This lesson introduces the concept of Full Range Leadership through the Full Range Leadership Model (FRLM). Officer trainees should share their personal experiences in order to facilitate discussion and deepen understanding of FRL in various situations.

Lesson Title: Followership.

Lesson Objective: Understand the impact of followership on mission accomplishment.

PLO: Effective Communicator, Disciplined Professional.

Description: This lesson examines the nature of effective followership. It begins by discussing various types of followers and challenges trainees to think about full-range leadership styles that could be leveraged with each type of follower. The lesson emphasizes the tie between effective followership and embodiment of the Core Values and between effective followership and effective leadership.

Lesson Title: Team Building.

Lesson Objective: Understand developmental characteristics of and leader actions within teams.

PLO: Leader of Character, Effective Communicator, Disciplined Professional.

Description: This lesson is intended to challenge trainees to think critically about their role in developing and leading effective teams as well as how to be an effective follower within a team.

Lesson Title: Critical Thinking.

Lesson Objective: Understand the importance of critical thinking and its impact on leadership and decision-making.

PLO: Disciplined Professional.

Description: This two-part lesson introduces students to the core principles of critical thinking, empowering them with the ability to effectively analyze information and make informed decisions. Students will learn to differentiate between statements and arguments, facts and opinions, and critically assess the quality of information they encounter. The first part of the lesson emphasizes the impact of confirmation bias in media and its relationship to cognitive domain operations, reinforced by assigned readings. The second part of the lesson connects critical thinking to DAF leadership and communication skills. Students will delve into the elements of reasoning, identify common thinking errors, and understand the crucial role of values and moral judgments in effective decision-making.

Lesson Title: Creative Thinking.

Lesson Objective: Understand a leader's role in fostering creative thinking.

PLO: Leader of Character, Disciplined Professional.

Description: This lesson will enable trainees to better understand creative thinking and distinguish it from other related concepts such as critical thinking and global innovation. It is important for trainees to complete the readings prior to class, as they help to situate the lesson's creative thinking concepts in current and relevant DAF problem sets.

Lesson Title: Establishing Expectations.

Lesson Objective: Understand the importance and connection between establishing expectations and mission accomplishment.

PLO: Leader of Character.

Description: This lesson is designed as an informal lecture/activity to inform the students of the necessity of establishing and maintaining expectations. The lesson starts with a discussion of what an expectation is and an explanation of the criticality of establishing expectations. The lesson then offers several guidelines leaders can use to articulate their expectations. Next, it introduces students to the Airman Comprehensive Assessment as a tool and guideline for articulating expectations.

Lesson Title: Conflict Management.

Lesson Objective: Understand problem-solving approaches to resolve conflict scenarios.

PLO: Effective Communicator.

Description: This lesson looks at the nature of conflict within groups, situational factors, and general methods of managing conflict. Additionally, trainees will learn about the Air Force Negotiation Center's Problem-Solving Approaches Model to conflict management. Trainees will apply knowledge to a scenario.

Lesson Title: Change Management.

Lesson Objective: Remember the change management process and the leader's role in change.

PLO: Leader of Character.

Description: This lesson considers the complex and challenging aspects of change management, an area frequently faced by leaders in military organizations. It incorporates important factors considered for successful implementation of change, in both the Air Force and Space Force change management model. Presented in a guided discussion format, the lesson reinforces the Unfreezing, Changing, Refreezing model from the trainee material. The lesson deepens the trainees' recollection of Lewin's Force Field Analysis technique, and the driving and restraining forces found in the change environment, as well as discusses methods to reduce and manage resistance to change.

Lesson Title: DAF Counseling.

Lesson Objective: Understand the principles and concepts of Corrective Supervision and Counseling.

PLO: Leader of Character, Effective Communicator.

Description: This lesson introduces using directive and nondirective approaches, two techniques of counseling, and the progressive discipline process. The first hour of the lesson will begin with a guided discussion focused on counseling approaches, techniques, and progressive discipline. The lesson finishes up with counseling situations, where the trainees can apply corrective supervision and counseling in a training simulation.

Lesson Title: Department of the Air Force Heritage Series

Lesson Objective: Value the commonalities of character development found in the Airman's Creed, the Air Force Core Values, the Space Force Core Values, the Code of Conduct, and the Oath of Office.

PLO: Warfighter, Strategic Minded Officer, Disciplined Professional.

Description: This lesson is an informal lecture highlighting the actions of uniformed personnel who embody what it is to be a member of the United States military. These lessons are heroic examples of what could be required of anyone serving in the US military. The lesson utilizes the words of the Airman's Creed, the Core Values, the Code of Conduct, and the Oath of Office as a means for answering the question of "Why" and to realize the character required to serve in the US armed forces

Lesson Title: Organizational Climate.

Lesson Objective: Understand the importance of establishing a positive organizational climate.

PLO: Leader of Character, Effective Communicator, Disciplined Professional.

Description: This lesson is designed to give trainees an understanding of what organizational climate is, its importance, how to determine an existing organization's current climate, and how to positively influence it.

Lesson Title: Civilian Control of the Military

Lesson Objective: Remember why the United States employs civilian control of the military.

PLO: Strategic Minded Officer.

Description: This lesson examines the specific role of the President as the head of the executive branch of our government and how the executive branch, along with Congress, exercises civilian control over the military.

Lesson Title: National Security.

Lesson Objective: Remember the National Security process and the instruments of power used to achieve national objectives.

PLO: Strategic Minded Officer.

Description: This lesson introduces trainees to the process of formulating national strategic direction and emphasizes how day-to-day operations of Airmen and Guardians are influenced by this national direction. Strategic direction begins with national objectives, found in the National Security, which are linked to US grand strategy and how the instruments of national power can be used to achieve those objectives. In the US, grand strategy informs the defense strategy, which drives military strategy. Thus, a straight line is drawn from our own national objectives down to the day-to-day operations of Airmen and Guardians.

Lesson Title: How the Department of the Air Force Deploys.

Lesson Objective: Remember the Air Force Force Generation (AFFORGEN) and Space Force Generation (SPAFORGEN) models.

PLO: Warfighter, Strategic Minded Officer.

Description: This lesson introduces trainees to the Air Force Force Generation (AFFORGEN) and Space Force Generation (SPAFORGEN) models. The lesson includes an overview of AFFORGEN and SPAFORGEN and justification for the construct of the models based on lessons learned from military operations over the last 20 years. This lesson provides the trainee with concepts and principles to build on and emphasizes the importance of readiness to all DAF personnel.

Lesson Title: What the Department of the Air Force Brings to the Fight.

Lesson Objective: Understand how the DAF complements the roles of sister services in a joint endeavor.

PLO: Warfighter.

Description: This lesson builds upon previous lessons that describe the formation and evolution of the DAF and generally characterize warfare, airpower and space power; it aims to expand on the specific and unique roles and capabilities the DAF brings to the larger joint force. At the conclusion of this lesson, trainees should have a solid grasp of the unique place of the USAF and USSF in joint warfighting. This will prepare them for further discussion of the joint operating environment, which is presented in a later lesson on Joint Operations.

Lesson Title: Academic Preparation Time.

Description: Time dedicated in weeks 1 & 2 to the study and preparation of academic requirements such as assessments, papers, or briefings.

Week 3

Lesson Title: Global Hot Spots Briefings.

Lesson Objective: Respond to global hot spot issues and how the US addresses them to advance US interests.

PLO: Effective Communicator, Strategic Minded Officer.

Description: Each student will provide a 5 – 9 minute “informative briefing” meeting the requirements addressed in the student reader. Students will research a hot spot, then brief a global hot spot issue or make a case for an emerging/future hot spot. The brief should include a location, stakeholders, history of the issue, typical characteristics experienced, and US interests and actions/responses with respect to diplomatic, informational, military, and economic (DIME) actions.

Lesson Title: Department of the Air Force Evaluation Systems.

Lesson Objective: Remember key elements of the Department of the Air Force evaluation system.

PLO: Leader of Character.

Description: This lesson introduces trainees to Officer and Enlisted Performance Briefs, and the Airman Comprehensive Assessment (ACA). The lesson further explains the unique relationship between performance briefs and promotion/career progression.

Lesson Title: Performance Statements.

Lesson Objective: Understand principles of effective performance statements in Air Force and Space Force evaluations.

PLO: Effective Communicator.

Description: This lesson gives trainees an introduction to military style writing, specifically writing effective performance statements. This lesson sets the foundation for writing exercises and lessons related to enlisted and officer evaluation systems. The instructor describes how to write a good performance statement, basic formatting rules, and the elements of an accomplishment- impact performance statement.

Lesson Title: Career Progression.

Lesson Objective: Value the Department of the Air Force and Space Force career progression system and an officer's individual responsibilities in career development.

PLO: Leader of Character, Disciplined Professional

Description: These lessons introduce trainees to the different components involved in Regular Air Force, Regular Space Force, Air Force Reserve and Air National Guard career progression such as officer classification, career progression pyramid, developmental education, assignments, Development Plan (DP), promotion and retirement. These lessons build upon some concepts introduced in the Officer Evaluation System lesson with emphasis placed on an officer's responsibility to take care of their own respective career.

CHAPTER 4: ASSOCIATED TRAINING AND EVENTS

4.1. Training Overview. This chapter outlines the material to be covered in each training area of instruction with specific objectives listed. The OPR is the OTS Commandant.

Table 4.1 Events Overview

Events	RCOT
Administration	8.5
Drill, Ceremonies and Inspections	11
Expeditionary Skills Training (EST) Familiarization	7
Leadership Application	18
Warrior Ethos	14

Table 4.2: Administration Overview

Lesson	RCOT
Chaplains Welcome	1
Flight Photos	0.5
Medical Screening	0.5
Personnel In-Processing	2
Safety Orientation	1
Travel Safety Brief	1.5
Welcome and Initial Expectations	2
TOTAL	8.5

Table 4.3: Drill, Ceremonies and Inspections Overview

Event	RCOT
Drill of the Flight	8
Dorm Instruction/Inspection	3
Total	11

Table 4.4: Foundational Expeditionary Skills Training (EST) Overview

Lessons	RCOT
Airman's Manual Tactical Doctrine ^(EST)	4
Close-Quarters Battle (CQB) ^(EST)	3
Total	7

Table 4.5: Leadership Application Overview

Event	RCOT
Leadership Experience	10
Leadership Reaction Course	5
Warrior-Minded Leader of Character Time	3
Total	18

Table 4.6: Warrior Ethos Overview

Lessons	RCOT
Wings of Leadership Run	1
Formal Physical Training	11
Physical Fitness Assessment	2
Total	14

4.2. Training Event Descriptions.

Administration

***NOTE:** OTS administrative functions serve to orient, support, ensure safety, and promote the wellbeing of officer trainees. Training and events within this section vary in personnel and support requirements.

Training Title: Chaplain Welcome

Training Description: Chaplains led welcome and familiarization with Chaplain staff, resources, and religious accommodations.

Training Title: Flight Photos

Training Description: Flights have group pictures taken by a professional photographer and are provided a link to download.

Training Title: Medical Screening

Training Description: Medical faculty perform officer trainee screenings IAW DAFMAN 48123 *Medical Examinations and Standards*. Baseline Tests and Samples will be collected if not already accomplished IAW DAFMAN 48-123 para 1.4.6. Public Health and trainee health/safety consideration are addressed during this time.

Training Title: Personnel In-Processing

Training Description: Staff and instructor faculty will gather documentation necessary for to completing height/weight measurements, Drug Demand Reduction Program

(DDRP), adjustment of military records, updates to financial information and upload trainee information into DAF personnel record keeping programs. AAFES items and uniform purchases may occur during this block.

Training Title: Safety Orientation

Training Description: Unit Safety Representative led familiarization of OTS safety standards and procedures and receive familiarization with safety processes and procedures.

Training Title: Traffic Safety

Training Description: 42 ABW Safety delivers Traffic Safety training. IAW DODI 6055.04, *DoD Motor Vehicle and Traffic Safety*, para 3.7., and DAFI 91-207, *Traffic Safety Program*, para 4.2.. The course provides mandatory traffic safety training for military service members who are under the age of 26.. (T-1).

Training Title: Welcome and Initial Expectations

Training Description: *Commandant and team* provides an overview of expectations; *Squadron DO and ADO* give their respective officer trainees an introduction and overview of their expectations; *Flight Commanders* brief officer trainees of their expectations for the flight. This is the officer trainee's first official interaction with their flight commander.

Drill, Ceremonies and Inspections

***NOTE:** The Drill, Ceremonies and Inspections (DCI) in the OTS program serves primarily to introduce officer trainees to military culture and traditions. This acculturation is further supported by the training and evaluation of DCI concepts IAW AFMAN 36-2203, *Drill and Ceremonies*; and DAFI 36-2903, *Dress and Personal Appearance of United States Air Force and United States Space Force Personnel* and is conducted by MTI staff.

Training Title: Drill of the Flight

PLO: Disciplined Professional

Training Description: Drill of the Flight evaluates collective and individual drill responsibilities of a formation and the Flight Leader's ability to communicate direction and hold others accountable IAW DAFPAM 34-1203.

Training Title: Dorm Instruction/Inspection

PLO: Disciplined Professional

Training Description: Officer trainees will be evaluated on their ability to maintain proper upkeep of government facilities, maintain cleanliness/neatness of occupied space IAW the OTS Dorm Standard Operating Procedures (SOPs). OTS staff will conduct evaluations via progress checks, standard inspections and through observations of OT daily performance, to ensure dormitories are maintained in accordance with established standards.

*NOTE: Unscheduled dormitory inspections may occur to confirm continued upkeep for health, welfare, and space utilization.

Expeditionary Skills Training Familiarization

*NOTE: Learn and practice skills to ensure ability to survive and operate during contingencies at home station and deployed, including austere and contested environments. Training and resources for Survive, Evade, Resist, & Escape (SERE) and Chemical, Biological, Radiological, Nuclear, & Explosives (CBRNE) are not available.

Training Title: Airman's Manual Tactical Doctrine^{EST}

PLO: Warfighter, Disciplined Professional

Training Description: Delivered IAW DAFI 10-405. Derive foundation of lesson plans from AFTTP 3-4, Airman's Manual with a focus on Warrior Ethos, Combat Skills and, if scheduling and required equipment is available, Survivability. Apply the concepts of cover, concealment and individual movement techniques in addition to the necessary tactics to react to fire and fire team formation movement. Officer trainees will learn rudimentary tactical radio communication techniques, basic land navigation, and troop leading procedures, including small unit tactics.

Training Title: Close-Quarter Battle (CQB)^{EST}

PLO: Warfighter, Leader of Character, Disciplined Professional, Effective Communicator

Training Description: Focuses exclusively on the (CQB) portion of the Air Force Combatives Program (AFCP). This CQB training, drawn from a standardized AFCP curriculum used across all accession sources, aims to reinforce problem-solving, instill resiliency, survive adversity, and develop warrior ethos in future officers.

Leadership Application

*NOTE: Officer trainees are observed demonstrating leadership capabilities in a variety of scenarios. They will mission plan, brief, execute and debrief.

Training Title: Leadership Experience (LE).

PLO: Warfighter, Leader of Character, Disciplined Professional, Effective Communicator

Training Description: Opportunities for trainees to apply leadership competencies and receive feedback.

Training Title: Leadership Reaction Course (LRC).

PLO: Warfighter, Leader of Character, Disciplined Professional, Effective Communicator

Training Description: LRC consists of scenario- based missions where officer trainees are evaluated on how well they lead their team and apply academic concepts to the problem-solving environment. Execution and delivery vary throughout the course with

various intended learning outcomes. Trainees experience multiple iterations of the LRC requirement in a scheduled class.

Training Title: Warrior-Minded Leader of Character (WarLoC) Time.

Training Description: Flight instructor discretionary mentorship and development time. Additionally, block may be used for leadership perspectives or leadership panels.

Warrior Events

***NOTE:** "Warrior Events" encompass a series of rigorous and transformative training experiences designed to cultivate leadership, resilience and physical readiness among officer trainees.

Training Title: Wings of Leadership Run

PLO: Warfighter, Leader of Character, Disciplined Professional

Training Description: This event is an acculturation culminating event led by the enlisted tier of OTS. The event serves as a powerful reminder that the path to becoming a Department of the Air Force officer is a journey of growth, transformation, and the unending pursuit of excellence.

Training Title: Formal Physical Training (PT), Scheduled.

PLO: Warfighter, Disciplined Professional

Training Description: Apply physical development concepts to meet DAF physical standards. The goal of scheduled PT is to motivate officer trainees to continue into a year-round physical conditioning mindset emphasizing total fitness. This includes cardiorespiratory conditioning and muscular endurance training. An active lifestyle increases productivity, optimizes health, and maintains a higher level of readiness.

Training Title: Physical Fitness Assessment (PFA).

PLO: Warfighter, Disciplined Professional

Training Description: PFA is conducted IAW DAFMAN 36-2905 Tier 1 Fitness Assessments to validate officer accession physical requirements. Officer trainees must pass a PFA to meet course graduation requirements. Officer trainees failing to complete initial PFA must pass a PFA before the end of the course to satisfy graduation requirements. Failure to meet this requirement results in a Commander's Review. PFA is the traditional AF Fitness components. NOTE: This PFA fulfills an OTS requirement, the results are not recorded in myFitness.