

# USAFSOS FACTBOOK 2022

USAF Special Operations School



THE SECOND CHINDIT EXPEDITION AND THE NORTHERN FRONT IN BURMA, DECEMBER 1943—AUGUST 1944

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## Preface

In celebrating the 75th anniversary of the USAF, we will be taking a historic look at USAFSOS' contributions to the rich heritage of our service. In 1967, the USAF was only 20-years old when the Special Air Warfare School was established. In 1968, the school was renamed the Special Operations School and since then has been providing SOF-focused, air-centric education to a broad range of air commandos, joint partners, and government employees.

In the ensuing 58 years since its inception, USAFSOS has remained relevant in the face of many unique challenges to our national security. These include the Vietnam War and its post-war environment, the Cold War, the multi-decade Global War on Terrorism, and the emerging environment of great power competition. Just as the times have changed, so too has USAFSOS. That being said, regardless of the security environment's characterization, certain requirements have and will endure, and transcend any challenge.



Special Operations Forces conduct irregular warfare across the spectrum of conflict. From peacetime, through major combat operations, SOF operate autonomously or as an integrated partner to the larger joint general-purpose forces. Throughout history SOF distinguished itself as a nuanced force operating globally in small teams with scalpel-like precision. Special Operations Forces comprehend the operational environment given their understanding of the human aspect to military operations, and their comprehension of culture. SOF have and will continue to provide strategic value to senior decision-makers by providing them options and opportunities which will advance national strategy in the face of any challenge. This will not change.

From the outset, USAFSOS focused upon teaching warfighting and understanding the operational environment. Over time the school realized Air Commandos also needed leadership development in advance of the traditional service school sources. In 2018 USAFSOS held an education design inquiry to determine the educational needs of the force. This inquiry discovered leadership development, at all echelons, is essential for the AFSOC we need and subsequently led to the development and implementation of a leadership family of courses. USAFSOS changed to meet an enduring need.

The COVID pandemic presented an unexpected and monumental challenge to educational delivery. As a "mission critical" organization, USAFSOS was able to rapidly expand its course offerings through an expanded online campus. Initially this online learning environment proved to be a very steep learning curve. However, the faculty quickly learned and adapted to this form of education delivery and, has since kept several courses online to enable increased participation by Air Commandos world-wide.

USAFSOS routinely finds innovative solutions to meet current challenges. Faculty manning has remained relatively constant despite AFSOC growing from one active-duty wing and two groups to six active-duty wings, a reserve wing, and two Air National Guard Wings. As AFSOC goes through an era of unprecedented change following the Afghanistan withdrawal, USAFSOS will remain on the "frontlines" helping to lead the force by continuing to educate them for uncertainty. AFSOC's Airmen are its competitive advantage.



## LOCATION

The United States Air Force Special Operations School (USAFSOS) is located at Hurlburt Field on northwest Florida's Gulf Coast, five miles west of Fort Walton Beach. It is collocated with the 492<sup>nd</sup> Special Operations Wing in The Alison Building (Bldg 90503, 357 Tully Street), one block east of the Hurlburt Field Lodging Office.



## HERITAGE

USAFSOS is the product of a 50-year evolutionary process. In March 1961, President John F. Kennedy, responding to Chairman Nikita S. Khrushchev's clarion call for "wars of national liberation," cited the need for countering "subversion and guerrilla warfare" that were the heart of Communist insurgency. As a result, the Air Force increased the emphasis given to special air warfare training. The United States Air Force Special Air Warfare School (USAFSAWS) was originally a Directorate of the 4410th Combat Crew Training Wing at Hurlburt Field. In 1968, the school was re-designated USAFSOS. In June 1987, USAFSOS, as an organizational element of the 23<sup>rd</sup> Air Force, was assigned to the US Special Operations Command (USSOCOM), headquartered at MacDill AFB, FL. In May 1990, the school became a direct reporting unit of the newly established Air Force Special Operations Command (AFSOC). In October 2008, with the stand-up of the Air Force Special Operations Training Center, USAFSOS was placed under that unit, which was later reorganized on 11 February 2013 and renamed the Air Force Special Operations Air Warfare Center. Most recently, USAFSOS aligned to the 492<sup>nd</sup> Special Operations Wing. During its formative years, the school's main thrust was the preparation of Air Force personnel for duty in Southeast Asia. Subsequently, USAFSOS has grown from teaching a single course the first year, to conducting 202 iterations of 24 unique formal courses and 27 customized, Mobile Education Events (MEEs) in AY22 USAFSOS currently provides SOFs indoctrination, as well as political, military, and cultural studies supporting SOF operations in the various combatant theaters. The school also provides specialized instructions on irregular warfare principles, building partner nation aviation capacity, aviation foreign internal defense, dynamics of international terrorism, and command, control and integration of Air Force Special Operation Forces (AFSOF) assets and AFSOF leadership development.

### A short history of USAFSOS

- 1967 – Established as the USAF Special Air Warfare School under Tactical Air Command
- 1967 – 42 personnel, 21 officers, 19 airmen, 2 civilians
- 1968 – Redesignated as the USAF Special Operations School
- 1983 – Moved under 23<sup>rd</sup> AF, Military Airlift Command
- 1987 – 23<sup>rd</sup> AF transferred under newly formed USSOCOM as their air component
- 1990 – 23<sup>rd</sup> AF redesignated Air Force Special Operations Command with USAFSOS as a DRU to HQ
- 1992-1994 – Construction of the current USAFSOS building at 357 Tully Ave, Hurlburt Field
- 1992 – USAFSOS authorized 44 personnel
- 1994 – USAFSOS guidance stems from AFSOCI 36-2201 AFSOC Professional Development (Commando Edge)
- 2000 – Joint Special Operations University created for USSOCOM (shared resources w/ USAFSOS)

2002 – JSOU stood up as a separate school (no further USAFSOS support)  
 2006 – USAFSOS guidance updated in AFSOCI 36-2201 AFSOC Professional Development  
 2007 – 64 personnel, 23 officers, 14 enlisted, 9 AF Reserve IMAs, 11 civilian, 7 contractor  
 2007 – AFSOC has approximately 13,000 personnel  
 2008 – USAFSOS moved from a DRU under HQ AFSOC to the Air Force Special Operations Training Center (AFSOTC)  
 2010 – JSOU moves down to MacDill AFB, Florida  
 2012 – 54 personnel assigned, 22 officers, 12 enlisted, 21 civilian, 3 contractor  
 2013 – AFSOTC reflagged as the Air Force Special Operations Air Warfare Center (AFSOAWC)  
 2013 – USAFSOS changes from an O-6 command (Col Bruckner) to an O-5 command (Lt Col Benitone)  
 2017 – AFSOAWC redesignated the 492d SOW  
 2017 – USAFSOS moved under the newly formed 492d Special Operations Training Group (SOTRG)  
 2017 – AFSOCI 36-2201 updated and USAFSOS guidance removed from the instruction  
 2018 – USAFSOS design inquiry to determine what AFSOC education next should look like  
 2020 – USAFSOS deemed “mission critical” during COVID. Rapid development of online remote education  
 2020 – USAFSOS mission directive established under the authority of the AFSOC/CA  
 2021 – HQ AFSOC education council charter established  
 2022 – USAFSOS mission directive updated to operate under the guidance of the 492 SOW/CC  
 2022 – 72 personnel, 30 AD, 4 reservist, 19 civilian, 19 contractors  
 2022 – AFSOC has approximately 21,000 personnel

## MISSION

Execute Operational Military Education to forge Air Commandos ready to lead multi-national and joint teams across the spectrum of multi-domain operations during peace and wartime.



Figure 1

## USAFSOS Spiral of Expertise Principle

The “Spiral of Expertise” model (Figure 1) illustrates the levels of educational support USAFSOS provides to AFSOF that, when coupled with training and field experience throughout SOF careers, builds an ever-increasing operational capability. The three levels focus first on indoctrination, then teaching critical thinking, and ultimately advanced strategic thinking among leadership.

## PRIORITIES

- Develop Superior Cadre to Drive COMAFSOC’s Enduring Educational Vision
- Evolve Course Content to Shape Air Commando Force Development
- Reimagine USAFSOS’s Campus to Maximize Education and Ensure Sustainability
- Energize Community to Build Partnerships and Strengthen Air Commando Culture

## VISION

The USAF & SOCOM’s preeminent educational center of excellence for Airpower in Irregular Warfare, Leadership, Regional Expertise, and Cultural studies

# CODE of VALUES



## LEADERSHIP TEAM



Lt Col Christopher S. Brooks  
Commander



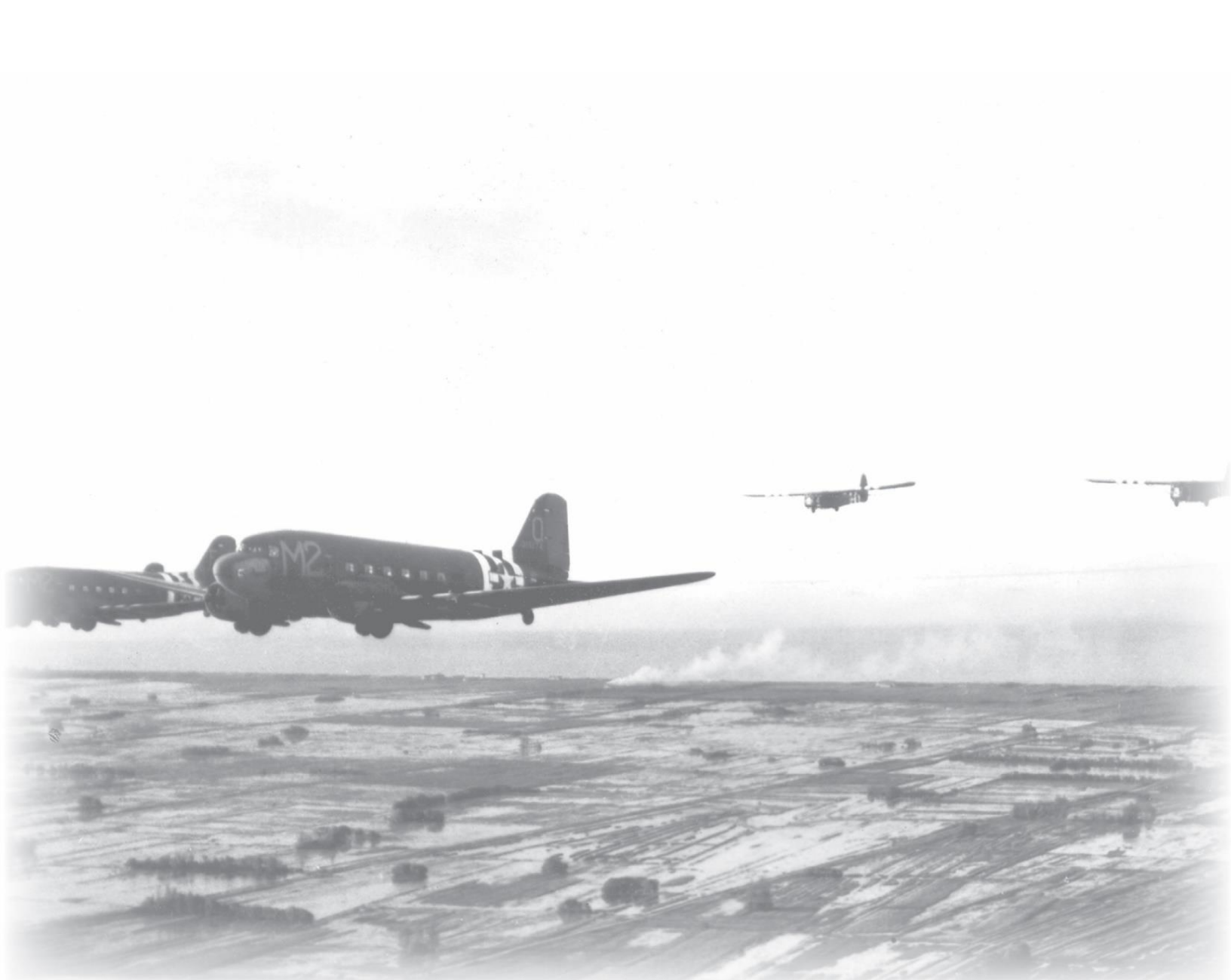
Lt Col Kyle L. Dalziel  
Vice Commander



SMSgt Anthony R. Shoels  
Senior Enlisted Leader

USAFSOS develops and conducts resident and off-station joint, interagency, and multinational special operations courses with focus areas in command and control, language, cultural and geopolitical regional orientation, security cooperation, anti-terrorism, and irregular warfare to ensure operational readiness of special operations forces.





# SUPPORT DEPARTMENT

USAF Special Operations School



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## Support Department

Mr. Bob Love chairs the Support Department providing direction for 12 civilians, two military members, and four contractors. As the school's foundation, Support reaches all aspects of education and instruction. Support is responsible for the execution of administration, information technology (IT) operations, security, facility management, student and guest speaker support, resource management, audio-visual (AV), graphics, video teleconferencing, registrar functions, and the Blackboard Learning Management System. Similar to last year, a few departures due to retirements and job changes made operations challenging. Still, as always, the team made it happen to execute a very successful mission.

New in AY22, Capt Mike Hollis, started as the Commander's Executive Officer, as well as serving as a Cyber Operations Instructor.

### Audio Visual Division



Our dedicated AV specialists provided classified and non-classified multimedia and the associated software, hardware, and presentation systems for the school's auditoriums, classrooms, and meeting rooms to carry out the mission. The team continued to excel despite being down two team members for a good majority of the year. Mr. John Gifford was temporarily promoted and operated as the lead while awaiting a full-time hire. Ms. Florencia "Flo" Savage returned as a contractor replacing Ms. Maria Byrd and easily picked up where she left off—a great add for USAFSOS! Mr. Andre Newton and Mr. Craig Breen continued their unwavering excellent work supporting Remote

Learning and In-house education throughout the CONUS and overseas alike.

The AV Division can readily provide presentation systems from legacy to present-day technology. It provides Blackboard, Zoom, and MS Teams tech support for distance learning and guest speakers' lectures. They ensure equipment and network connectivity interoperability to broadcast virtual subject matter experts to meet course objectives. Classroom feature fully upgraded digital systems, secure and non-secure video teleconference (VTC) systems, classroom recording, and video editing to support course iterations. The team not only supports squadron and command course requirements, but outside organizations looking for AV/VTC/Briefing rooms; this year alone, supporting over 300 events. Like many facets of government, we are constantly evolving to meet mission requirements. New in AY22, our wing POTFF team donated a massage chair to retrofit one of the two dedicated Gnome breakout rooms to support our cadre and customers.

### Information Technology Division

Our IT Division was able to fill one vacancy, with Mr. Gil Lujan taking the lead position. Gil's experience and contacts (military retired from local Comm Sq.) has already paid off as has his leadership style. Recently, we endured Mr. Robert "RT" Thorne's move to Eglin AFB—RT will be missed for sure. Our two vacancies are being recruited at this time and with any luck the team will be fully manned by the end of 2022. Day-to-day computer support for our faculty members and students has not floundered despite our shortages, greatly due to the dedicated work of our lone contractor, Ms. Whitney Williams. IT functions included desktop support, remedying ticket resolution, issuing properly configured student laptops, and ensuring compliance with all DoD and subordinate cyber guidance is fully adhered to. USAFSOS would not function as smoothly as it does without this dedication, which is continually tested and proven, providing information on-demand while navigating through a fast-paced, ever-changing field.



## Student Support Division

Mrs. Jennifer Stutes leads the division and has two other long standing, stalwart employees, Ms. Brenda Ellis and Mr. Will Allen, whose work is invaluable to our mission success. In AY22, the Student Support Division also experienced personnel change. Ms. Rhonda Duryea departed for another contract position within the squadron, leaving a positive legacy behind. Replacing her was Ms. Dawn Brackney, who came to us with 10+ years of academic experience—she is already making a positive impact. Student support performs registrar functions, which include loading/maintaining courses and class iterations, quota allocation management, guest speaker support, and maintaining student statuses in various personnel databases. They are also responsible for the behind-the-scenes support elements of all USAFSOS classes and Mobile Education Events. Brenda is our expert guest speaker point of contact and provides travel itineraries for those coming to support us and the command—this is one facet of the schoolhouse we cannot do without. The registrar function regularly coordinates with 200 quota managers from USAF, sister services, and other DoD agencies to allocate seats in all classes assuring priority to AFSOC and other SOF personnel. Just like other divisions and departments, the great work produced this year by this dedicated team helped to ensure USAFSOS is the place students want to come back to for more education.



## Blackboard Learning Management System Division



Our Blackboard (Bb) Learning Management System (LMS) function was continuously evolving in AY22. Mrs. Loree Arrington joined our team as the Assistant Blackboard Administrator working alongside Mrs. Janice Walker, Lead Blackboard Administrator. Together, Ms. Walker and Ms. Arrington, identified key areas of the LMS that could further be optimized and are working to ensure Bb LMS and integrated Genius Student Information System (SIS) software remain the key enablers of USAFSOS global classrooms. Our unique capability offers a full spectrum of the student experience, from enrollment through graduation, and delivering transcripts and certificates.

All USAFSOS courses are facilitated through the SIS with 24/7 access to formal course iterations. The SIS further assists instructors and registrar personnel with automated student reminders, template e-mails, integrated reporting service subscriptions, and much more. As web-based platforms, the LMS and SIS work seamlessly together to provide optimum system availability for students and staff regardless of location or device. The team has seamlessly incorporated Bb Collaborate Ultra into both remote and face-to-face courses to allow for successful uninterrupted course delivery and invaluable guest speaker access.

The LMS team works closely with the cyber operations team to ensure our system capabilities are functional and accessible on the Air Force network. We are continuously testing new capabilities that are offered to our cadre which will further enhance the quality of instruction and content being presented to USAFSOS students. Through realignment, teamwork, and collaboration our LMS function continues to be at the tip of the spear!

## **Public Affairs Division**

Mr. Jeff Pendleton, a Marine veteran, joined USAFSOS on 21 Nov 2022, replacing Ms. Lori Werth, who retired from civil service in June. Mr. Pendleton joins us from AFSOC Public Affairs, with a specialty in Graphic Design. Jeff is an accomplished graphic artist experienced in all variety of media, specializing in infographics, logo design, cartooning, and technical drawings. He is proficient in the major graphic design software (Adobe Suite, Corel Suite), office programs, and in designing periodicals, glossy magazines, static presentations, and museum displays. He is an expert in developing and managing special events involving multi-media live performances for thousands of guests. He has led many Public Relations events, from inception to realization and has experience in leading and teaching in both military and civilian environments.

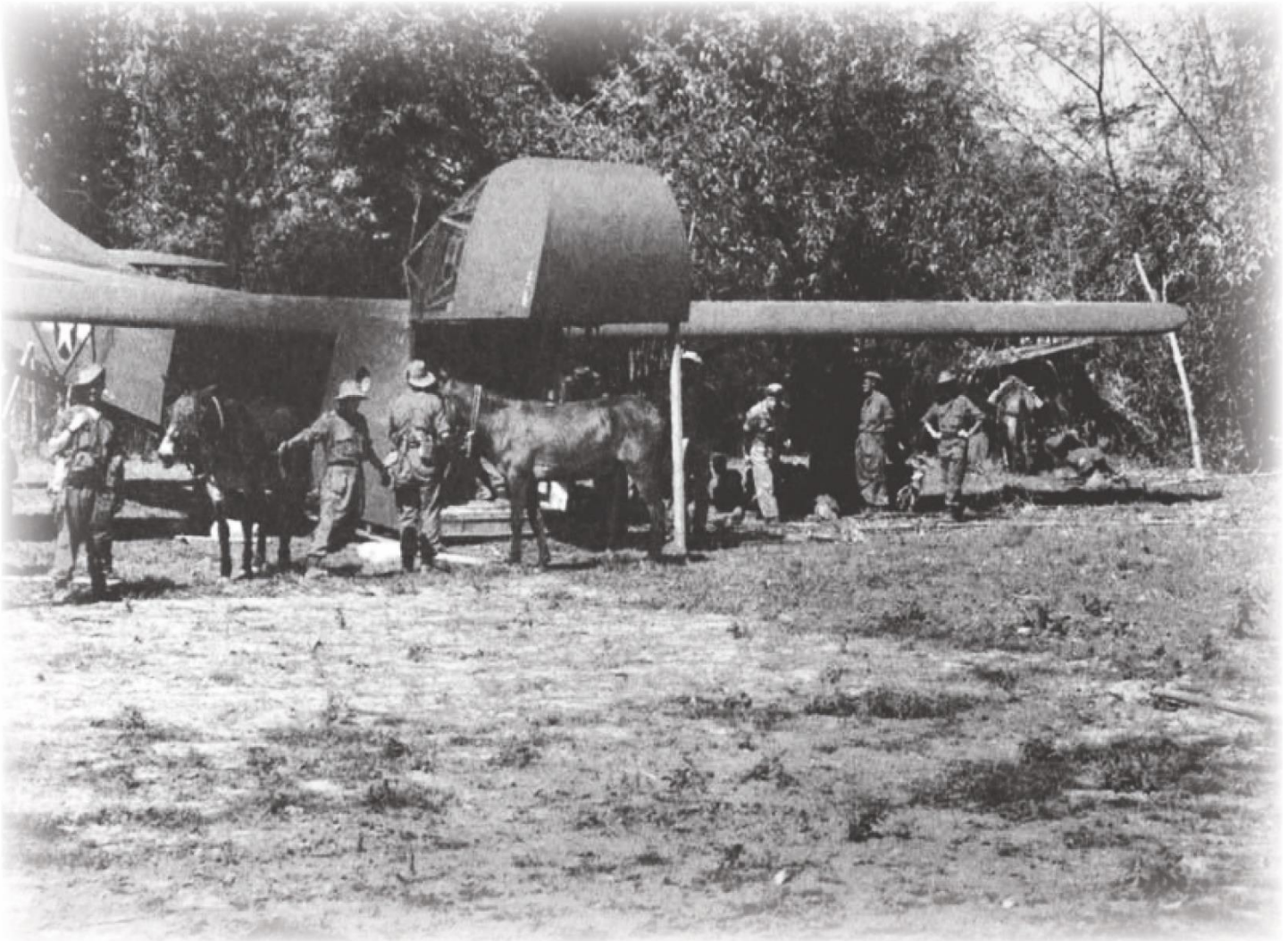
The Public Affairs division is responsible for overseeing and supporting all broad aspects of public relations, providing viable, solution-oriented options, recommendations, and management advice to supervisors and staff for successful execution of the graphic departments state-of-the-art equipment and software programs. Mr. Pendleton is responsible for creating illustration products, photography, generating conventional graphics and multi-media products.

## **Administrative Division**

SrA Stephyne "Rica" Lawrence continued to be a mainstay behind the administrative roles of the squadron. A1C Ashley Magloire reported in November 2022 from tech school and joins SrA Lawrence in administratively supporting USAFSOS. The Administrative Division tracks awards, OPR/EPRs, testing, government purchasing and travel cards, records, deployments and duty status.

## **Unit Training Division**

SSgt Jazmine Hutcheson is the Unit Training Manager for USAFSOS. She managed the commander's training program and briefed him monthly to ensure the squadron maintained a healthy training program. SSgt Hutcheson ensured that the squadron's military members (active and reserve) and civilians continued to stay up to date on training and continued to have 100% readiness. As new airmen arrived at USAFSOS, she tracked the member's skill level upgrade training to include on-the-job training. SSgt Hutcheson tracked that trainees continued to progress towards their skill level upgrade. SSgt Hutcheson is also responsible for formal training requests, tracking course dates and appropriate documentation.



# DEAN OF ACADEMICS

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USAF Special Operations School



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## Office of the Dean of Academics



Mr. Michael Grub currently serves as the Dean for the USAFSOS at Hurlburt Field, FL.

Prior to assuming the role of Dean, Mr. Grub served as the Warfighting & Leadership Department Chair, USAFSOS from 2016 to 2019. Mr. Grub's other major assignments during his 24-year Air Force career included: Air Force Special Operations Air Warfare Center Deputy Director for the Training/Education Directorate and Director of Irregular Warfare Plans, USAFSOS Vice Commandant, Deputy Commander of the 1st Special Operations Group, and HQ AFSOC Chief of Weapons and Tactics.

Mr. Grub led four deployments from 2008 to 2014 as a Combat Aviation Advisor (#449), Mi-17/Mi-171 Instructor Pilot to Yemen and Afghanistan where he developed partner nation counterterrorism vertical lift combat capability. As an MH-53J/M Pave Low evaluator pilot (#318) he joined AFSOC in 1998 and soon deployed to Operations ALLIED FORCE, SOUTHERN WATCH, and ENDURING FREEDOM in 2001, and IRAQI FREEDOM, where he was part of TF Viking liberating northern Iraq during the first of his three Iraq tours.

Mr. Grub holds a Bachelor of Science in Military History from the Air Force Academy and a Master of Arts in Military Arts & Science: Unconventional Warfare from American Military University. He is an academic award winner from the US Air Force Weapons School Class 02A (SOF Weapons Officer #14) and is published in the USAF Weapons Review magazine.

### **Thoughts from the Dean**

*As the school reflects on the rich and proud history of the USAF and USAFSOS, I think it appropriate to focus on who we are and what we believe vice what we've accomplished over the last year. These beliefs form the foundation to how the academic department approaches cadre development and course content in support of the AFSOC mission.*

*We design each course with a learner centric focus and three criteria in mind. We execute with professionally developed course directors. First, in the cognitive domain we must have relevant content that challenges our AFSOC customers to become better thinkers, more knowledgeable about warfighting in the operational environment, and more integrated with the rest of the force when we deploy. Second, in the affective domain, we must continually grow as Airmen and members of the Armed Forces of the United States. Our values and moral compass must remain pointed to true north and our competence and professionalism should make us the customer of choice for our partners and allies. Last, relationships matter. They build trust and enable a cognitive diversity that allows us to get at the toughest challenges in a rapid and effective manner. Warfighting is a team sport and as a watering hole for the many tribes of AFSOC, USAFSOS deliberately focuses on rapidly building relationships during the short period our students come together to learn in our courses.*

*This design criteria lays on the foundation of our beliefs. They form our first principles as we execute our warfighting education mission. First, I believe that everyone deserves to be treated with dignity and respect and every job in AFSOC is an important job that contributes to our legendary success. Second, I believe that people come together over common interests, but stay together because of common values. As we promulgate ethical wingmanship with our students and other educational institutions, we hope to build positive relationships that are lasting. Finally, I believe that we are only limited by our imagination of the possible. It was Airmen that looked at the first short flight by the Wright brothers in 1903 and envisioned an Air Force that would become the most lethal force in human history. It would also become an Air Force that could bring aid, comfort, relief, and freedom to vulnerable populations across the globe as they suffered through natural disasters and tyrannical governments.*

*As we look back on what USAFSOS has done for the American people over the past decades, we look forward to the challenge and privilege of serving them for years to come as we help build "The AFSOC we will need" for the future.*

**Dean Grub**

## Associate Dean for Theater Engagement Department



Lt Col Jared Cordell is the Associate Dean for the Theater Engagement department. A rated Navigator/CSO on the C-130 and C-208, Lt Col Cordell has spent most of his Air Force career as a Combat Aviation Advisor and Air Advisor, leading small interdisciplinary teams of airmen working with partner nation air forces in Africa, Europe, and the Middle East. He is also a certified Africa Foreign Area Officer and is fluent in French. He received a Master of Arts degree in African Security Studies from the Naval Postgraduate School and a Master of Science in Operations Management from the University of Arkansas.

## Associate Dean for Warfighting and Leadership Development



Mr. Jonathan Cary is the Associate Dean for Warfighting & Leadership Development. He is a retired USAF Lt Col with 20 years of service, spending most of that time in the Combat Search and Rescue community. He was a command pilot with over 2,000 hours in HH-60G and UH-1N helicopters. His combat experience includes multiple deployments to the Persian Gulf, the Balkans, and Afghanistan. While on active duty, he also had assignments as a Legislative Fellow in the United States Senate, a Plans Officer within Joint Staff J5, a Wing Executive Assistant, and as an Executive Assistant to a Joint Staff Flag Officer. He is a graduate of Purdue University with a B.A. in Criminology and a minor in history. He has an M.A. in Aerospace Science from Air University and is a graduate of The Joint and Combined Warfighting School at the Joint Forces Staff College.

## Director, Institutional Effectiveness



Mr. Joseph Polhamus is the Director, Institutional Effectiveness for USAFSOS. He is a retired USAF MSgt with 20 years of service, spending most of that time in the Education and Training community. While on active duty, he had assignments as a Training Manager in Strategic Air Command, an Education Officer for all DoD in Australia with Space Command and Chief, Education & Training at a Special Tactics Group with the Air Force Special Operations Command. Prior to his current position he was the Special Tactics Training Squadron Training Director. He is a graduate of the University of West Florida with a B.S. in Elementary Education. He has an M.A. in Teaching and Learning with Technology from Ashford University.

## Instructional Systems Design (ISD) Team

Education is a direct investment in human capital and a critical component to force development and the operational success of AFSOC. The Command requires a cognitively diverse force that can leverage critical thought and problem-solving techniques to challenge paradigms and thrive in uncertainty. To meet this need, the Instructional Systems Design (ISD) team aims to continuously advance USAFSOS' portfolio of courses through planning and analysis, course design and development, instructional delivery, and evaluating student mastery and program effectiveness.

In the Spring of 2022, the Air Force Handbook 36-2675, Information for Designers of Instructional Systems was released. The publication supports DAF Policy Directive (DAFPD) 36-26, Total Force Development and Management and aligns with requirements outlined in Department of the Air Force Instruction (DAFI) 36-2670, Total Force Development, with the intent to synchronize and prioritize the force development. Following this guidance, ISD will support the force development process to ensure individuals receive tailored, timely, relevant education to prepare forces for joint and combined employment.

ISD is a problem-solving process focused on increasing the efficiency and effectiveness of training and education. A cyclical, iterative model (Figure 2) informs the process, yet much like other planning and decision-making processes, an artistic element complements the design process.

The new handbook closely aligns with legacy practices for ISD, but the recent guidance offers a more precise direction for the role of the instructional design team. After evaluating ISD efforts against the new guidance, the team adjusted priorities and processes to meet the needs of USAFSOS. The team will continue to focus on Content and Cadre as they relate to the school's lines of effort and will target recommended practices outlined in the Air Force Handbook 36-2675.

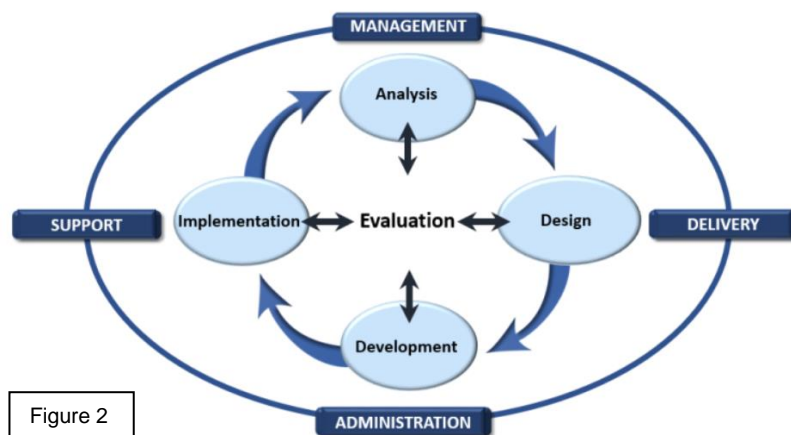


Figure 2

### The Application of the ISD Model

A thorough analysis comprises several components that collectively establish the need for instruction, what information to teach, and the level of learning needed for the audience. During FY22, analysis efforts supported the Warfighting and Leadership and Theater Engagement Departments and the USAFSOS Faculty Development Program. As the Special Operation Task Unit and Special Operation Task Group courses' requirements evolved, ISD worked with subject matter experts to incorporate emerging needs into the overarching course goals, learning objectives, and measures of success. Both educational and learning analyses are being conducted to tease out performance gaps and categorize the levels of learning for the NORTHCOM Operations course, which will complete the USAFSOS program of operationally focused regional courses.

Similarly, the team has returned to the analysis phase of the design process to improve the Air Commando Indoctrination learning experience for the post-pandemic era. Primary efforts will include building learner profiles and developing a user experience focused on personalized learning and peer collaboration. Inclusive design and a tailored user experience are necessary components of effective learning. To improve in-residence and online course design, the team researched and recommended guidance regarding Intellectual Property and compliance with 508 standards.



Throughout the year, the team supported the design and development of Warfighting, Leadership, and Theater Engagement curricula to present content, determine how student mastery will be assessed, and plan instructional strategies. Instructional designers work closely with course directors and instructors to identify creative ways to connect with students, promote interactions across the force, increase engagement, and develop activities to promote critical thinking. For example, students thrive with interactive learning in the Intercultural Competencies for Engagement course. Activities designed using constructivist principles apply new content from the course to knowledge that students already possess to construct new understanding. The Cultural Map Spectrum activity (Figure 3) allows students to analyze the position of one nation on a cultural dimension relative to another using a series of spectrums. Students collaborate with their peers to gather understanding from experiences and build consensus among the team. Examining the dimensions enables students to decode how their own culture influences their beliefs about other nations while learning how to use the Cultural Map Tool to prepare for an intercultural engagement.

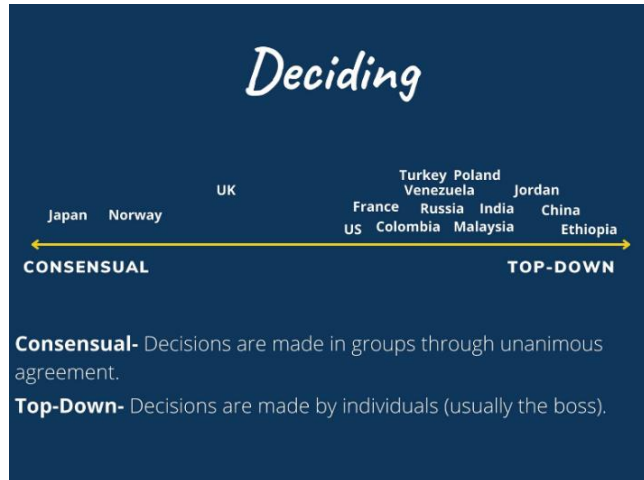


Figure 3. Cultural Map Spectrum Example

ISD plays an integral part in the USAFSOS Biennial Course Review (BCR) process. Every two years, the Academics Department conducts a comprehensive review of each course to ensure the curricula satisfy the needs of the Command. In FY22, the team improved the process and tools which will be used to review quantitative and qualitative measures of effectiveness and alignment of course activities with instructional outcomes. The Online Course Quality Review Rubric was revised to evaluate better and improve instructor-led and self-paced online courseware. Modeled after industry standards and incorporating best practices, the rubric was designed to guide the development, evaluation, and improvement of all USAFSOS courses, including online elements. The tool defines eight general standards to measure course effectiveness in the following areas: introduction, goals and objectives, assessment, instructional materials, student interaction, technology, student support, and student success. Further, the Level 1 feedback, or students' immediate post-course responses, are coded and scrutinized for data trends, and statistical analysis of student assessment data is interpreted. ISD identifies successes and areas for improvement from this data package and recommends instructional interventions to increase student engagement, learning, and overall student satisfaction.

Last year the Academics Department introduced a level of evaluation to measure the degree to which students' behavior has changed post-graduation and how they apply what was learned during the course when they are in an operational environment. The results demonstrate if the student has correctly understood the content and how it applies to the AFSOC mission. Continued efforts to refine the instruments and processes to collect this data support the validation or suggested revision of course outcomes and objectives. The team surveyed Squadron Commanders to identify the competencies required of their flight leaders. Data was compared to current outcomes for the Flight Leadership Course, and discrepancies were used to identify areas for improvement in design, development, and course delivery. The ISD Team also developed an analysis plan to determine the transfer of student learning to the operational environment due to the AFSOC Leadership Development Course. Data collection will commence in FY23.

## Cadre

To help achieve the USAFSOS' goals of developing a top-quality cadre and optimized courseware, the instructional design team designed and developed practices to clarify performance expectations. During the past year, we revised the process for evaluating instructional performance and developed training opportunities to fill gaps. The Essential Academic Graded Learning Evaluation (EAGLE) is a rubric used to evaluate instructor performance and is the cornerstone of the Certified Instructor requirement. Instructors are evaluated on their ability manage the learning experience, deliver relevant and engaging instruction, and utilize technology to measure the effectiveness of instruction. The Academics team uses EAGLE results to identify individual instructor training and professional development opportunities. In FY22, the ISD team revised the Essential Academic Graded Learning Evaluation (EAGLE) to emphasize measures of instructor effectiveness and performance and recommended revisions to the draft Faculty Development OI.



Emerging themes and new priorities across the Command presented a need to reinforce key concepts for USAFSOS cadre. ISD supported the design, management, and execution of a school-wide faculty development event to increase foundational knowledge of a core topic areas across the programs of courses and increase confidence in lesson delivery. The cadre collaborated to identify current, relevant resources to support a deeper understanding of fundamental topics and developed insightful questions to support structured facilitated classroom discussions. Additionally, the cadre received instruction on classroom management techniques. Faculty demonstrated their ability to incorporate the learned techniques and received peer and instructor feedback. Further, the faculty development event was an opportunity for the ISD team to introduce and model innovative student activities.

## Project 9 Studio

Project 9 Studio produces audio and visual components in support of student learning at the highest levels. The studio space is outfitted with technologies to support live-streaming capabilities, providing synchronous instruction for a more dynamic student experience. State-of-the-art multimedia production results in professional products centrally branded and exclusive

the school.



to

The studio's contemporary podcasting arrangement permits the producing, recording, and editing of engaging conversation surrounding topics central to AFSOC. A collection of video production equipment is used to capture events for traditional and online instruction. Throughout the year, the studio augmented the Intelink iVideo library with education for the joint force.

Project 9 Studio hosted some of AFSOC's most experienced cadre to capture stories from the field and celebrate our unique heritage. The studio captured the second installment of the Gunship Gray series which includes commentary from CMSgt Bill Walter (Ret.) and connects today's warriors with the gunship legacy. In another project, the studio recorded AFSOC's H (Heritage)-Hour during which USAFSOS course director, Lt Col Corby Martin (Ret.), discussed his veteran experience with TF Normandy with active-duty members. The instructional design team captures these unique and timely perspectives to educate, inspire, and promote future USAFSOS connections after graduation.

## **Meet the ISD Team**

The instructional design team supports the USAFSOS with extensive experience in military training as well as foundational and higher education. Together, the team offers a distinct skill set to provide solutions at each stage of the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) process. Specializations include human performance improvement, instructional design, classroom instruction, performance technology, multimedia design, change and project management, and program evaluation.

During FY22, instructional designers Ms. Ashely Fee and Mr. Steve McCoy pursued new opportunities, and we welcomed Mr. Richard "Jeff" Carreiro and Ms. Rhonda Duryea to the team. Both designers have SOF backgrounds and extensive experience in academia. Their value has had an immediate impact on the ISD team's efforts to support the mission.

### **Jessica Leitheiser Instructional Systems Design Team Lead, Site Supervisor**

Ms. Leitheiser is an educator, human performance practitioner, and ISD with eight years of experience designing training and education programs for AFSOC, USASOC, and FORCECOM clients and an additional decade of design experience serving higher education and corporate institutions. She leverages the practicality of improvement science with cognitive constructivist theories to improve individual and organizational performance. For the past six years, she has led the USAFSOS ISD Team's efforts across all programs. Ms. Leitheiser is currently researching operational military education for the University of West Florida's Doctor of Education in Instructional Performance and Technology program. She has earned an M.S. in Instructional Technology, a B.A. in Management, and an executive coaching certification. Outside work, she enjoys kickbox fitness, cruising, and creating art with her children.

### **Holly Hromyak, Lead Instructional Systems Designer, Theater Engagement Department**

Ms. Hromyak is the instructional design lead for the Theater and Engagement Department and currently supports 12 active courses and one course under development. She uses her expertise to create new strategies and techniques that can help engage students and deliver valuable learning experiences. She brings varied experience to USAFSOS as a Navy veteran that taught Aviation Water Survival Training to Navy/Marine Corps aircrew and elementary education in the public school system. She currently holds a M.Ed. in Curriculum and Instruction from the University of West Florida. Ms. Hromyak's instructional design philosophy is that by creating strategic, student-centered design that considers the foundational understanding of how people learn, we can create transformative learning solutions and purposeful growth measured through evidence-based evaluation.

### **Jeff Carreiro Lead Instructional Designer, Warfighting & Leadership Department, Faculty Development**

Mr. Carreiro is a 21-year USAF veteran with more than 10 years of AFSOC experience. His comprehensive knowledge of USAF training and education stems from his work with the CCAF in Education Services and as an instructor for a CCAF Advisor Workshop. Before joining the ISD team, Mr. Carreiro served as a USAFSOS Course Director for three CCAF-accredited Instructor Methodology Courses delivered in traditional and online formats. His practical experience with Blackboard, the school's Learning Management System, positioned him to lead remote learning efforts in response to the pandemic. As the lead ISD for the Special Operations Task Unit, Special Operations Task Group, and Air Commando Indoctrination courses, Mr. Carreiro will leverage his classroom expertise and solid design skills to select interventions to improve performance. He is married and has a daughter.



**Rhonda Duryea**  
**Lead Instructional Designer, Warfighting and Leadership Department**

Ms. Duryea is a collegiate level educator, recruiter, and program director with 26+ years of experience in military education. Her background includes the support of Veterans Trio Programs, GoArmyEd Operating Systems, and U.S. Army Special Forces Foreign Language Testing, Data Management, and Program Analysis in keeping with operating systems access and productivity of testing services. For the past year, she provided Registrar/Learning Management Systems Administrator support to the U.S. Air Force Special Operations Command (AFSOC) and U.S. Air Force Special Operations School (USAFSOS) at Hurlburt Field, Florida. Ms. Duryea earned an Ed.S Curriculum and Instruction, an M.S. in Counseling Psychology and, 18 Master level credits in Speech Communication, Writing and Delivery. Outside the work environment, she loves education recruiting and taking care of animals.

**Matthew Dunne**  
**Lead Instructional Media Designer, Warfighting & Leadership Department and Theater Engagement Department**

Mr. Dunne is the Lead Instructional Media Designer for the ISD team. He is a Troy University graduate with a B.S. in Graphic Design and a Music minor, he has more than nine years of experience as a graphic designer with a focus on digital and print media and video production and editing. At USAFSOS, Mr. Dunne oversees the Project 9 Studio and captures video shoots, podcast recording and editing, and photographic shoots. As the lead media designer, he is also in charge of supporting all digital and print media for USAFSOS courses.





# WARFIGHTING & LEADERSHIP DEPARTMENT

USAF Special Operations School



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## Warfighting & Leadership Development Department Director



Maj Jennifer Schroeder is from Germantown, Wisconsin and received her commission upon graduation from the U.S. Air Force Academy in 2010. She graduated with a Bachelor of Science in Geospatial Science and reported to her first duty station at Goodfellow AFB in San Angelo, Texas for the Intelligence Officer Course. Since then, Maj Schroeder has served in a variety of operational intelligence assignments at the squadron, group, and major command level, primarily pertaining to the CENTCOM and EUCOM areas of operation. She has deployed twice, to Al Udeid Air Base, Qatar and Bagram Airfield, Afghanistan. Prior to her current assignment, Maj Schroeder was the Deputy Chief, ISR Programs and Resources Division/MAJCOM 14N Functional Manager at USAFE-AFAFRICA/A2, Ramstein Air Base, Germany, responsible for managing the assignments, career development, and readiness of 430 total force officer and enlisted Airmen across two combatant commands.

## Warfighting & Leadership Development Department

The Warfighting & Leadership Development Department prepares Airmen to conduct and accomplish worldwide special operations missions by educating them on direct and indirect approaches, exposing them to SOCOM's global SOF network, and highlighting AFSOC core mission areas with an eye towards AFSOC's Strategic Vision. The educational goal of the department is to ensure AFSOC personnel know how to use critical thinking, adaptability, and improvisation to achieve tactical, operational, and strategic objectives through unified effort.

In AY22, the Warfighting & Leadership Development Department conducted operational military education for AFSOF and other DOD personnel through a variety of formal courses, and mobile education events while maximizing course availability through an online academic environment. The department focused its efforts on indoctrinating new AFSOF, enhancing SOF staff action and warfighting skills, building Joint fluency in deploying Air Commandos, developing mission commanders, and informing the next generation of AFSOC leaders. Further, it integrated themes of ethical behavior, value systems, deliberate force development, and joint planning methodologies into many of its courses. This ensured a focused investment in AFSOC human capital while simultaneously preparing Air Commandos for their role in Great Power Competition. Despite COVID mitigations and movement restrictions, the Department was able to support off-station educational opportunities in several CONUS locations as well as in the USINDOPACOM, USEUCOM, and USSOUTHCOM theaters. The Department has rapidly developed curriculums in direct support of MAJCOM priorities while increasing class sizes as health and safety risks decreased.



## Leadership Division Maj Darielle Santos, Division Chief

### Flight Leadership



The AFSOC Commander-endorsed Flight Leadership Course (FLC) is a 5-day educational and mentorship-based course focused on paired officer and enlisted leadership teams. The course is one of the first opportunities for AFSOC to significantly invest in the education of its foundational leadership teams and works to implement many of the goals and lessons learned from the USSOCOM Comprehensive Review, CSAF Action Orders, and AFSOC's 2020 Strategic Guidance.

Each block of instruction focuses on a core competency of flight leadership. The first section discusses how to effectively lead yourself. It includes education and mentorship on concepts of the role of the flight leader, unpacking value systems, emotional intelligence, and exploring the current ethical climate in the SOF community. The second section discusses how to effectively lead others. It includes instruction on principles of effective leadership and supervision, optimizing available resources, and a group leadership project. The third section discusses how to manage a flight. It addresses effective Air Force writing and communication, a panel-style Q&A with sitting Squadron Leadership Teams, and member resilience from an organizational standpoint. Section four helps new leaders understand resources from across the base. It includes presentations from the Inspector General, Finance and Resource Management, and the unit's Judge Advocate General in order to familiarize students with these staff offices and learn how they can support their flight. The final section takes lessons from across the week and puts them into a plan of action. This is designed for students to present their Flight Initial Action Plan, which is a working document to help guide them through the first year of their command. This provides flight leaders and soon-to-be flight leaders an opportunity to demonstrate critical thinking skills and an understanding of what they learned throughout the week.

### AFSOC Staff Action Officer



The Staff Action Officer Course focuses on developing Air Commandos newly assigned to the MAJCOM staff. The course's aim is to provide nascent staff with the communication skills, strategic background, deliberate planning, and collaborative toolsets necessary for them to develop innovative, integrated, viable, and comprehensive solutions for the AFSOC Commander. The Staff Action Officer Course is a 10-day blended learning course utilizing both asynchronous remote learning and face-to-face content to prepare Action Officers on HQ AFSOC staff. Learning will focus and build upon knowledge, professional speaking, professional writing, and application. The course aims to develop Action Officers to work efficiently and effectively to support the AFSOC Commander's priorities and programs. Content emphasizes the development of necessary staff skills and knowledge while fostering cross-directorate collaboration. Students will engage in activities that promote problem-solving methodologies and professional networking. The course target audience includes

Officer, Enlisted, and Civilian personnel within the first three months of assignment to Headquarters (HQ) AFSOC staff. Upon request, USAFSOS will consider students outside of this demographic for attendance based on the Dean of Academics' approval.

## AFSOC Leadership Development

The AFSOC Leadership Development Course is a wing commander-nominated course designed to prepare high-performing O-3s/O-4s, E-7s, and GS-12s/13s for future leadership roles. The course employs four general instructional formats to achieve this goal and interweaves into these components the themes of accountability, discipline, and competence. The first component dissects the strategic vision, guidance, and overarching AFSOC priorities through multiple senior leader mentorship sessions and guided discussions. It does this while emphasizing the role of SOF Airmen in leading current and future SOF formations and core mission areas. The second component explores various programmatic aspects of leading the AFSOC core mission areas, thereby providing students with a functional understanding of leveraging the resources available at their disposal. The third component is devoted to specialized topics that include readiness, resilience, Total Force Integration (TFI), force development and management, and critical thinking sessions. The final component incorporates guided panel discussions with junior AFSOC Airmen, First Sergeants, and Chiefs.



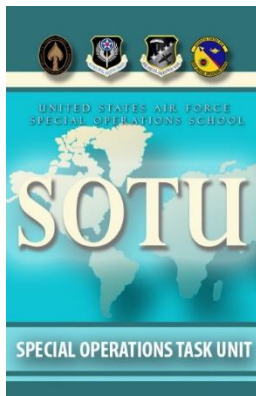
## AFSOC Squadron Leadership



The AFSOC Squadron Leadership Course (SLC) is the AFSOC Commander's course for all incoming squadron commanders, senior enlisted leaders, and both of their respective spouses. SLC deliberately pairs and develops integrated officer, enlisted, and spouse leadership teams through mentor-guided, collaborative learning. The curriculum is structured to emphasize key components of AFSOC squadron command such as cultivating positive culture, leading people, executing the mission, managing resources, and improving the unit.

SLC is a five-day course that is delivered fully in-residence. There are typically three course offerings per year, with two at Hurlburt Field and one at Cannon AFB, NM. The AFSOC Commander appoints a senior mentor team, typically a current AFSOC wing commander and wing command chief, for each SLC offering. The senior mentor team serves as facilitators for their particular course and is also heavily involved in the planning and preparation phase.

## AFSOF C2 Division Lt Col Chad Flann, Division Chief Special Operations Task Unit



The Special Operations Task Unit (SOTU) Course is a multi-day, in-residence course that aims to develop the core competencies and attributes required of SOTU leaders. The AFSOC SOTU course is an educational and mentorship-based education event designed to proactively develop AFSOC's unit-level leaders into a fully effective Mission Command team. Students are instructed on the value of building tactical credibility and joint fluency, then learn how these skills impact communication with their senior leadership. The curriculum outlines the duties and responsibilities of the AFSOC SOTU and accounts for the variances between deployed and off-station environments. The course also explores the challenges of standing up an operation and integrating into an established infrastructure.

The SOTU course targets AFSOC officer and enlisted members that are currently eligible to be assigned as a Mission Commander or Senior Enlisted Leader for a SOTU either assigned to an upcoming verified SOFORGEN Tasking, or Higher Headquarters Assigned Mission Tasking (i.e. EMERALD WARRIOR or FLINTLOCK). This course replaced the Special Operations Mission Command Course and Special Operations Command and Control – Operational Course and incorporates some elements of both.

### Special Operations Task Group



The Special Operations Task Group (SOTG) course is a multi-day, in-residence course that aims to enhance the core competencies and attributes required of SOTG personnel and leaders in order to lead forces organic to AFSOC and to integrate AF/SOF multi-domain capabilities into JTF operations. Students are instructed on the value of tactical credibility and joint fluency to favorably impact communication with TSOC leadership. The course curriculum outlines the duties and responsibilities of the AFSOC SOTG and accounts for the variances between deployed and off-station environments.

Course topics include exploration of joint and service specific warfighting capabilities, the application of AF warfighting capabilities, application of military art and design, the joint planning process and operations, as well as campaign and crisis planning. Joint interagency inter-government multinational considerations, and strategic guidance documents, the methods used in the course include lecture, seminar discussion, instructor and peer-critique of student assessment activities, guided discussion with an application through practical exercise, and warfighting simulation via the current Joint Planning Process.

The SOTG course is designed for AFSOC officer and enlisted members that are either currently programmed to be a member of a SOTG staff or who will be assigned as a SOTG staff member in the future as per the AFSOC SOTG OPORD in the appropriate AFSOFFORGEN cycle. The SOTG course is not available for personnel outside of SOTG requirements.

### Air Commando Indoctrination Academics



Air Commando Indoctrination Academics (Remote Learning) introduces the Air Commando culture and reviews historical events which led to the creation of US Special Operations Command (USSOCOM) and the Air Force Special Operations Command (AFSOC). Lessons explore the key concepts of special operations and irregular warfare as well as AFSOC mission areas, aircraft, and special tactics. It also incorporates Intercultural Competencies to help Airmen, “quickly and accurately comprehend, then appropriately and effectively act, in culturally complex environments.”

Remote learning gives students the flexibility to accomplish most lessons at their own pace from a computer, tablet, or smart phone. The course has a live session in Blackboard Collaborate that guides the class through a discussion on ethics and professionalism.

This course targets newly assigned personnel to AFSOC within the first 6 months of assignment or other personnel programmed for a position requiring knowledge of joint US special operations.

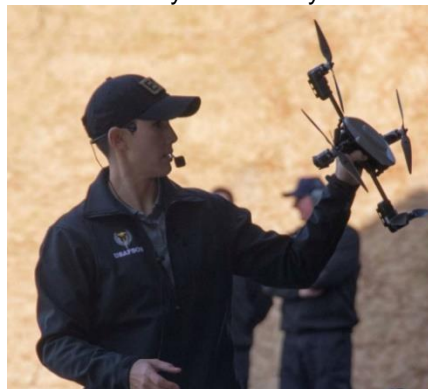


**Protection Division**  
**Capt Patrick Burns, Division Chief**  
**Dynamics of International Terrorism**



The Dynamics of International Terrorism (DIT) course is designed for members of AFSOC, and other elements of the Special Operations community, as an in-depth examination of the nature of terrorism and the means by which the United States, the DOD, and SOF can combat it. Attended widely by personnel from all Air Force major commands, other service branches, and many US Government agencies, DIT provides education on the organizations, motivations, and operational capabilities of international, domestic, and regional terrorist movements. The DIT curriculum is highlighted by personal accounts given by individuals directly affected by terrorism.

It also includes overviews of regional history and trends, discussions on how it is used by state actors in an era of global competition, an examination of the radicalization process, and reviews of institutional initiatives taken by key organizations (such as the FBI and INTERPOL). DIT revisits a continuing theme throughout the week, emphasizing specific instruction on protective measures that US government personnel and their families can employ to minimize the risks posed by terrorism. The traditional favorite part of the course is its live-fire Terrorist Capabilities Demonstration using non-standard firearms and high yield explosives, and a demonstration illustrating how a quadcopter can be used in a terrorist attack.



**SOF Anti-Terrorism Level 2**



SOF Antiterrorism Level 2 is a USAF-approved Antiterrorism Level II certification course compliant with requirements contained in DoD Instruction O-2000.16, Volume 1. While meeting the certification needs of antiterrorism officers (ATOs) from AFSOC, SOFAT2 attracts attendees from all other Air Force major commands other services, and several US Government agencies. Its robust, scenario-based curriculum is designed to prepare special operations forces conducting irregular warfare activities in uncertain and hostile contingency environments. SOFAT2 provides students with the knowledge,

skills, and attitudes necessary to perform as a commander's antiterrorism subject matter expert and antiterrorism/mission assurance advisor. The course sequentially builds with realistic and contemporary injects, incremental risk analyses, hands-on technical demonstrations, and course-of-action development. It culminates in a capstone practicum requiring student teams to apply critical thinking and spontaneous problem solving while tasked to conduct a site survey for a notional IW deployment. The course director is a previous DIT course director, 5-year ATO for an Air Force wing in USAFE-AFAFRICA, and the current ATO for the 492 Special Operations Wing. As with DIT, the SOFAT2 cadre has shaped the course presentation to support Non-Standard Aviation (NSAv), Mission Sustainment Team (MST), and Deployed Aircraft Ground Response Element (DAGRE) pipeline training requirements. Moreover, SOFAT2 faculty members routinely provide on-site education to special operations personnel supporting USSOUTHCOM, USINDOPACOM, USEUCOM, and in other Combatant Commands, upon request.



# THEATER ENGAGEMENT DEPARTMENT

USAF Special Operations School



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## Theater Engagement Department Director



Maj David Listro is from New Britain, Connecticut and graduated with a Bachelor of Science in Mechanical Engineering from Clemson University in 2006. He received his commission in 2008 upon graduation of Officer Training School and reported to his first duty station at Randolph Air Force Base, Studies and Analysis Squadron as an Operation Research Analyst. Since then, Maj Listro has served in a variety of positions throughout the Air Force and DoD to include Air Force Operational Test and Evaluation Center and the Defense Logistics Agency where he employed operations research techniques towards solving tactical and operational problems. Additionally, He has deployed to Al Dhafra AFB as an executive officer at the maintenance group. Prior to his current assignment, Maj Listro was at Air Command and Staff College at Maxwell AFB, Montgomery, AL where he attained a specialty code of Political Affairs Strategist.

## Warfighting & Leadership Development Department

The Theater Engagement Department prepares AFSOC Airmen to conduct Air Force special operations in the global context. Students learn about the conflict environment and the competition continuum in each of the Geographic Combatant Commands (GCCs). Additionally, students learn about the Joint, Interagency, Inter-governmental, and Multinational defense resources that are available for the specified missions in each of the GCCs. In recognizing that US National Defense Strategy requires focus on strengthening allies and attracting new partners, students learn intercultural competence concepts and application skills relevant to the multinational, multicultural environments where partner forces and personnel have different cultural perspectives than the average American. To achieve US security goals, students learn about the US policy frameworks and funding authorities to conduct security cooperation as well as cross-cultural negotiation techniques. These programs also support the Combat Aviation Advisor and Non-Standard Aviation mission qualification pipelines. At the most advanced levels, USAFSOS students may be nominated by their commands to attend the Building Partner Aviation Capacity Seminar, the only US Government education and engagement seminar designed to promote aviation enterprise development and build purposeful international aviation partnerships among international defense aviation decision makers and practitioners. In AY22, the Theater Engagement Department conducted operational military education for AFSoF, other DOD, US interagency organizations, and 32 international military students from 19 partner states. The COVID pandemic crisis continued to have an impact on the delivery of education. Some regular course iterations were cancelled or postponed, but innovation and creativity expanded learning opportunities for AFSOC airmen throughout the world while elevating the quality of face-to-face education. Regional courses matured into multiple levels, with Remote Learning region-specific orientation courses supplemented by more advanced, in-person, operations courses. The Theater Engagement Department will continue to lead the command's pivot to Strategic Competition and the "AFSOC we will need" through regionally specific and operationally relevant education.



## **Theater Operations** **Capt James Goforth, Division Chief** **USAFRICOM Theater**

In AY22, USAFSOS offered two distinct courses for SOF airmen interested or preparing to operate in the USAFRICOM AOR. First, a four-day remote learning (RL) course with a hybrid, self-study and live lecture format that provides students with the foundations of US policy, history, culture, and strategic competition. The second course offered was a five-day, in-residence USAFRICOM Operations course, expanding on the topics introduced in the RL course while including SECRET level material, operation and contingency plans and focusing on current U.S., allied, and partner nations operations in the AOR. The intent of this course was to focus on US strategic interests and competition in the AFRICOM AOR with emphasis placed on topics relevant to US Special Operations Force mission sets. Topics were addressed at unclassified and classified levels.



All USAFRICOM curriculum was designed to educate students on knowledge and comprehension level learning objectives to enable successful planning, operations, and deployment in the AOR. These courses present an array of USAFSOS faculty members and guest SMEs to maximize student exposure to a range of military and civilian perspectives.

With topics ranging from the strategic direction of the National Security Strategy to violent extremist organizations and development, USAFSOS's USAFRICOM theater courses aim to provide an overview of SOF operations throughout the continent with specific regard to the Horn of Africa, Northwest Africa, the Lake Chad Basin, and the Sahel and the Maghreb regions. Course objectives also specifically include selected regional overviews and familiarization with the theater special operations command (TSOC), Combined Joint Task-Horn of Africa (CJTF-HOA), and conventional air forces (AFFOR) in the AOR.

## **USCENTCOM Theater**



The USCENTCOM curriculum provides a strategic overview of the USCENTCOM AOR, focusing on history, geopolitics, operational culture, and current operations. The syllabus aligns with current operational priorities as laid out by the National Defense Strategy, USCENTCOM's Campaign Plan, and SOCCENT priorities, but each course iteration varies slightly to capture the ever-evolving nature of the USCENTCOM environment.

During AY22, the USCENTCOM Orientation remote learning course continued while a second course was initiated. This second course, USCENTCOM Operations, is held in residence over five days at USAFSOS on Hurlburt

Field. This course builds off the Orientation class content and brings in SECRET materials with an operational focus. The curriculum dives into Strategic Documents, OPLANS, TSOC missions and priorities, Information Operations, and expands on the theater friction points across the region among other topics.

Both courses are taught by our resident USAFSOS faculty, who bring a wealth of knowledge on this region, partnered with guest speakers from academia, military institutions of higher learning, and various other government agencies and positions to deliver riveting lessons relevant to Air Commandos.

## USEUCOM Theater

The USEUCOM course constantly adapts to current events and changes in the strategic and operational environment as defined in the National Defense Strategy. The demand for USEUCOM Theater education continues to rise due to increased tensions in Eastern Europe. In addition to our experienced cadre, the USEUCOM department pulls from leading experts in the field – academia, the private sector, and government – to provide the most up-to-date, relevant material to educate SOF personnel.

USEUCOM course material was reorganized into two separate courses. The Orientation course is delivered remotely over 4 days and focuses on US National Interests and foundational information on the AOR (geography, history, demographics, and root causes of conflicts). The USEUCOM Operations course was added during AY22 and builds on the information provided in the Orientation course. The in-person Operations course focuses on examples of real-world operations – both friendly and competitive – relative to the SOF environment in USEUCOM up to the SECRET level of classification.



## USINDOPACOM Theater

The USINDOPACOM courses focus on US interests across Asia and in the Pacific and Indian Oceans, providing AFSOC members with the historical, geographical, political, socioeconomic, and cultural education needed to succeed in theater. The USINDOPACOM Orientation course is offered remotely, and provides background on the cultural, historical, and political factors that built the current order in the



USINDOPACOM AOR. USAFSOS now offers a new classified level USINDOPACOM Operations in-residence course that helps students understand the dynamics of strategic competition in the western Pacific and the conflicting interests of US allies and partners in the AOR. In addition to the expertise of our USAFSOS cadre, both USINDOPACOM courses bring together a robust and experienced cast of guest speakers from the federal government and civilian organizations to give students a future-oriented picture of the AOR.

## USSOUTHCOM/USNORTHCOM Theaters

The SONOCOM Orientation Course is a 4-day remote learning course that orients US Forces to the USNORTHCOM and USSOUTHCOM AORs. This course focuses on the creation of regional, historical, and cultural understanding that will enable AFSOC personnel to operate more effectively within the USNORTHCOM / USSOUTHCOM AORs.

The USSOUTHCOM Operations course deliberately aligns its topic selections with applicable AFSOC, COCOM, MAJCOM, and relevant USAF Headquarters guidance, plans, and operations in order to place tactical-level core SOF mission areas into operational and strategic contexts. These courses are taught by resident faculty members as well as guest civilian and military subject-matter experts, and cover current political, military, social, and economic factors that influence operations in USSOUTHCOM.

Additionally, USAFSOS is developing a USNORTHCOM course for FY23. The USNORTHCOM Operations course will focus on homeland defense, the Arctic, civil support, mission assurance, security cooperation, and opportunities within the AOR which defend and secure the United States and its interests. Our ability to deter in competition, de-escalate in crisis, and deny and defeat in conflict requires all-domain awareness, information dominance, and decision superiority. This environment requires a culture change that factors in homeland defense, from a global perspective, into every aspect of operational plans and strategies, decisions.



## Theater Engagement Capt Zafer Vurgun, Division Chief

### Engage



Intercultural Competencies for Engagement (ENGAGE) is a 4.5-day face to face course that builds general knowledge and skills to quickly comprehend, then appropriately act, in a culturally complex environment to achieve desired effects. Students learn about academic frameworks that help AFSOC members to recognize their own cultural preferences and to compare them with global variations. This course teaches students how to conduct specific research into culture attributes of a given country or region. Specific focus is placed on identifying common tensions in intercultural communications and how those tensions are manifested in the continuum of conflict environment encountered by military members. Finally, students learn and

practice communication and negotiation skills for mitigating the differences in a variety of scenarios.



## Negotiations for AFSOF



The Negotiations for AFSOF course is designed to create advanced negotiation skills beyond those taught in the Engage course required of AFSOC operators in culturally complex environments that are characterized by varying degrees of open or potential conflict. Focus is on the creation of frameworks for interaction that acknowledge the effects of stress due to physical and emotional factors. Students are given various tools and models to plan their negotiation strategy and also examine the military context in which negotiations must occur. To demonstrate learning of the concepts, students participate in multiple practical exercises in different scenarios. Negotiation objectives are focused on developing long term relationships with partner allies through trust and ethical behaviors.

## Building Partner Aviation Capacity Seminar

As our flagship security cooperation event, BPACS is designed to educate US SOF and partner nation (PN) aviation experts on the core attributes of Aviation Enterprise Development (AED) as they relate to national security strategy formulation and execution. This historic seminar aims to expand AED through a purposely built network with our allies and partners to optimize aviation interoperability, integration, and collaboration. BPACS builds understanding through collaborative learning about mutual AED needs and capacities, and exposes unique attributes of aviation capacities that contribute to effective internal and external national security goal achievement. The BPACS uses classroom discussions guided by US Department of Defense personnel, experts from other Government agencies (OGA), university professors, and other experienced military and civilian practitioners; as well as practical exercises, country presentations, and field studies/trips to achieve seminar education objectives. Topics are presented in a seminar format to encourage collaborative learning. BPACS schedule includes social and hospitality events during and after normal duty hours to encourage rapport building and create long term relationships.

In concert with the United States 2022 National Defense Strategy Guidance, the primary goal of the BPACS is to strengthen allies and partners while attracting new partners through purposeful aviation partnership as well as reinvigorate and modernize our alliances and partnership around the world. National Security Aviation topics and activities are selected to create opportunities that build mutual respect, facilitate regional consultative mechanisms, and deepen Special Operations Forces (SOF) aviation interoperability.

In FY22, two BPACS iterations were conducted. The first was in January at Hurlburt Field Florida with a total number of 20 US and 19 International Military Students (IMS) from all COCOMs. The second BPACS was also conducted at Hurlburt, Field Florida in May with a total of 20 IMS, with participation from all COCOMs.

### Build Partner Aviation Capacity Seminar 22B

Partner Nations (11 IMS):		U.S. Students (9):	91 Guest Speakers
Botswana	Nepal	AFSAT x4	<b>Keynote Speakers:</b> Fort Walton Beach Mayor Florida Wildlife Commission Col Kenneth E. Pedersen Deputy Director, Strategic Plans, Programs and Requirements AFSOC Mr. Gary H Laughlin HAF/A3TMO Mr. Ken Rodriguez Col (ret), OOD Support to the Ambassador Mr. Gregory Marchess AFSOC Political Advisor (POLAD) Ms. Melinda Hutchings Humanitarian Assistance Advisor to SOCOM
Ecuador	Pakistan x2	75F(G)A	
Jamaica	Romania	571 MSAS x2	
Jordan x2	Timor-Leste	711SOS x2	
<b>3 Faculty:</b> Mr. Walter Gonzalez Maj Carlos Montances Capt. Tim Allen			
<b>5 LEAPS</b>			<b>Major Events:</b>  <b>Activities:</b> Guided tour U.S. Naval Aviation Museum in Pensacola Eglin Air Force Base Radar Control and Tower Tour Armament Museum Tour Tour Bob Sikes Airport

Scientia Virtus Pax



# LANGUAGE CENTER

USAF Special Operations School



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## Language Training Detachment



The ARMY's Defense Language Institute Foreign Language Center's (DLIFLC) Language Training Detachment (LTD) is an integral part of USAFSOS educational enterprise. This talented and diverse team consisting of a Site Director, an Academic Specialist, and 13 language professors continues to lead the way in world class foreign language education, tailored specifically for AFSOC personnel and affiliated units.

The LTD works in sync with all departments of the USAFSOS team to ensure synergy between language, culture, and regional expertise across the spectrum of USAFSOS educational programs. The languages offered by the LTD in FY22 included: Arabic (MSA, Egyptian, and Levantine), Dari, Farsi, French, Spanish, Russian, Tagalog and Thai.

In addition to Initial Acquisition Training (IAT), the LTD offered a variety of Sustainment and Enhancement Training, Significant Language Training Events (SLTE), and Pre-Deployment Training. The language professors tailor all courses to meet the operational requirements of the AFSOC.

The IAT courses provide the foundation for language capability and cultural expertise throughout multiple units in the AFSOC. During the year, the LTD provided 22,226 contact hours of language education to 235 students in 52 courses. Most of the IAT students who graduated this year were CAAs, both active



duty and Air Force Reserve. Students also came to the LTD from the Language Enabled Airman Program (LEAP), Office of Special Operations, 25th Intelligence Squadron linguists, and medical personnel. Many of these students experiences in country immersions, a rare opportunity to employ their language and culture skills in operationally-relevant settings.

To meet the ever-changing operational needs of AFSOC, the LTD is continuously developing courses for airmen with a wide range of culturally-based global language proficiency. From Pre-Deployment courses, where the students learn the basics of the regional-specific elements of language and culture to SETs and advanced courses, where they enhance their

current levels of proficiency and cultural knowledge. The LTD students continuously meet and exceeds the diverse requirements of the AFSOC to ensure mission success.

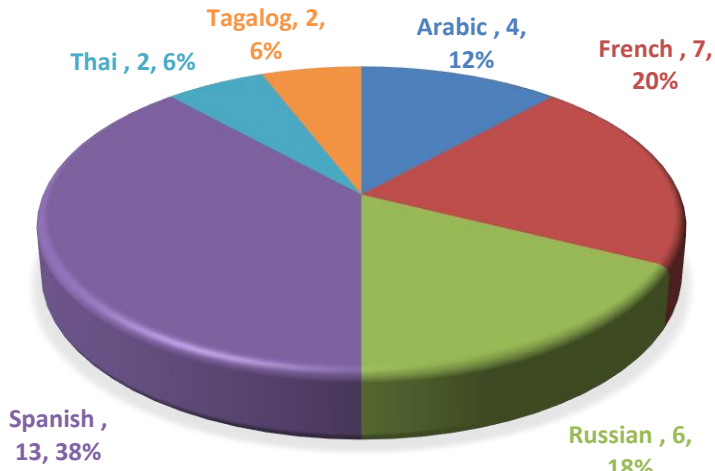


In addition to teaching a plethora of language courses this year, the LTD professors demonstrated incredible talents and dedication to the mission while continuously supporting interactive cultural scenarios for other courses and activities at USAFSOS and affiliated units.

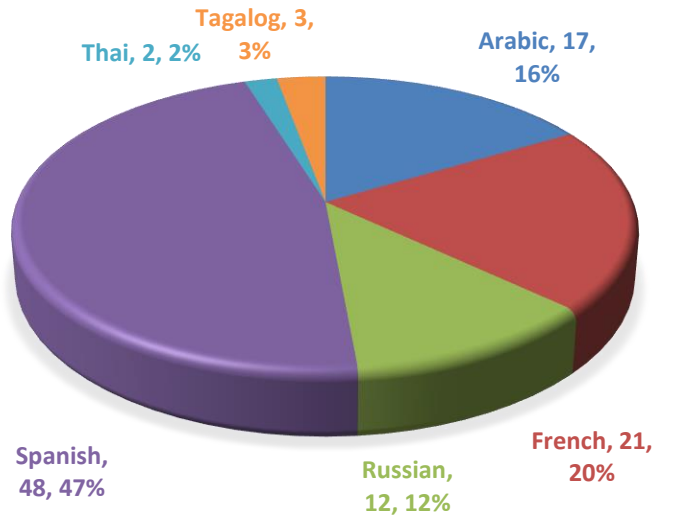


# Language Training Detachment Student Throughput

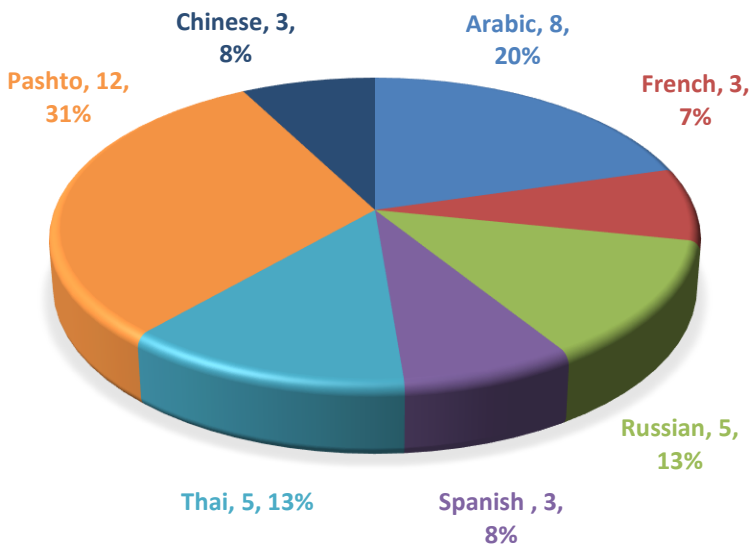
## INITIAL ACQUISITION TRAINING



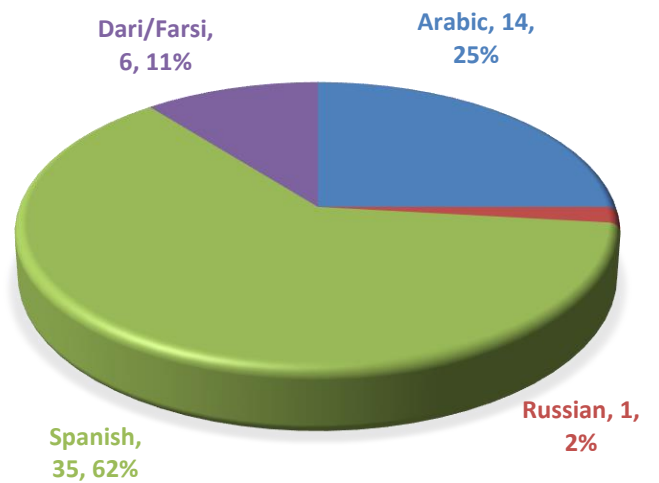
## SUSTAINMENT AND ENHANCEMENT



## SIGNIFICANT LANGUAGE TRAINING EVENT



## FAM TRAINING

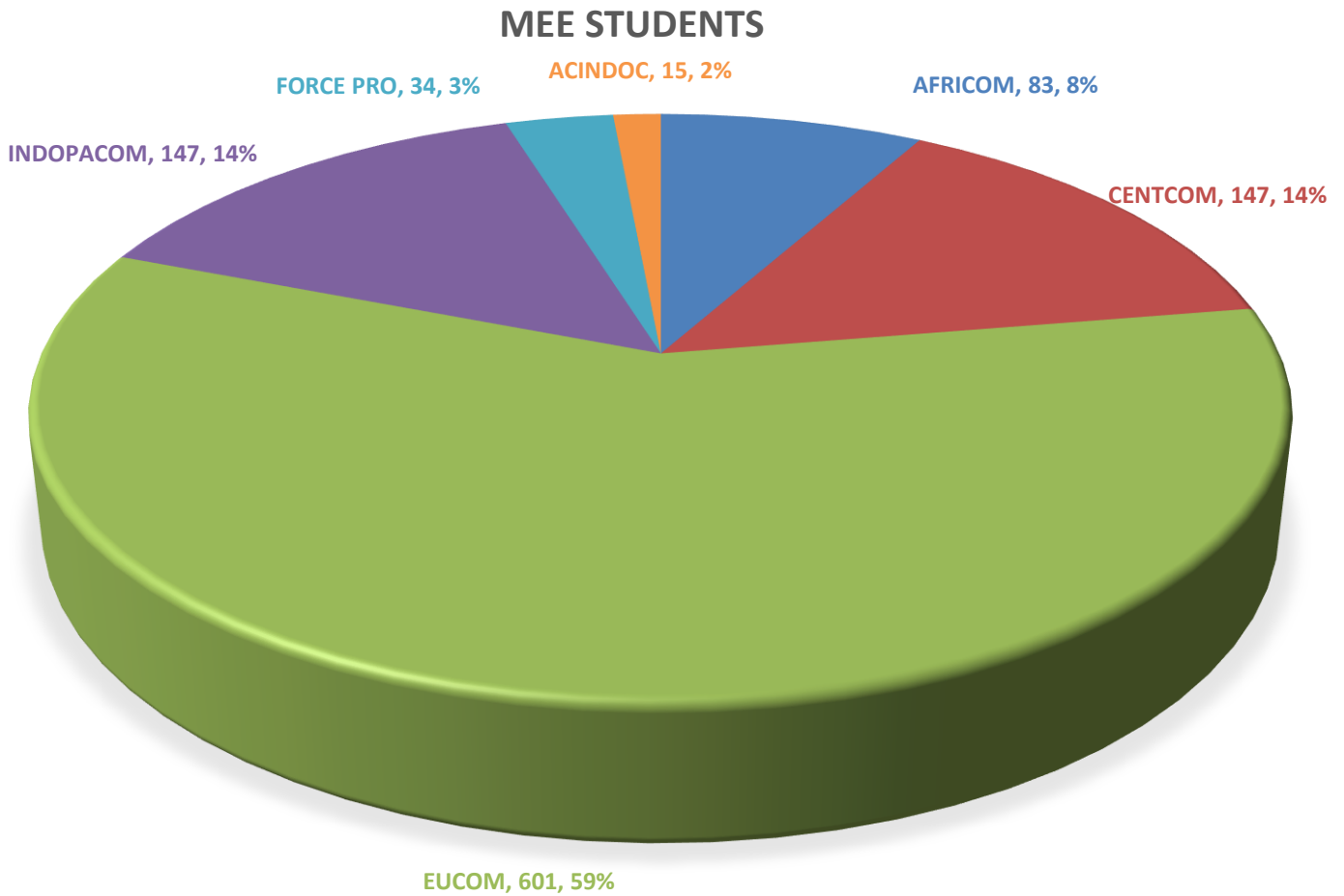


## MOBILE EDUCATION EVENTS (MEES) FOR AY22

Mobile Education Events continued to provide a unique high demand instructional asset to USAFSOS. Its capability to deliver customized operational military education and deployed cultural and language expertise at locations worldwide maximized AFSOC and SOF mission success. MEE instructors include both in-house USAFSOS cadre and expert guest lecturers. Instructors adapt existing lessons and create new lessons in order to deliver focused operational military education. MEEs range in duration from several hours to several days and are delivered locally and at locations worldwide. The primary target audience is AFSOC and other SOF units.

USSOCOM, USAF, and US Government agencies collaborate with USAFSOS to customize 27 events from a 1-3 day MEE event for special operations forces and pre-deployment events. Impressively, USAFSOS educated 1071 members with customized pre-deployment MEEs for AFSOC units in AY22.

Units interested in inquiring about a MEE at their location may email: [USAFSOS.MEE.DL@us.af.mil](mailto:USAFSOS.MEE.DL@us.af.mil)

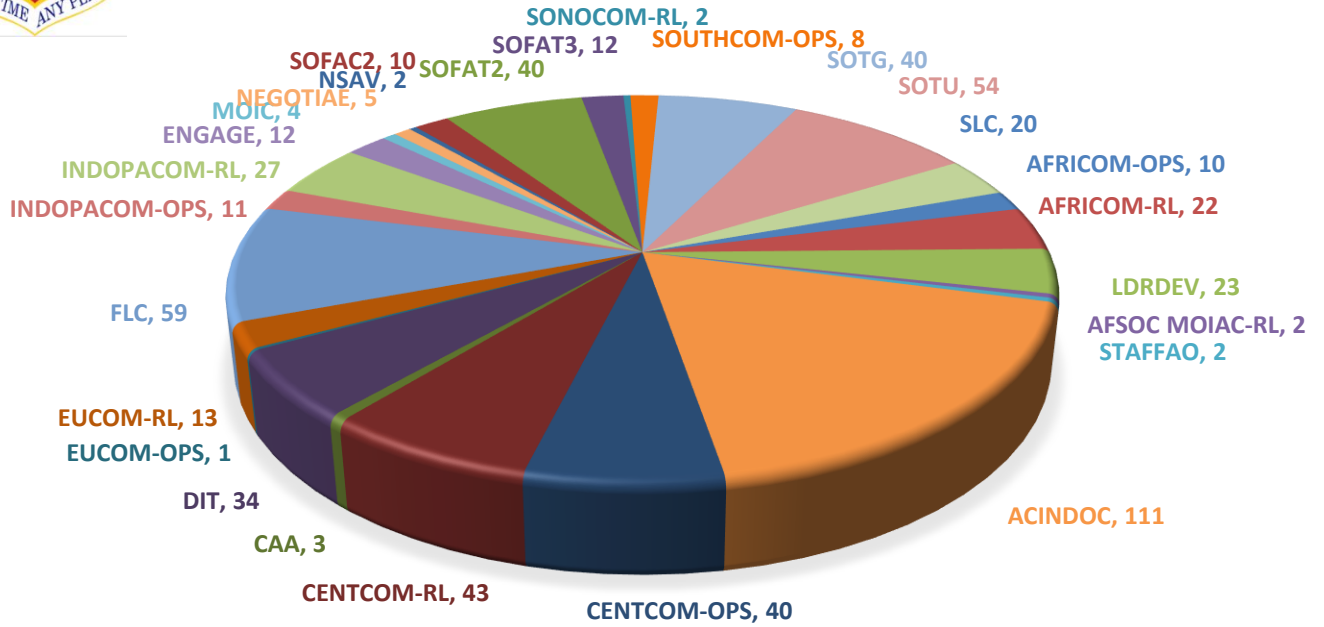






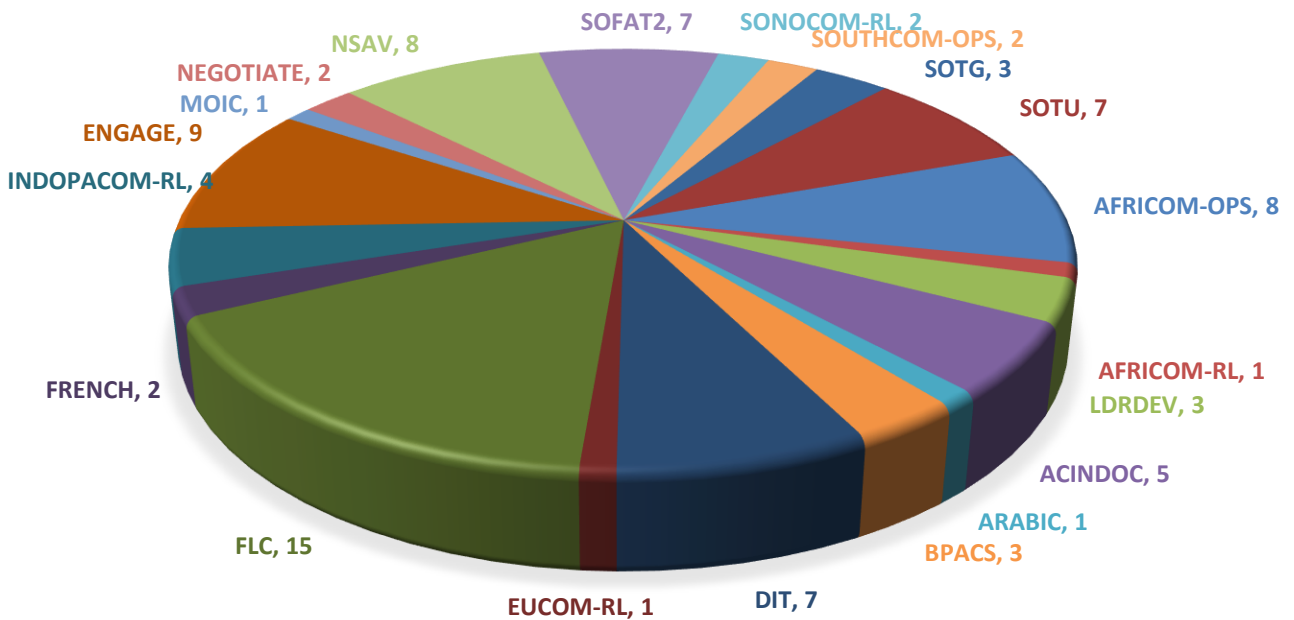
**1st Special Operations Wing (1 SOW)**  
Hurlburt Field, Florida

610 Students



**919th Special Operations Wing (919 SOW)**  
Duke Field, Florida

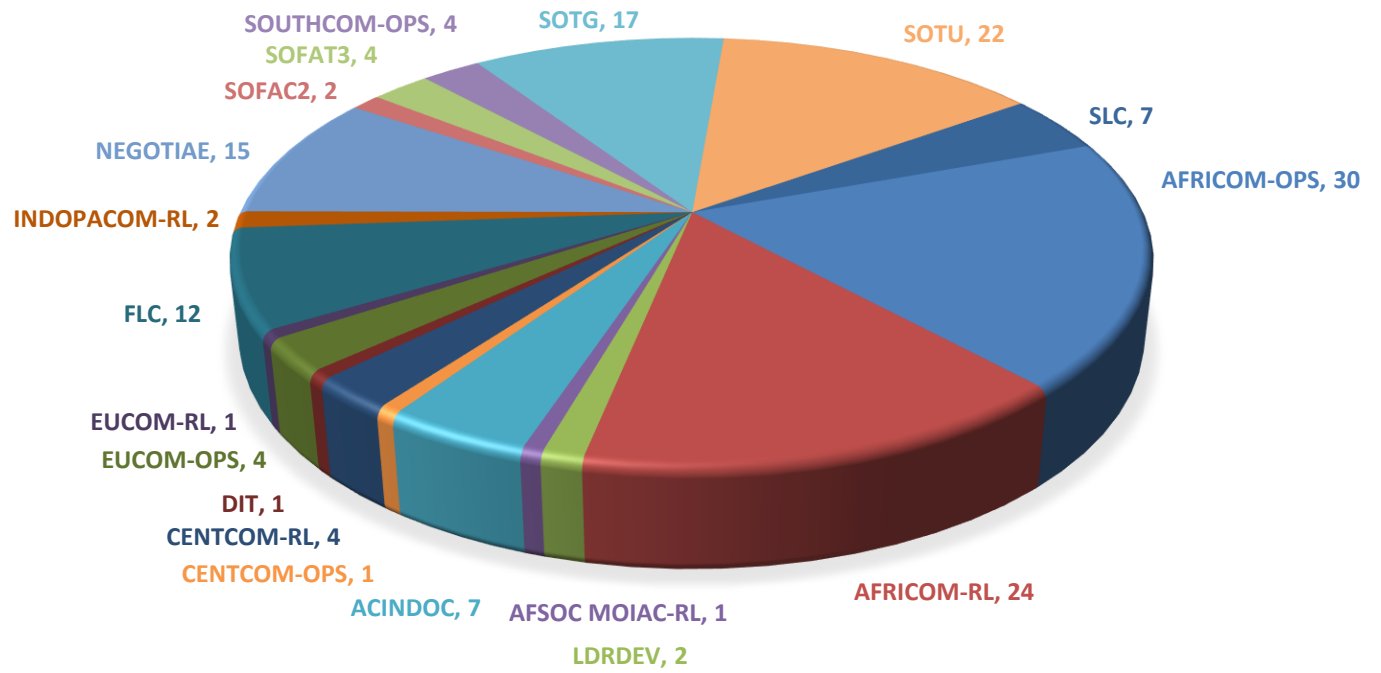
91 Students





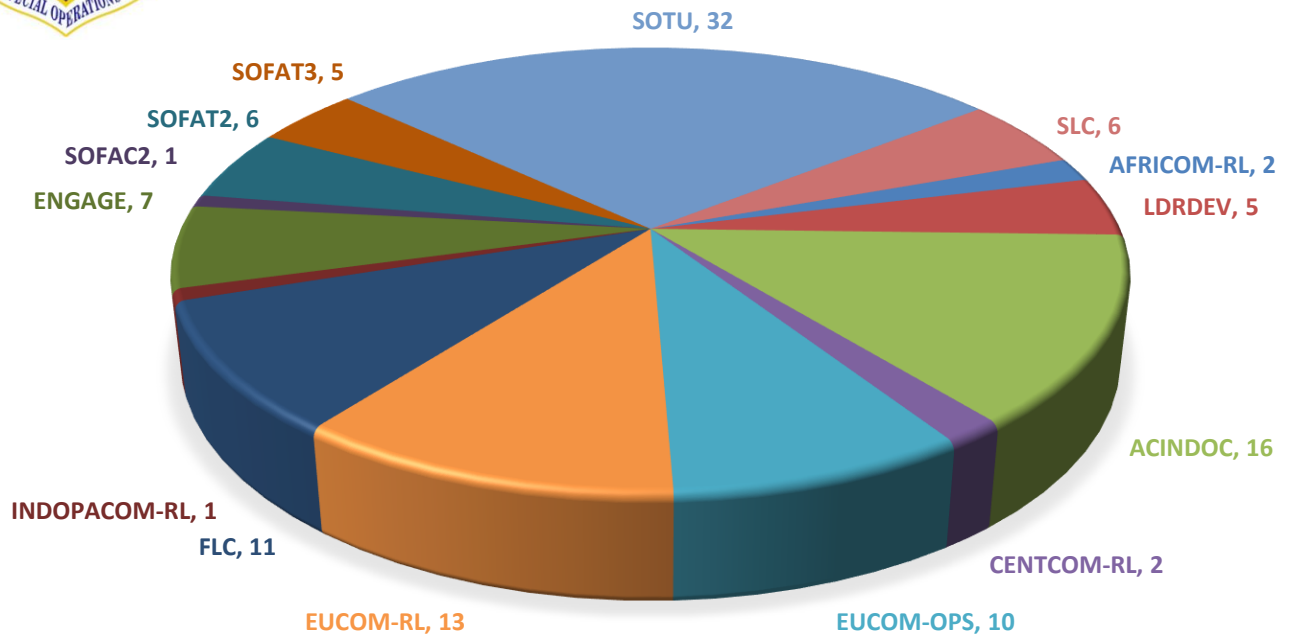
**27th Special Operations Wing (27 SOW)**  
**Cannon AFB, New Mexico**

**383 Students**



**352nd Special Operations Wing (352 SOW)**  
**RAF Mildenhall, England**

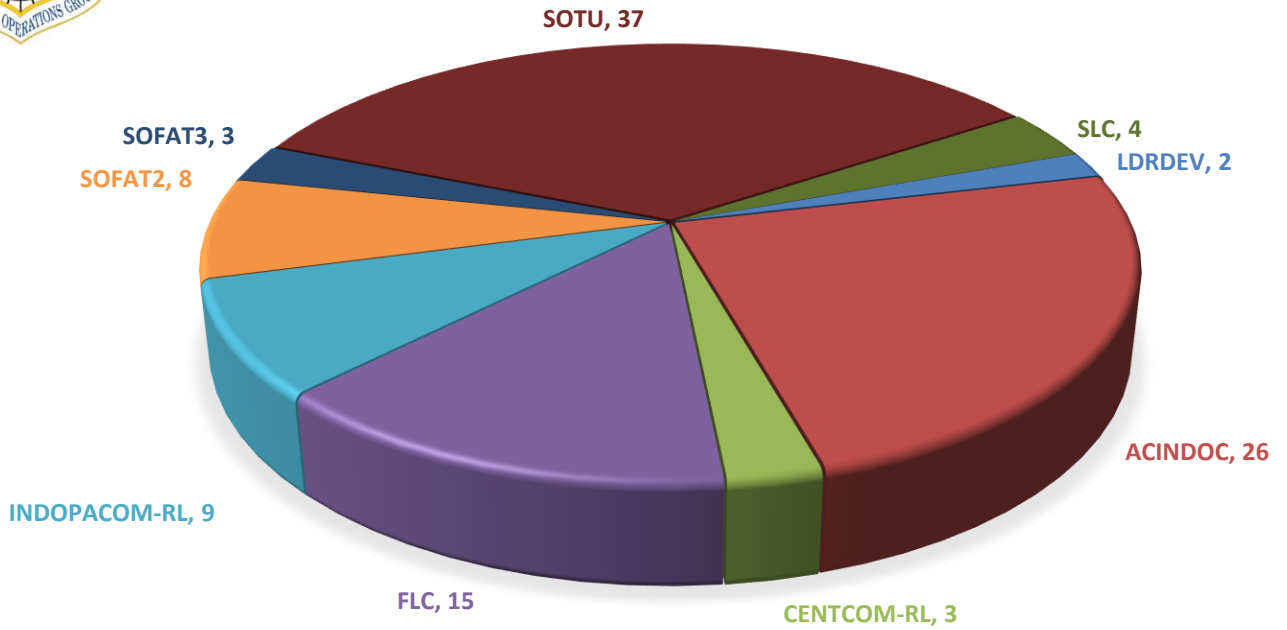
**117 Students**





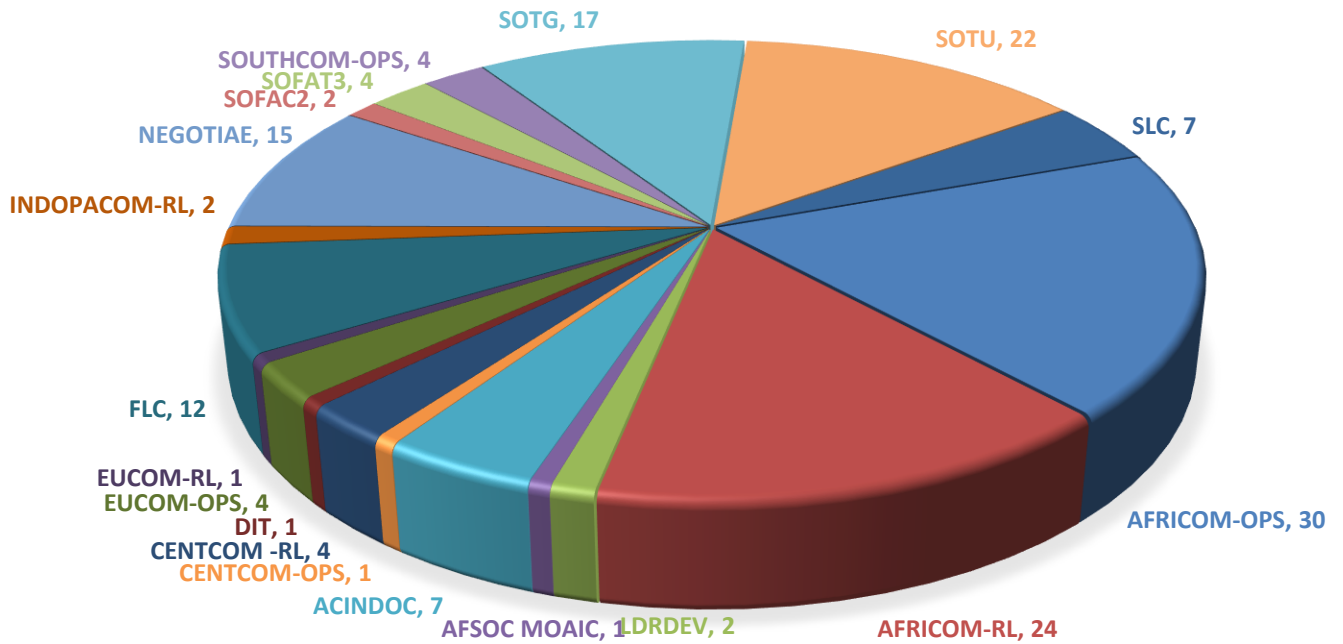
**353rd Special Operations Group (353 SOG)**  
Kadena AB, Japan

**107 Students**



**24th Special Operations Wing (24 SOW)**  
Hurlburt Field, Florida

**160 Students**

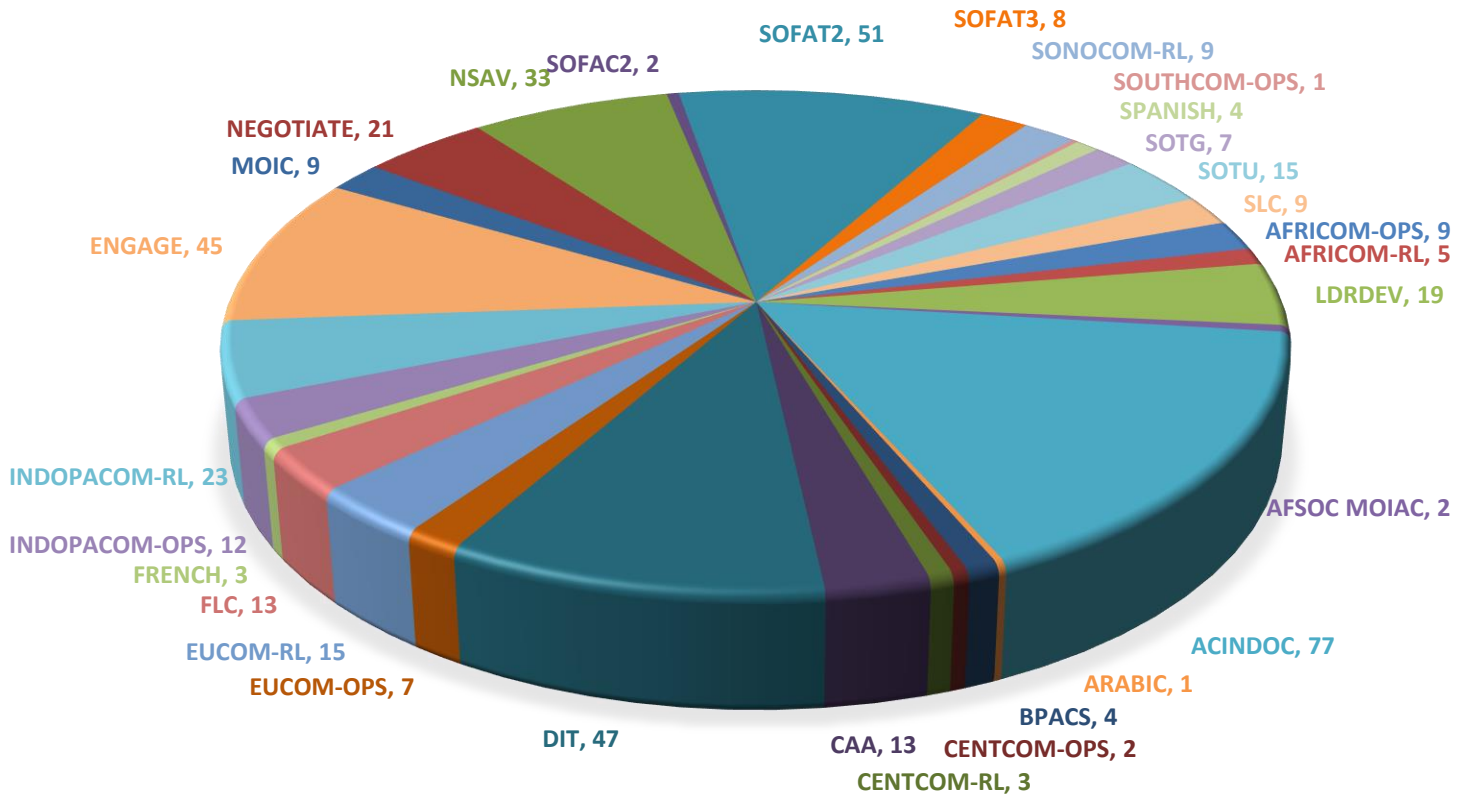






492nd Special Operations Wing (492 SOW)  
Hurlburt Field, Florida

469 Students



## STUDENT DEMOGRAPHICS

Student attendance and course information in the tables that follow come from the Learning Management System (LMS) Blackboard. Formal courses are those assigned a PDS code and tracked in the USAF personnel data system. This includes all regular courses taught on-station and off-station. Student data for tailored Mobile Education Events (MEE) and Video Tele-Instruction (VTI) teaching activities are also included where appropriate for comparison purposes.



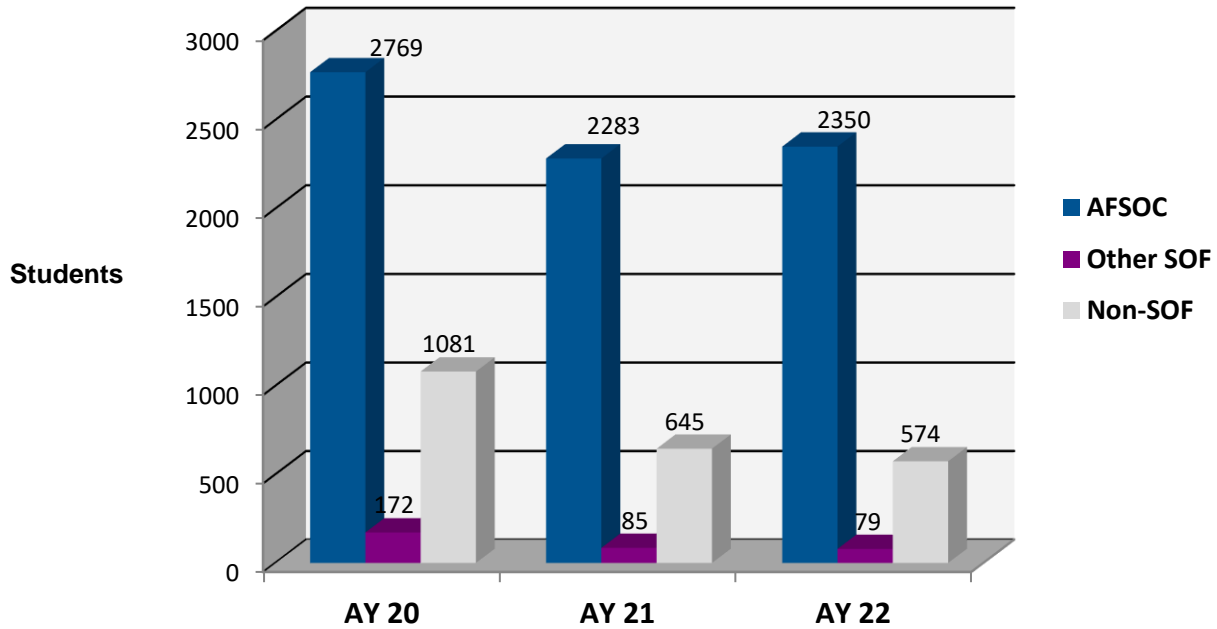
### TARGET POPULATION

AFSOC and other SOF students are given first priority. Remaining open course quotas are offered to conventional units on a space-available basis with USAF having priority. Course capacity is determined by the size of the courses' target populations and practical scheduling considerations. Major target populations include: AFSOC personnel, other SOF, interagency partners, and coalition partners.

### FORMAL COURSE ITERATIONS AND STUDENT ATTENDANCE BY AY

USAFSOS	AY 20	AY 21	AY 22
<b>Courses Conducted</b>	26	30	28
<b>Class Iterations</b>	118	177	202
<b>On-Station</b>	71	142	134
<b>Off-Station</b>	12	4	21
<b>Remote Learning</b>	35	31	47
<b>Total Students</b>	3,613	3,013	3,003

### FORMAL COURSE ATTENDANCE BY AFSOC/OTHER SOF



### SOF ATTENDANCE BY TYPE OF COURSE (AY22)

Type of Course:	Student Numbers / Percentages						
	AFSOC		Other SOF		Non-SOF		Total
<b>Formal</b> <sup>1</sup>	2,350	73%	79	3%	574	24%	3003
<b>MEE</b> <sup>2</sup>	715	63%	14	1%	406	36%	1135
<b>LANG</b> <sup>3</sup>	223	95%	10	4%	2	1%	235
<b>Totals</b>	<b>3,288</b>	<b>75%</b>	<b>103</b>	<b>2%</b>	<b>982</b>	<b>23%</b>	<b>4373</b>

<sup>1</sup>**Formal** – Includes all certificate awarding courses, whether taught on/off station or Remote Learning

<sup>2</sup>**MEE** – Courses of instruction taught by a Mobile Education team, tailored for specific audiences

<sup>3</sup>**LANG** – Language Center Students



## OPERATIONAL MILITARY EDUCATION COURSE DESCRIPTIONS

The following section contains detailed information about the courses offered by USAFSOS during AY22. Each course page includes a brief description of the course, course objectives, target audience, and student/course demographic data.

### **Leadership Development Division**

L111 AFSOC Flight Leadership  
L221 AFSOC Leadership Development  
L238 AFSOC Staff Action Officers Development  
L421 AFSOC Squadron Leadership

### **Warfighting & Force Protection Division**

W119 Air Commando Indoctrination Academics (Remote Learning)  
W241 Special Forces Task Unit  
W341 Special Forces Task Group  
FP111 Dynamics of International Terrorism  
FP221 SOF Antiterrorism Officer Level II

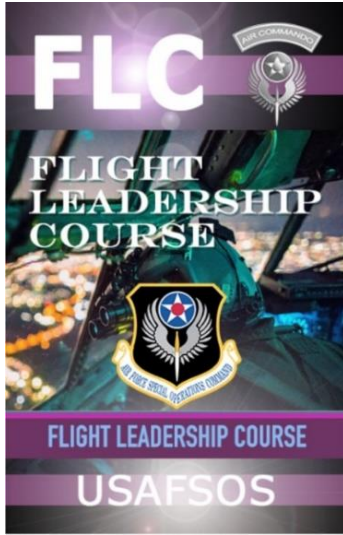
### **Theater Operations Division**

T149 AFRICOM Orientation (Remote Learning)  
T248 AFRICOM Operations  
T119 CENTCOM Orientation (Remote Learning)  
T218 CENTCOM Operations  
T139 EUCOM Orientation (Remote Learning)  
T238 EUCOM Operations  
T129 INDOPACOM Orientation (Remote Learning)  
T228 INDOPACOM Operations  
T159 SOUTHCOM/NORTHCOM Orientation (Remote Learning)  
T258 SOUTHCOM Operations

### **Culture and Language Division**

C231 Negotiations for AFSOC  
S322 Combat Aviation Advising  
C211 Intercultural Competencies for Engagements  
S311 Building Partner Aviation Capacity Seminar

## L111 FLIGHT LEADERSHIP



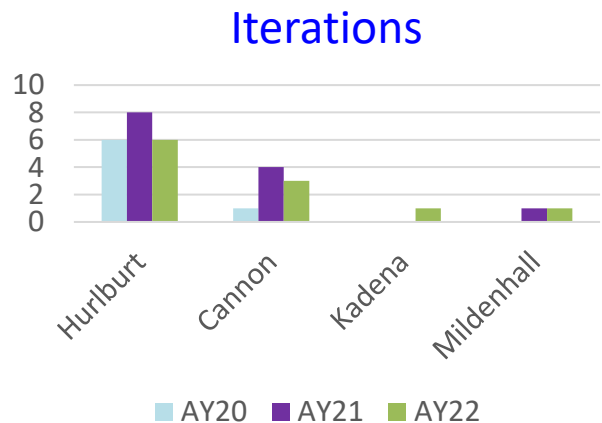
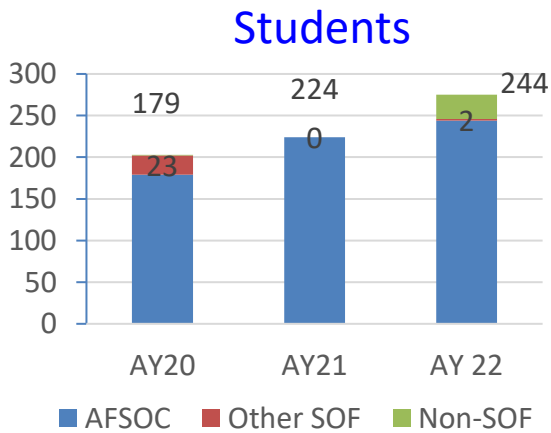
Course Code: FLC  
 PDS Code: 2D2  
 Length: 5 Days  
 Total Course Hours: 35

**Course Description:** The Flight Leadership Course was first established in 2018 to answer the Air Force’s call to develop a command FLC to meet the challenges of flight leadership. FLC is an educational and mentorship-based course designed to proactively develop AFSOC’s unit-level flight leadership teams into fully effective leaders. This will be achieved through improving understanding of flight leader roles, duties, and responsibilities, increasing proficiency in key flight-level leadership skills and behaviors, and introducing flight leaders to unit policies, programs, plans, and procedures.

Students will participate in instructor and student-led discussions, solve scenario-based challenges, and develop an Initial Action Plan in support of their role as a Flight Leader.

**Target Audience:** All students will accomplish this course prior to assuming flight leadership duties; unit leaders should proactively work with their wing-level leadership to schedule their members. Ideally, this course will be followed up by a wing-led event that builds upon this course and trains members on local procedures, priorities, working with functional and key staff networks, etc. This is a nominative USAFSOS course and attendees must be submitted by their chain of command and approved at the wing or group (0-6) level.

### FLC AY 20-22 Student Demographics & Iterations



## L221 AFSOC LEADERSHIP DEVELOPMENT



Course Code: LDRDEV  
 PDS Code: 2HX  
 Length: 5 Days  
 Total Course Hours: 30

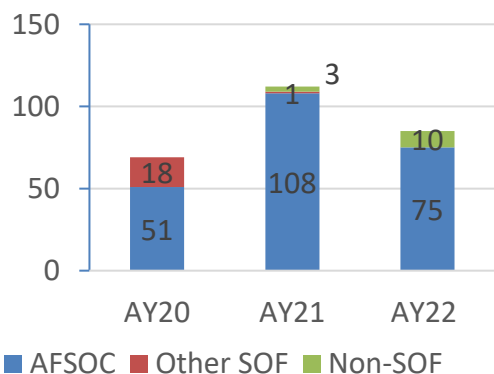


**Course Description:** Initially titled Air Commando Officer Development Course (ACODC) when developed in 2015. Today's Leadership Development is a 5-day educational course that has four modular areas of instruction. The first module lays out the strategic vision and mission of AFSOC while emphasizing the role of today's Airmen in leading current and future Special Operations Forces. The second module explores the legal, administrative, and financial responsibilities of SOF leaders within SOCOM organizations, providing students with a functional understanding of what resources are available. The third module is devoted to specialized topics, including the importance of Total Force Integration (TFI). In the fourth module, the students engage in an in-class exercise employing different leadership scenarios that examine legal and ethical issues in real-world simulated situations.

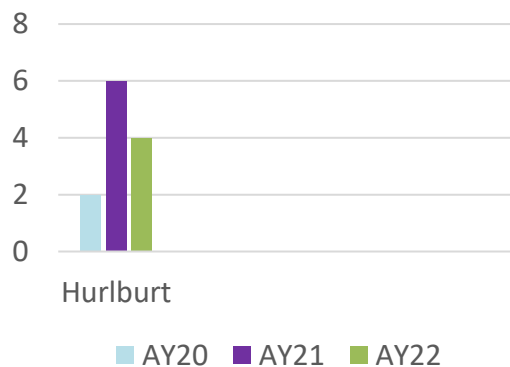
**Target Audience:** Wing commander-nominated leadership development course designed to prepare high performing O-3s/0-4s, E-7s, and GS-12s/13s for future leadership roles.

### LDRDEV AY 20-22 Student Demographics & Iterations

Students



Iterations





## L258 HQ AFSOC ACTION OFFICER DEVELOPMENT

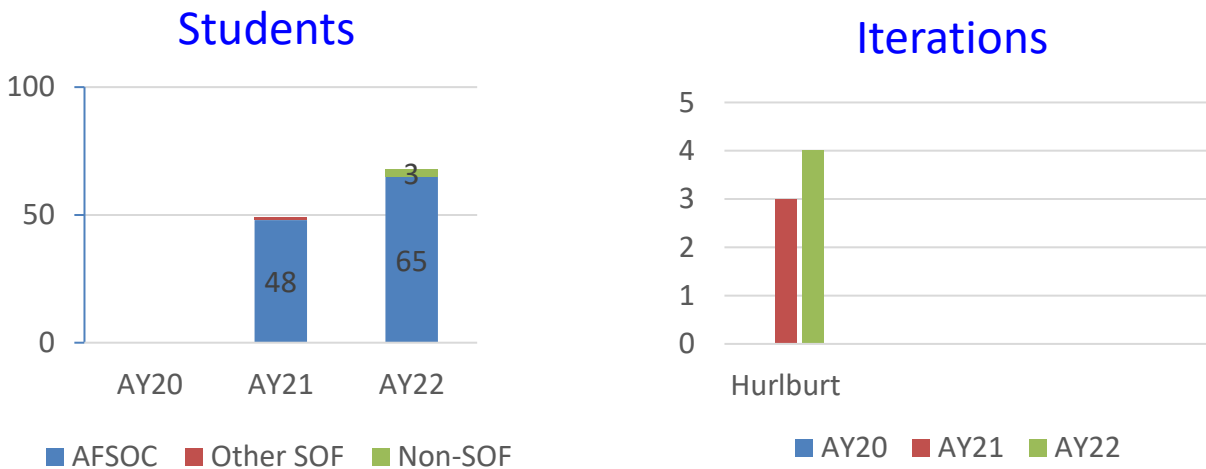


Course Code: STAFFAODEV  
 PDS Code: 2JA  
 Length: 10 Days  
 Total Course Hours: 45

**Course Description:** Staff Action Officer Course is a 10-day blended learning course that has been part of the school's portfolio since 2021. Utilizing both asynchronous remote learning and face-to-face content to prepare Action Officers on HQ AFSOC staff. Education will focus and build upon knowledge, professional speaking, professional writing, and application. The course aims to develop Action Officers to work efficiently and effectively to support the AFSOC Commander's priorities and programs. Content emphasizes the development of necessary staff skills and knowledge while fostering cross-directorate collaboration. Students will engage in activities that promote problem-solving methodologies and professional networking.

**Target Audience:** The course is intended for officers, enlisted, and civilians within the first three months of their staff assignment.

### Staff AO Dev AY20-22 Student Demographics & Iterations



## L421 AFSOC SQUADRON LEADERSHIP

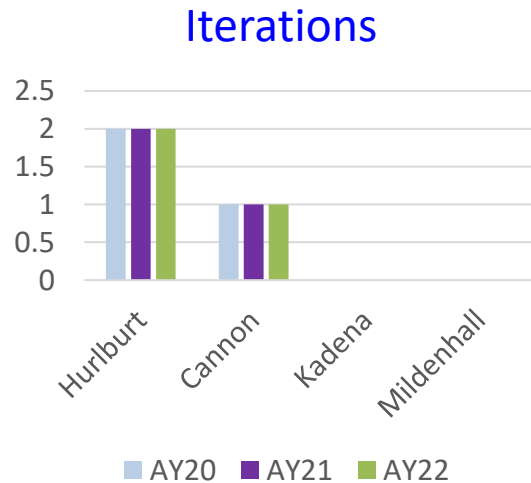
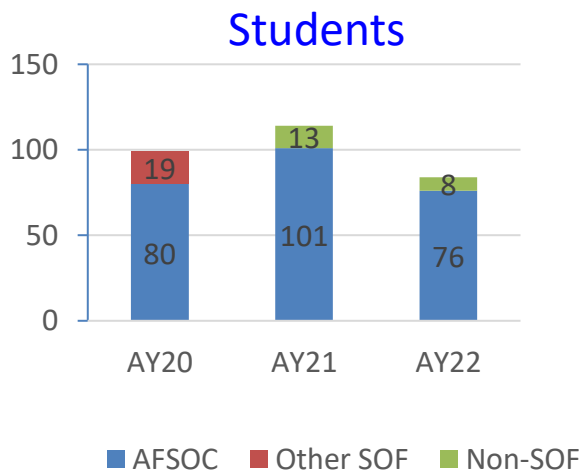


Course Code: L421SLC  
 PDS Code: 2FV  
 Length: 5 Days  
 Total Course Hours: 36

**Course Description:** Developed in 2019, SLC continues to improve methods to deliberately pair and develop integrated leadership teams through mentor-guided, collaborative learning. The curriculum is structured to emphasize key components of AFSOC squadron command such as cultivating AFSOC culture, mission execution, leadership and personnel management, effective utilization of resources, and unit development. SLC is designed to provide relevant education, practical tools, to develop a sphere of influence through novel activities. Students engage in discussion and complete assignments through the USAFSOS LMS prior to attending the in-residence segment of the course.

**Target Audience:** The Squadron Leadership Course seeks to provide education to newly hired, first-time Squadron Commanders within AFSOC, their spouses, and sitting Squadron Senior Enlisted Leaders (SELs). It is highly encouraged to attend this course as a leadership team.

### SLC AY20-22 Student Demographics & Iterations



## W119 AIR COMMANDO INDOCTRINATION ACADEMICS REMOTE LEARNING



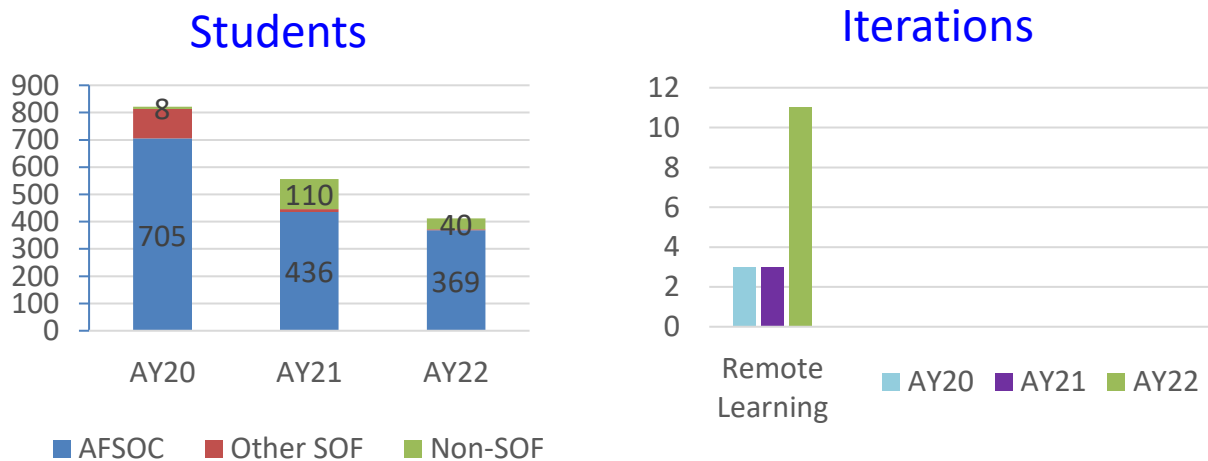
Course Code: ACINDOC-RL  
 PDS Code: 24R  
 Total Course Hours: 18

**Course Description:** The curriculum for this course started off as Introduction to Special Operations Course (ISOC) in 1990. ACINDOC-RL is an integration of Introduction to Special Operations and Intercultural Competencies. Combined, ACINDOC-RL satisfies all requirements for either course. This course is designed to educate and familiarize students with Air Force Special Operation Command (AFSOC), its mission, and its proud heritage beginning with the First Air Commando Group. It also focuses on the organizational components and missions of US Special Operations Command (USSOCOM), with origins dating back to WWII. Embedded within this historical context is the cultural competencies necessary to conducting Special Operations tasks for US National Defense Strategy objectives. This course provides building blocks to progress one’s foundational professional military knowledge while enhancing credibility when working and interacting with joint SOF partners.

The course runs for 21 days and consists of four modules. Each module is designed to be completed sequentially, including the pre-test, self-guided lessons, live Collaborate session lessons, and post-test with the end of course critique. Students will find that the first nine days of the course offer flexibility to complete lessons at a self-guided pace. There are roughly 18 hours allocated for independent learning, so students must plan their time wisely.

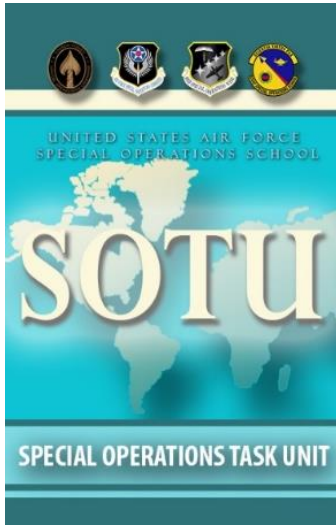
**Target Audience:** This course is designed for newly assigned personnel (within 6 months of arrival) to AFSOC. It is also designed for other personnel in a position requiring knowledge of joint US Special Operations. The course is available to all others on a space available basis.

### ACINDOC AY20-22 Student Demographics & Iterations





## W241 SPECIAL OPERATIONS TASK UNIT



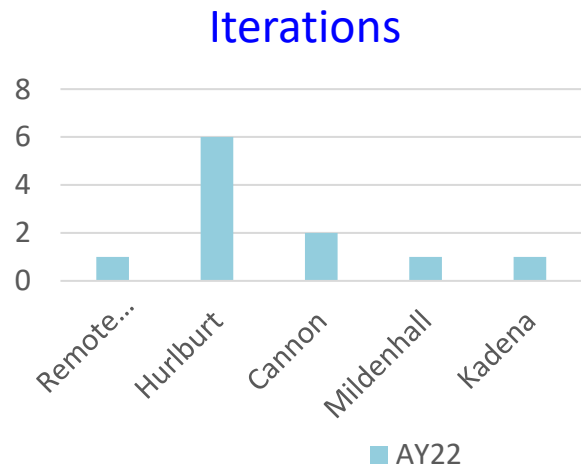
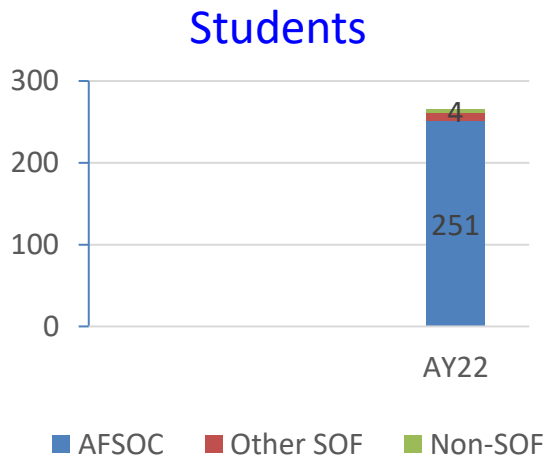
Course Code: W241  
 PDS Code: 2QD  
 Total Course Hours: 32

**Course Description:** The SOTU Course replaced the Mission Command and Special Operations Force Air Command and Control courses in FY22. SOTU is a five-day, in-residence course that aims to develop the core competencies and attributes required of SOTU leaders. Students are instructed on the value of building tactical credibility and joint fluency, and they learn how these skills impact communication with leadership. The curriculum outlines the duties and responsibilities of the AFSOC SOTU and accounts for the variances between deployed and off-station environments. The course also explores the challenges of standing up an operation or integrating into an established infrastructure.

**Target Audience:** Special Operations Task Unit (SOTU) course is designed for Air Force Special Operations Command (AFSOC) personnel who have been selected for or have the potential to serve as a mission commander or Senior Enlisted Leader for a SOTU.

**Prerequisite:** Students are required to graduate from the USAFSOS W119 Air Command Indoctrination course prior to taking the W241 SOTU course. Individual waivers may be granted by the Course Director on a case-by-case basis.

### SOTU AY20-22 Student Demographics & Iterations



## W341 SPECIAL OPERATIONS TASK GROUP



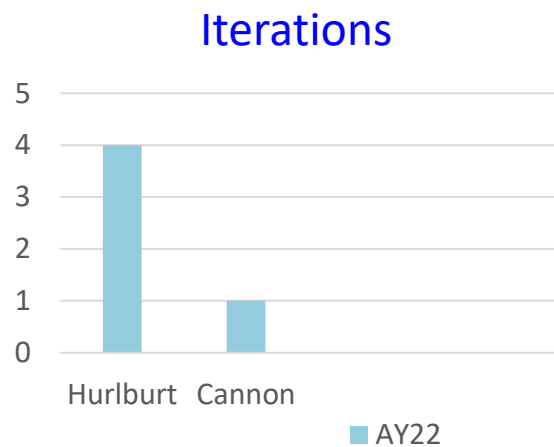
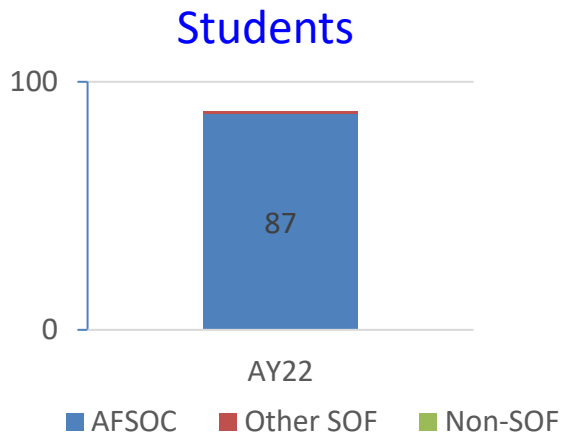
Course Code:W341  
 PDS Code: 2RG  
 Total Course Hours: 48

**Course Description:** The SOTG Course replaced the Mission Command and Special Operations Force Air Command and Control courses in FY22. The SOTG Course is a ten-day, in-residence course that aims to develop the core competencies required of a SOTG construct to lead organic forces and integrate AF/SOF multi-domain capabilities into JTF operations. Students learn how to exercise command and control (C2) in a multidomain, joint environment. The curriculum explores strategic guidance, warfighting functions and joint planning through the lens of a warfighting staff.

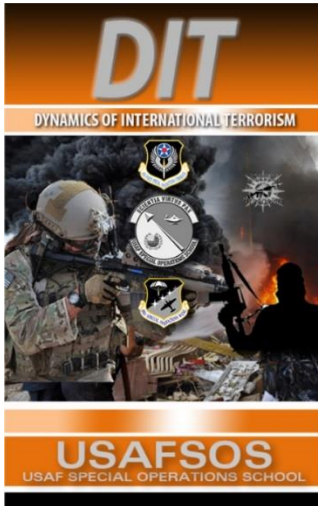
**Target Audience:** The Special Operations Task Group (SOTG) course is designed for Air Force Special Operations Command (AFSOC) personnel and aims to develop the core competencies and attributes required of SOTG leaders.

**Prerequisites:** Students are required to graduate from the USAFSOS W119 Air Command Indoctrination course prior to taking the W341 SOTG course. Individual waivers may be granted by the Course Director on a case-by-case basis.

### SOTG 20-22 Student Demographics & Iterations



## FP111 DYNAMICS OF INTERNATIONAL TERRORISM (DIT)



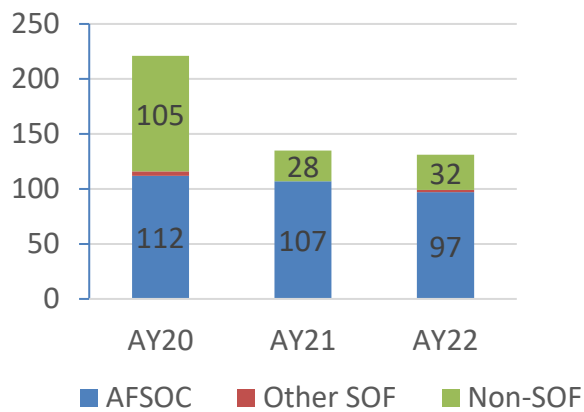
Course Code: DIT  
 PDS Code: 2H7  
 Length: 5 Days  
 Total Course Hours: 28

**Course Description:** The Dynamics of International Terrorism (DIT) course was approved by HQ Air Force in 1977 and conducted while under the Tactical Air Command at Hurlburt Field. DIT is an introductory course designed to provide students with an awareness and appreciation of the organization, motivation, operational capabilities, and threat posed by terrorists at the international, national, and regional levels. It is geared toward individuals who have no previous formal training about terrorism or antiterrorism. Strong emphasis is placed on protective measures that government personnel and their families can employ to minimize threats from terrorists and violent extremists.

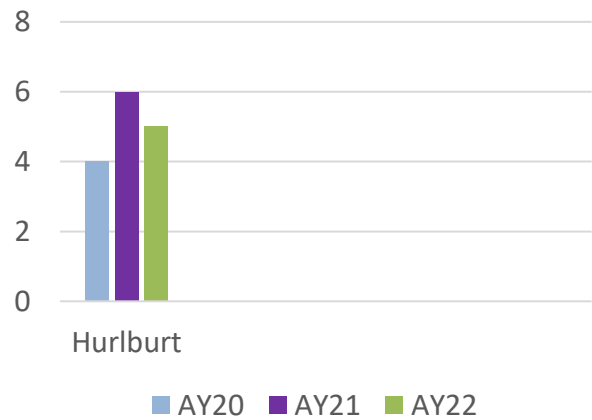
**Target Audience:** DIT targets AFSSOF, giving them a broad context of knowledge regarding the threat posed by terrorists on an international, national, and regional basis with a desired goal of every AFSSOC member attending DIT during the first 12 months of their assignment. DIT also supports other SOF personnel preparing to live in, operate in, or deploy to overseas areas. Other military members, dependents, federal personnel, and other government employees can attend, as space is available.

### DIT AY20-22 Student Demographics & Iterations

Students

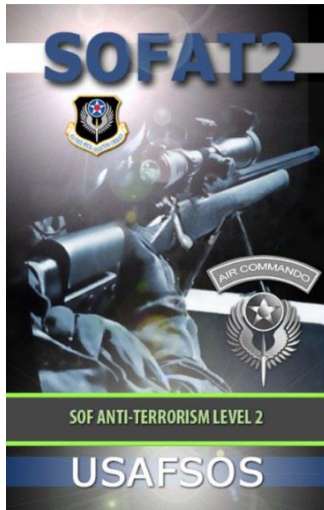


Iterations





## FP221 SOF ANTITERRORISM OFFICER LEVEL II

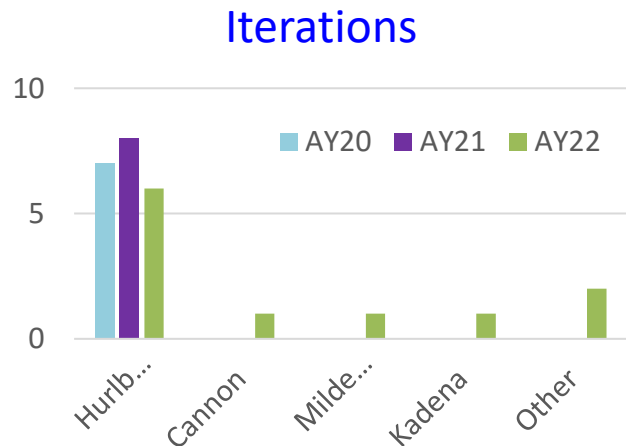
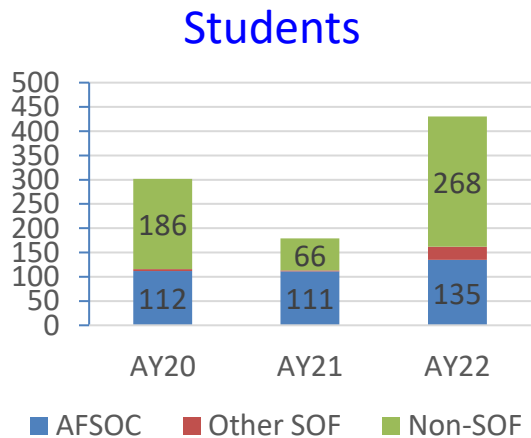


Course Code: SOF-AT2  
 PDS Code: 831  
 Length: 5 Days  
 Total Course Hours: 35

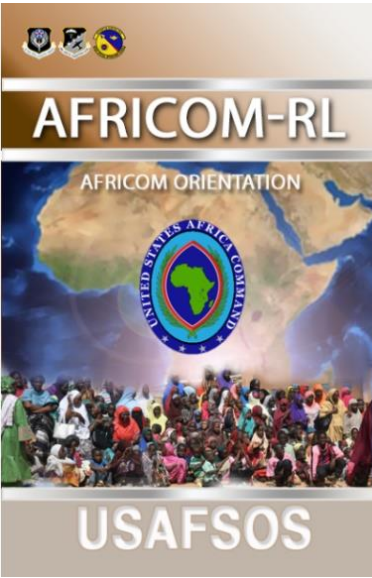
**Course Description:** Originally titled Responsible Officer’s Course (ROC) in 1999. SOF Antiterrorism Officer Level 2 course is a 5-day certification course for DOD Levels I and II Antiterrorism officers (ATO) (commissioned and non-commissioned). The course is designed to provide students with knowledge and appreciation of the organization, motivation, operational capabilities, and threat posed by terrorists on an international, national, and theater specific basis. It is geared towards individuals who have not received formal education and training regarding terrorism or antiterrorism. Strong emphasis is placed on force protection measures for threats that potentially target AFSOC personnel and their families. Specific strategies are taught to minimize the threat index. Graduates of AT2 will be Level II certified and can perform the functions of ATOs IAW DoDI 2000.16, DoD Antiterrorism (AT) Standards.

**Target Audience:** Military officers (O-1 to O-4), enlisted (E-5 to E-8), US Government civilian employees designated by the commander to perform Antiterrorism (AT) duties, and other individuals involved in or supporting AT/Force Protection (FP) programs. ATOC is a nominative course. Students are selected on an individual basis and notified of their selection by the course director. Selections are made approximately 4 weeks prior to the course start date. AFSOC and other SOF nominees are given priority, with other personnel accepted as space is available.

### SOFAT2 AY20-22 Student Demographics & Iterations



## T149 AFRICOM ORIENTATION REMOTE LEARNING



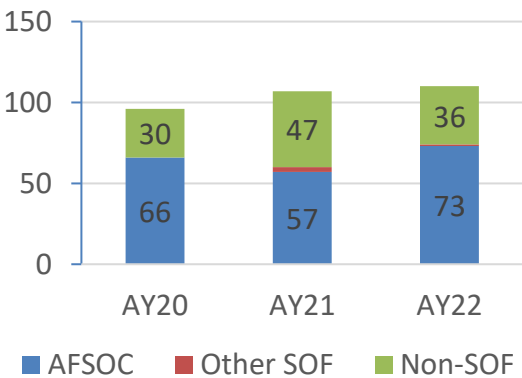
Course Code: AFRICOM-RL  
 PDS Code: 2B4  
 Length: 4 Days  
 Total Course Hours: 24

**Course Description:** The USAFRICOM Remote Learning course addresses U.S. strategic interests in the USAFRICOM AOR with an emphasis on topics of greatest interest to Special Operations Forces (SOF). This course focuses on the creation of regional competency and cultural understanding to enable SOF personnel, particularly those from AFSOC, to operate effectively within the USAFRICOM AOR.

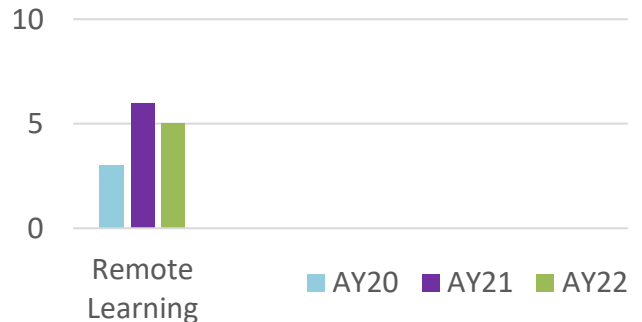
**Target Audience:** The target audience for this course is AFSOC members who will soon deploy to the USAFRICOM AOR, followed by other USAF Airmen who will deploy to the AOR, followed by other US government personnel.

### AFRICOM-RL AY20-22 Student Demographics & Iterations

Students



Iterations



## T248 AFRICOM OPERATIONS



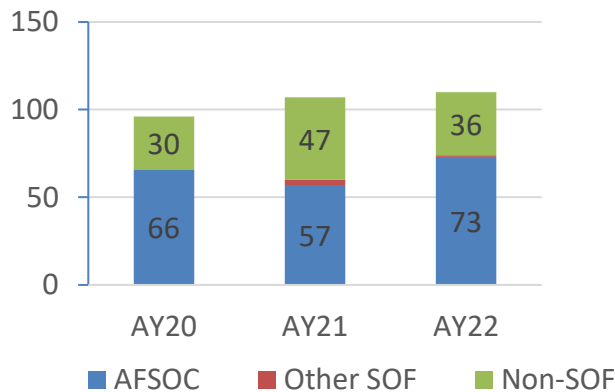
Course Code: AFRICOM-OPS  
 PDS Code: 2HV  
 Length: 5 Days  
 Total Course Hours: 33

**Course Description:** Originally titled as Sub-Saharan Africa Orientation Course (SAOC), in 1987. AFRICOM is a 5-day course that focuses on US strategic interests on the continent of Africa with emphasis placed upon items of greatest interest to US Special Operations Forces (SOF), in particular, to Air Force Special Operations Command (AFSOC) units that operate within the USAFRICOM Area of Responsibility. The course addresses the socio-economic, cultural, political, historical, and security dynamics that influence SOF operations in support of AFRICOM's Theater Campaign Plan. Due to its SOF focus, significant time is dedicated to operational perspective briefs presented by Special Operators who have deployed or conducted Joint Combined Exchange Training events throughout Africa. Students are exposed to subjects of interest to the US government including terrorist activities, transnational crime, and regional organizations in the five major regions of Africa.

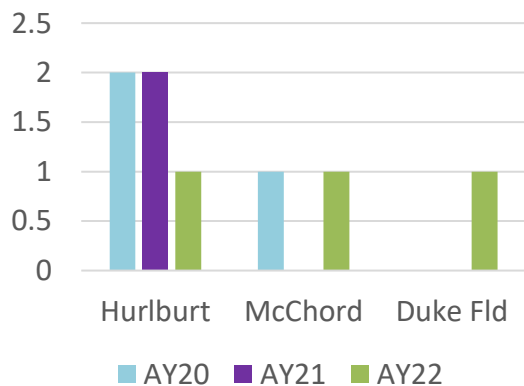
**Target Audience:** This course is designed for SOF personnel currently serving or enroute to the Sub-Saharan Africa region. Other joint, DoD, or government personnel assigned, programmed for assignment, or with a professional interest in the area may benefit from this instruction on a space available basis. SOF quota requests are given priority.

### AFRICOM-OPS AY20-22 Student Demographics & Iterations

Students

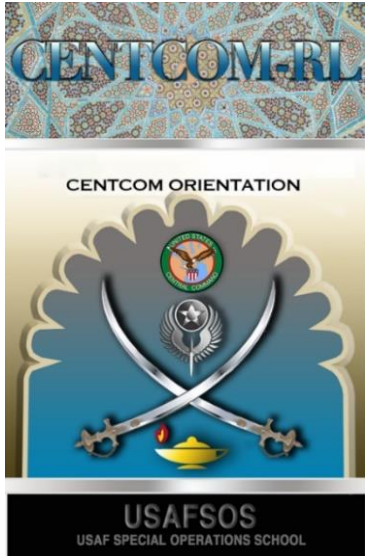


Iterations





## T119 CENTCOM ORIENTATION REMOTE LEARNING



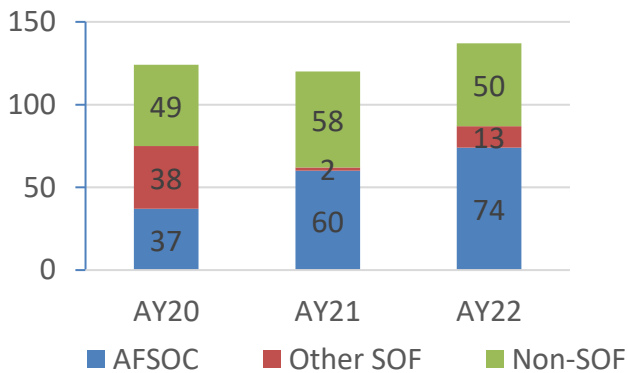
Course Code: CENTCOM-RL  
 PDS Code: 25L  
 Length: 4 Days  
 Total Course Hours: 28

**Course Description:** Theater orientation course providing a broad overview of strategic US interests in the CENTCOM AOR and the historical background and cultural factors that influence US policy and DOD operations in theater.

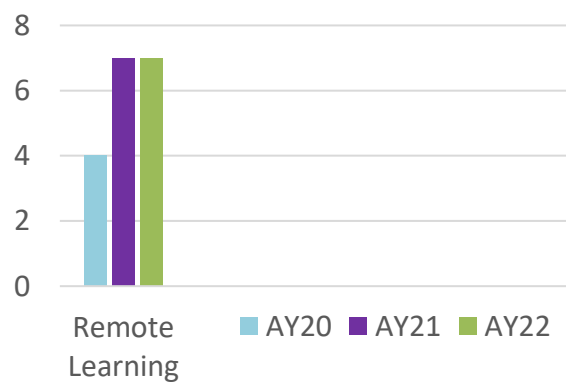
**Target Audience:** AFSOC members prior to their deployment to the AOR, as well as any Joint SOF, SOF-enablers, USAF Airmen, and DoD and interagency personnel who support operations in the CENTCOM AOR.

### CENTCOM-RL AY20-22 Student Demographics & Iterations

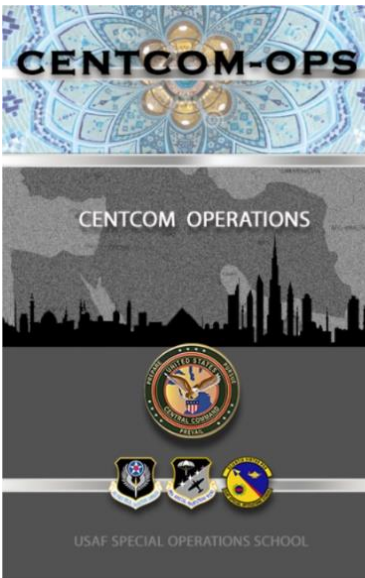
#### Students



#### Iterations



## T218 CENTCOM OPERATIONS

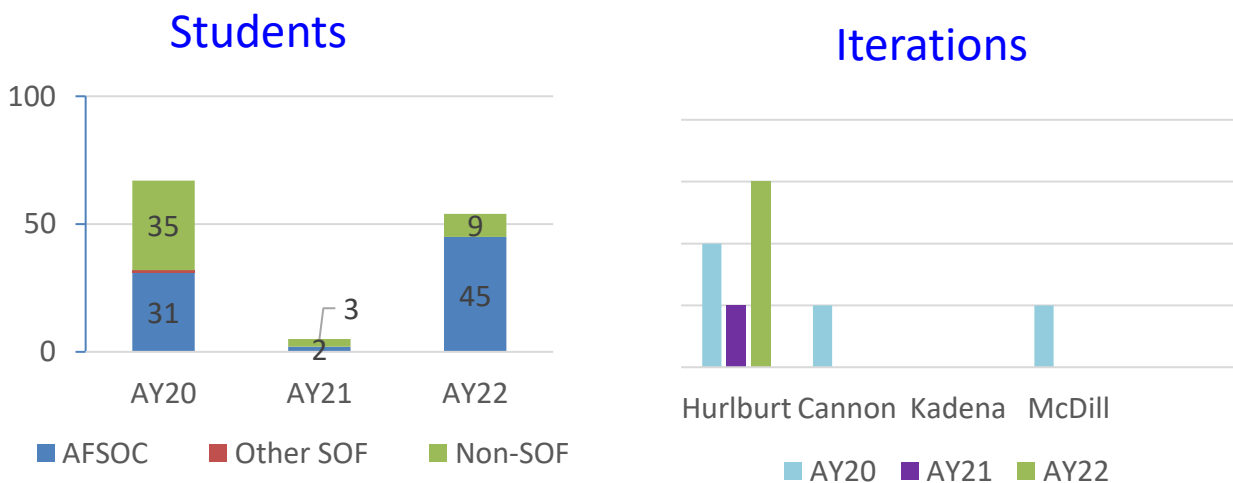


Course Code: T200CENTCOM  
 PDS Code: 813  
 Length: 5 Days  
 Total Course Hours: 33

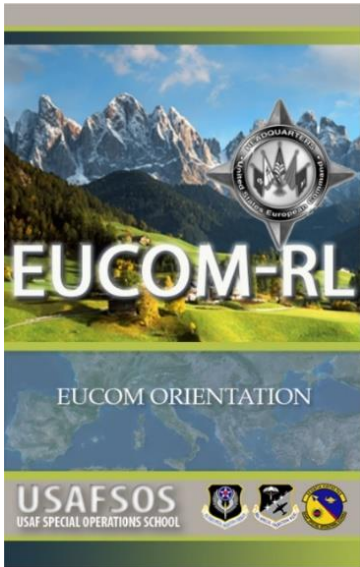
**Course Description:** Originally developed under Tactical Air Command (TAC) in 1980 as the Middle East Technical Assistance Field Team Orientation Course (ME/TAFT). This course covers the entire CENTCOM region. It covers political, military, cultural, and historical factors, which influence SOF operations in CENTCOM. It also provides relevant background information and effective strategies for inter-cultural communication with people from the region. The origins and development of political Islam and its motivational effect on extremists are also covered, as well as US policies and interests. The course features resident faculty instructors, guest civilian and military subject-matter experts, as well as AFSOC Warriors. This is a nominative course for which students must apply and be accepted to attend.

**Target Audience:** This course is designed for SOF personnel who will be operating in the CENTCOM Theater, with emphasis on SOF aviation. The target audience includes combat aviation advisors, aviation special tactics personnel, and standard- and non-standard aviation mission planners. Other audiences include non-aviation SOF and those who support them.

### CENTCOM-OPS AY20-22 Student Demographics & Iterations



## T139 EUCOM ORIENTATION REMOTE LEARNING



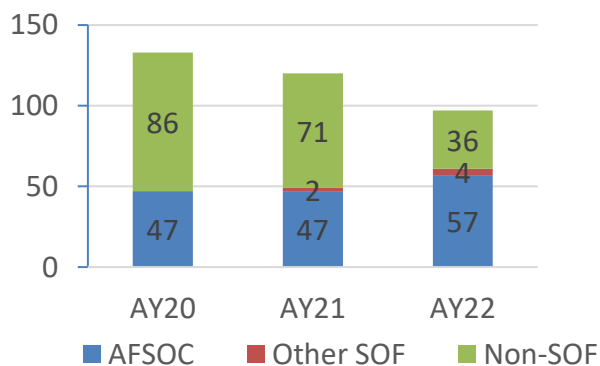
Course Code: EUCOM-RL  
 PDS Code: 29V  
 Length: 4 Days  
 Total Course Hours: 28

**Course Description:** EUCOM Theater Orientation Course is a 4-day Remote Learning (RL) course that focuses on US strategic interests in the USEUCOM AOR. This course creates regional and cultural understanding that will enable SOF personnel to operate more effectively within USEUCOM. T139 EUCOM-RL deliberately aligns its topic selections with applicable AFSOC, Special Operations Command Europe (SOCEUR), USEUCOM, US Special Operations Command (USSOCOM), and relevant Headquarters United States Air Force (USAF) guidance, plans, and operations in order to place tactical-level core SOF mission areas into operational and strategic contexts. The course covers the political, military, social, and economic factors that influence operations in USEUCOM.

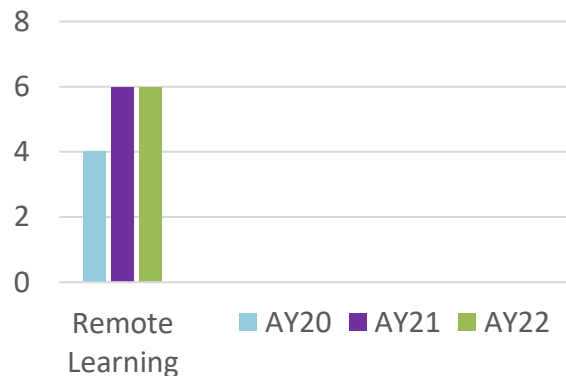
**Target Audience:** This course is designed for AFSOC members prior to their first deployment to United States European Command (USEUCOM). However, any AFSOC deployer will benefit, as will Joint SOF, USAF Airmen, and DoD-wide SOF enablers. Other DOD and interagency personnel who work in or with EUCOM are welcome on a space available basis.

### EUCOM-RL AY20-22 Student Demographics & Iterations

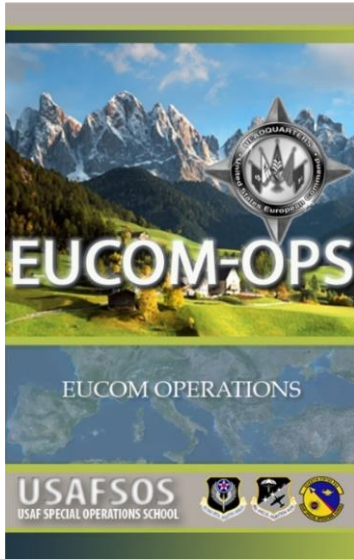
Students



Iterations



## T238 EUCOM OPERATIONS



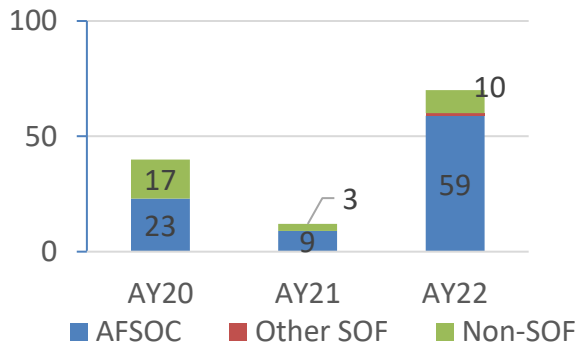
Course Code: EUCOM-OPS  
 PDS Code: 2M9  
 Length: 5 Days  
 Total Course Hours: 33

**Course Description:** Originally featured at USAFSOS in 1998 as the Russia, Central Europe, Central Asia Orientation Course (REOC). The European Command (EUCOM) Theater course focuses on US strategic interests within the USEUCOM AOR with emphasis placed on items of greatest importance to AFSOC personnel/units that operate within the theater. In support of the USEUCOM Theater Campaign Plan, the course covers the political, historical, religious, cultural, and economic aspects of the region and examines the comparative military capabilities within the region. Due to its SOF focus, significant time is dedicated to operational-perspective lectures presented by Special Operators who have deployed in the conduct of operations, exercises throughout the AOR. Additionally, the course features resident faculty instructors as well as civilian and military guest speakers who are subject matter experts on various topics related to Russian, Eurasian, and Eastern European affairs.

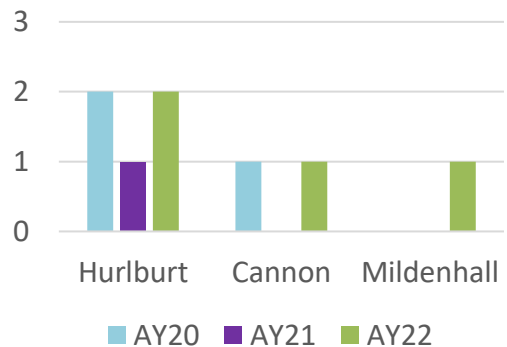
**Target Audience:** This course is designed for SOF personnel currently serving or enroute to the Russia/Eurasia region. As space is available, others may benefit from this instruction. This secondary group includes joint personnel, DOD, or other government personnel with a professional interest in the area and/or personnel currently assigned or programmed for assignment in the Russia/Eurasia region.. SOF quota requests are given priority.

### EUCOM-OPS AY20-22 Student Demographics & Iterations

Students

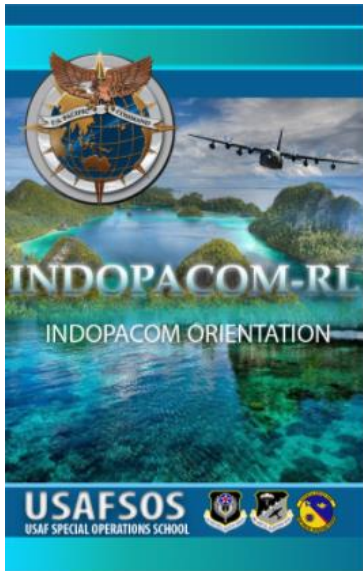


Iterations





## T129 INDOPACOM ORIENTATION REMOTE LEARNING



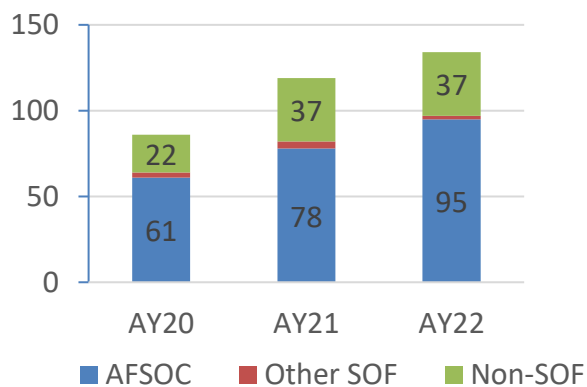
Course Code: INDOPACOM-RL  
 PDS Code: 24N  
 Length: 4 Days  
 Total Course Hours: 28

**Course Description:** Theater orientation course providing a broad overview of strategic US interests in the USINDOPACOM AOR and the historical background and cultural factors that influence US policy and DoD operations in theater.

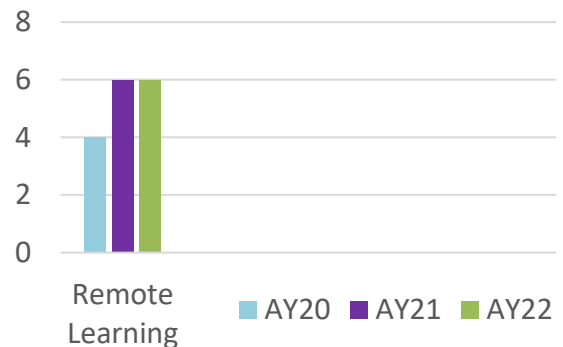
**Target Audience:** This course is designed for AFSOC members prior to their first deployment to the USINDOPACOM Theater. However, any AFSOC deployer will benefit, as will Joint SOF, USAF Airmen, and DoD-wide SOF enablers. Other DoD and interagency personnel who work in or with INDOPACOM are welcome on a space available basis.

### INDOPACOM-RL AY20-22 Student Demographics & Iterations

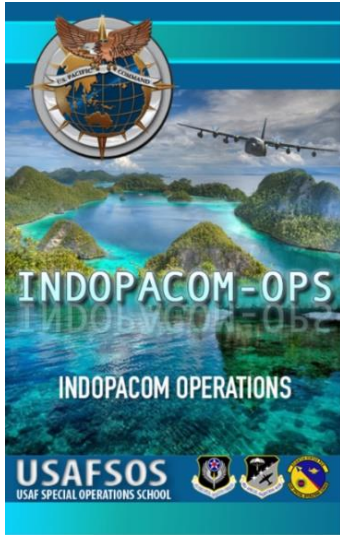
### Students



### Iterations



## T228 INDOPACOM OPERATIONS



Course Code: T200IPACOM  
 PDS Code: 817  
 Length: 5 Days  
 Total Course Hours: 32

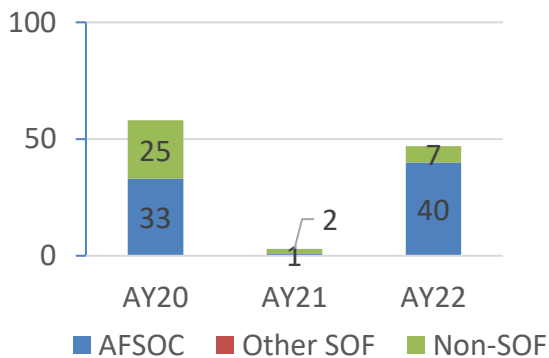
**Course Description:** Originally featured at USAFSOS in 1988 as the Southeast Asia Orientation Course (SEAO). The USINDOPACOM Theater course covers the entire region. USINDOPACOM focuses on US strategic interests in the Asia-Pacific region with emphasis placed upon items of greatest interest to US Special Operations Forces (SOF). In particular, to Air Force Special Operations Command (AFSOC) units that operate within the USINDOPACOM Area of Responsibility. The course addresses the socio-economic, cultural, political, historical, and security dynamics that influence SOF operations in support of USINDOPACOM's Theater Campaign Plan. Due to its SOF focus, significant time is dedicated to operational perspectives presented by Special Operators who have deployed or have conducted Joint Combined Exchange Training events throughout Asia. Students are also exposed to other

subjects of interest to the US government including terrorist activities, transnational crime, and regional organizations in Northeast, Southeast, and South Asia.

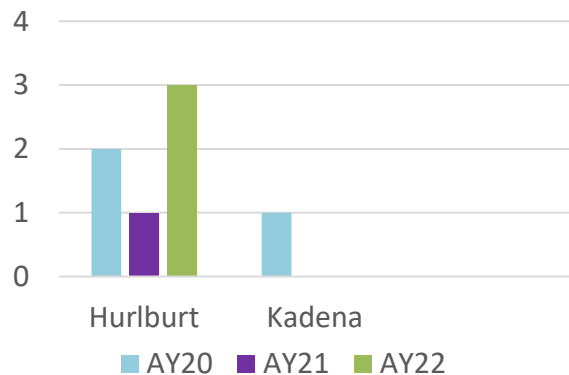
**Target Audience:** This course is designed for SOF personnel currently serving or traveling to the Asia-Pacific region. As space is available, others may be in attendance to benefit from this instruction. This secondary group includes government personnel who work or train with foreign nationals, in either a stateside or overseas location. SOF quota requests are given priority.

### INDOPACOM-OPS AY20-22 Student Demographics & Iterations

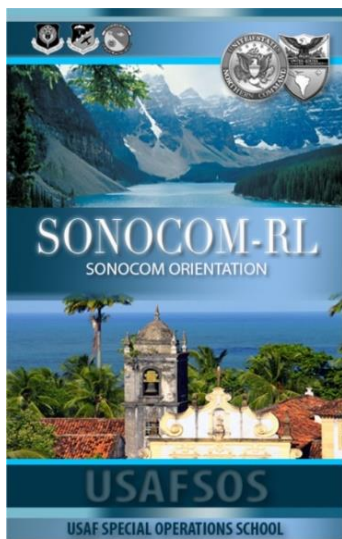
Students



Iterations



## T159 SOUTHCOM/NORTHCOM ORIENTATION REMOTE LEARNING



Course Code: SONOCOM-RL  
 PDS Code: 2B4  
 Length: 4 Days  
 Total Course Hours: 24

**Course Description:** Course will focus on the SOUTHCOM/NORTHCOM AORs. The goal is to provide each student a basic understanding of the historical, cultural, and geopolitical backdrop of these ever-changing AORs. In addition to general AOR knowledge, carefully selected key historical topics and contemporary issues are covered in order to prepare students for the dynamic, operations-focused T200 SONOCOM follow-on course. Students of all services and specialties are welcome.

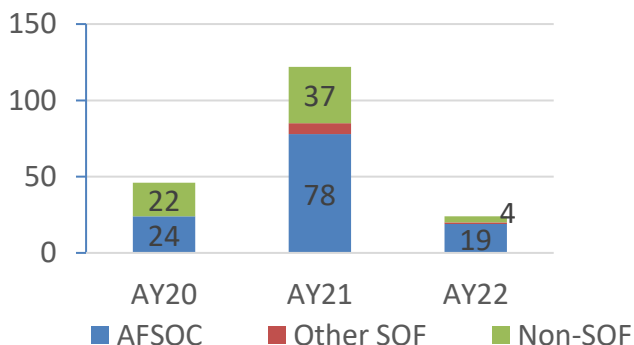
SONOCOM-RL is a 4-day course featuring an instructional combination of self-study and live lectures via the Collaborate classroom. As part of the curriculum, guest speakers with years of knowledge and experience in aspects of the SONOCOM area are brought in whenever possible. Additionally, military members who have conducted operations in the

region are invited to share their experiences of how they interacted with the political, military, social, and geographic environments.

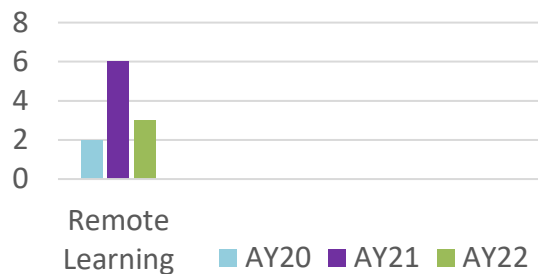
**Target Audience:** The course target audience includes AFSOC, SOF, SOF-enabling Conventional Forces (GPF), and selected interagency personnel, units, or agencies with requirements for a broader regional political-military, security, and cultural education as an enabler for analysis related to or operational missions in the USSOUTHCOM and USNORTHCOM AOR.

### SONOCOM-RL AY20-22 Student Demographics & Iterations

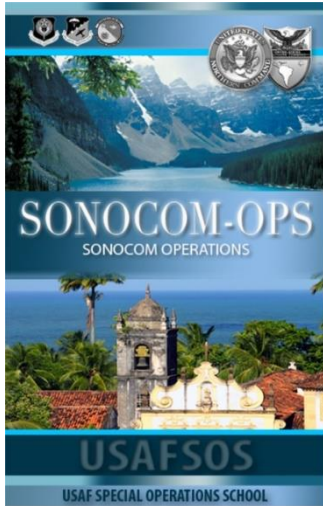
#### Students



#### Iterations



## T258 SOUTHCOM OPERATIONS



Course Code: SOUTHCOM-OPS  
 PDS Code: 2MP  
 Length: 5 Days  
 Total Course Hours: 32

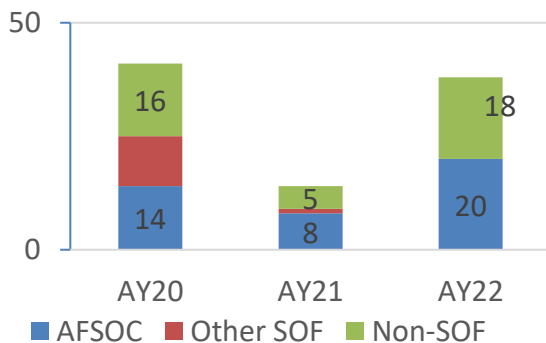
**Course Description:** Originally featured at USAFSOS in 1987 as the Latin American Orientation Course (LAOC). The SOUTHCOM Theater course addresses U.S. strategic interests in the SOUTHCOM and NORTHCOM AORs, with an emphasis on topics of greatest interest to U.S. SOF. As directed by the U.S. National Defense Strategy (NDS) and USSOCOM Commander's Training Guidance (CTEG), this course focuses on the creation of regional expertise and cultural understanding to enable SOF personnel, particularly those from AFSOC, to operate more effectively within the USSOUTHCOM/USNORTHCOM AOR. Course material covers relevant policies, directives, rules of engagement, risk management procedures, force protection, and associated funding authorities for the USSOUTHCOM/USNORTHCOM AOR. In recognition of the changing

nature of international conflict, emphasis is placed on the role of US and international interagency structures in the accomplishment of DoD mission objectives. The course features resident faculty members, guest civilian and military subject-matter experts. This course deliberately seeks to align its topic selections with the applicable AFSOC, USSOCOM, SOCSOUTH, USSOUTHCOM, SOCNORTH, USNORTHCOM and relevant Headquarters USAF guidance, plans and operations.

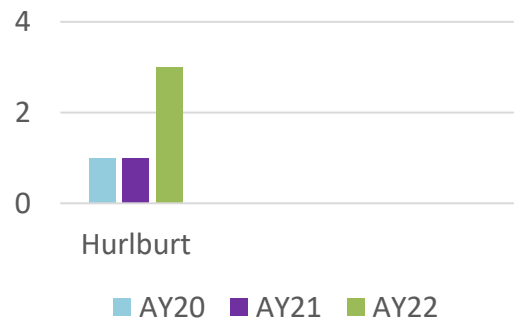
**Target Audience:** The course target audience includes AFSOC, SOF, SOF-enabling Conventional Forces (GPF), and selected interagency personnel, units, or agencies with requirements for a broader regional political-military, security, and cultural education as an enabler for analysis related to or operational missions in the USSOUTHCOM and USNORTHCOM AORs.

### SONOCOM-OPS AY20-22 Student Demographics & Iterations

#### Students



#### Iterations





## S311 BUILDING PARTNER AVIATION CAPACITY SEMINAR



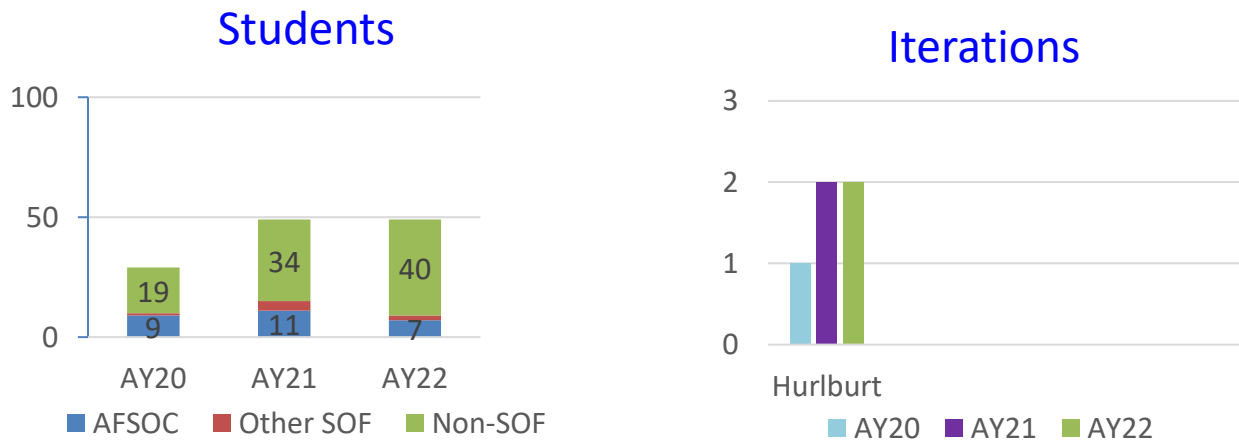
Course Code: BPACS  
 PDS Code: 2G6 (*Spanish Version: 1DK*)  
 Length: 10 Days  
 Total Course Hours: 73

**Course Description:** Originally rooted in the Special Air Operations Military Assistance Program Course (SAOMAP) in 1967. Today's BPACS is designed to expose Partner Nation (PN) participants to the political, military, economic, social information, and infrastructure benefits of aviation resources in the development and defense of the Partner Nation. PN participants will learn specifically about US civilian-military relations, civilian-military aviation resource cooperation, and perspectives on civilian-military aviation operations. Students will gain knowledge about the benefits of a coordinated, comprehensive, and long-term Civilian-Military plan for the Partner Nation's aviation resource development.

Students will appreciate the role of aviation in extending the Partner Nation government's reach into "un-governed and under-governed spaces" – a US National Security Strategy goal. Furthermore, students will be educated on US Security Assistance prerequisites, programs, and processes to facilitate and ease Partner Nation-US Building Partner Aviation Capacity efforts. Various classroom exercises and field trips that give Partner Nation and US personnel opportunities to learn about the Partner Nation's aviation capabilities and security challenges will facilitate this experience.

**Target Audience:** The BPACS goal is to bring Partner Nation military and civilian personnel together with US military members and civilians to build trust and partnership as they work to build a shared, practical vision for the Partner Nation's aviation resource development. Participants that will be considered for nomination for seminar participation: Mid- to Senior-Level Partner Nation Personnel from E-IMET eligible countries, and US civilians and military (O-4 to O-6 / Civilian equivalent) with a present or future role in Partner Nation-US aviation contacts. Personnel should have a present or future role in aviation acquisition, training, operations, resource planning, or resource management.

### BPACS AY 20-22 Student Demographics & Iterations



## S322 COMBAT AVIATION ADVISING



Course Code: CAA (Course De-Activated in Q2 FY22)  
 PDS Code: 837  
 Length: 15 Days  
 Total Course Hours: 96

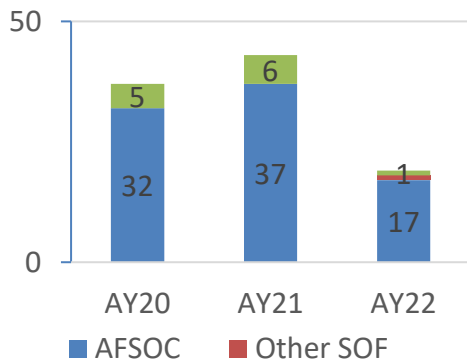
**Course Description:** The S322CAA course is a 15-day educational course that consists of four major sections of instruction: W100 Introduction to Special Ops; Introduction to Irregular Warfare Course; ENGAGE; and the CAA course as required by training requirements. The first portion of the course provides the foundation on the fundamentals of Air Commandos. The second portion provides students with rudimentary concepts of irregular warfare (IW) and how IW relates to SOF missions. The third portion provides a solid foundation of cultural values and communications styles of specific countries and regions. The final portion of the course is devoted to specialized topics pertaining to Foreign Internal Defense (FID) doctrine and security cooperation activities, to include historical and current examples of AA support in FID.

The Combat Aviation Advising Course begins with an examination of insurgency and instability to frame the operational environment in which Combat Aviation Advisors (CAA) perform an FID mission. ICAAC give students a greater understanding of strategic and operational drivers, as well as the necessity for comprehensive, realistic assessments when planning and conducting FID missions. ICAAC has an integrated practical exercise with a strategic/operational perspective. Throughout the exercise, and the course, students apply knowledge/understanding to analyze, design, and present a FID plan, that will assist a notional host nation, and its air forces, in their efforts to provide security and stability to the population.

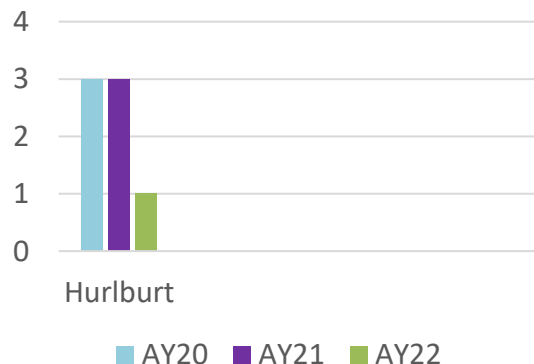
**Target Audience:** S322CAA is the first phase of the Mission Qualification Course (MQC). This course is also for personnel who, through Air Advising (AA) engagements, conduct Foreign Internal Defense (FID) and/or Security Force Assistance (SFA) activities.

### CAA AY 20-22 Student Demographics & Iterations

Students



Iterations



## C211 ENGAGE

# ENGAGE



INTERCULTURAL COMPETENCIES FOR ENGAGEMENTS

## USAFSOS

USAF SPECIAL OPERATORS SCHOOL

Course Code: ENGAGE  
 PDS Code: 2HS  
 Length: 5 Days  
 Total Course Hours: 31

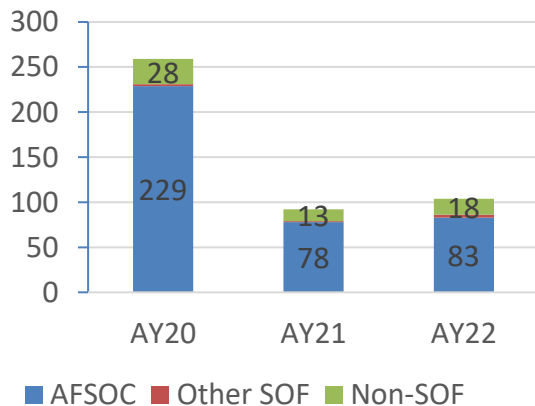
**Course Description:** Originally featured at USAFSOS in 1977 as the Cross-Cultural Communication Course (CCC). The Intercultural Skills for Engagement course seeks to provide attendees with general knowledge and skills to quickly and accurately comprehend, then appropriately and effectively act, in a culturally complex environment to achieve the desired effect without necessarily having prior exposure to a particular group, region, or its language. Students apply communication and negotiation skills in role-playing scenarios, and are exposed to a variety of interactive exercises that challenge their cultural norms. Additionally, the course addresses topics in comparative religions, military culture, food and health concerns in an intercultural setting, and culture shock. With an emphasis on SOF focus, the course will draw on former and current SOF personnel to discuss case

studies and relevant concepts to enhance student learning. Ultimately, this course is designed as an introduction to provide a solid foundation for students to conduct further research into the cultural values and communications styles of specific countries or regions.

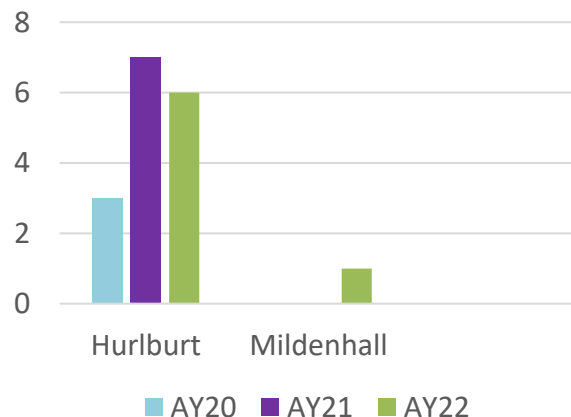
**Target Audience:** Special Operations personnel who will be engaging in direct, face-to-face interactions with international personnel as part of their duties. This includes but is not limited to: Foreign Internal Defense, Irregular Warfare UTC medical personnel, bilateral/multilateral exercise mission planners, Non-Standard Aviation, Civil Affairs, Military Information Support Operations, and Foreign Military Sales. This course is especially constructed for personnel who anticipate going, but have not yet gone, on a deployment that requires this type of interaction. Other government personnel who anticipate working or training with international personnel will also benefit from this course.

## ENGAGE AY 20-22 Student Demographics & Iterations

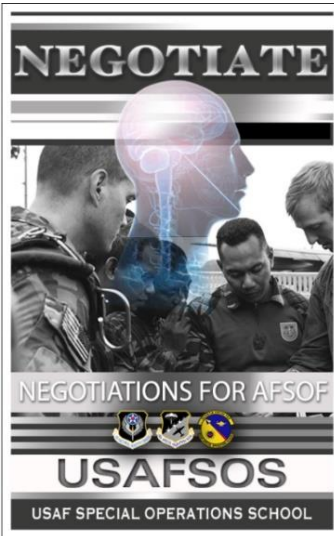
### Students



### Iterations



## C231 NEGOTIATIONS FOR AFSOF



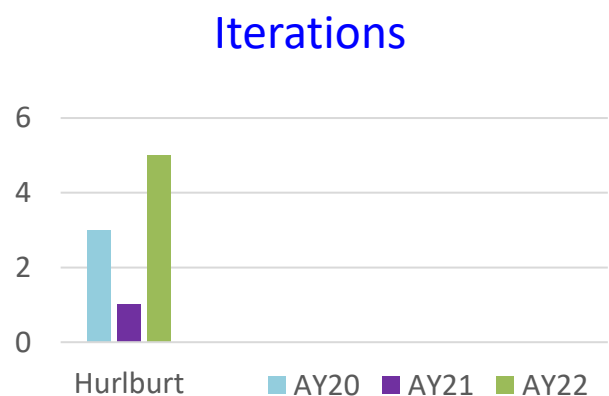
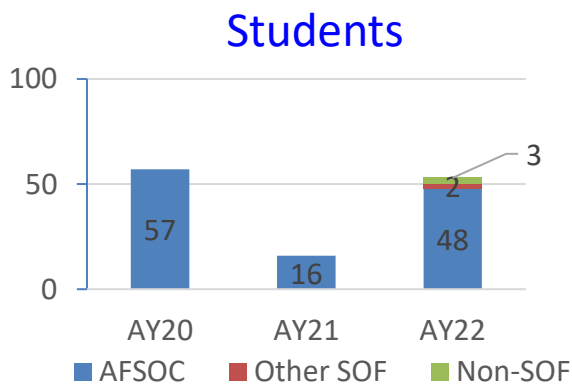
Course Code: NEGOTIATE  
 PDS Code: 1LU  
 Length: 3 Days  
 Total Course Hours: 18

**Course Description:** One of USAFSOS' newer courses, built in 2020. NEGOTIATE meets the ethical negotiation skills requirement of AFSOC operators in culturally complex, joint, combined, and multi-agency environments characterized by varying degrees of competing interests and conflict. The course aims to expand the student's knowledge of foundational theories, principles, and processes and offers opportunities to apply newly acquired knowledge and skills through role-play and structured exercises. This course builds on the basic level of negotiations taught by the USAF Negotiations Center (Practical Guide to Negotiations in the Military, 2<sup>nd</sup> ed.) used as the baseline level of knowledge. Students will learn how to successfully plan, execute, and debrief negotiated outcomes in various operational contexts using proven psychological theories, models, and Tactics, Techniques, and Procedures (TTP).

**Target Audience:** This course is for the AFSOC member who will engage with others at the joint, combined, and interagency levels to support the AFSOC missions and TSOC objectives. The curriculum will benefit Airmen and other SOF who routinely work with others outside of their chain of command or who are involved in security cooperation or security force assistance

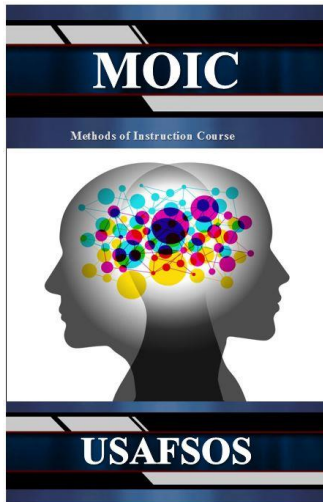
**Course Prerequisites:** Each AFSOC student must complete USAFSOS W119 Air Commando Indoctrination-RL and C211 Intercultural Competencies for Engagement courses prior to attendance. Waiver authority resides with the Theater Engagement Department Director.

### Negotiations AY 20-22 Student Demographics & Iterations





## I211 & I219 AFSOC METHODS OF INSTRUCTION



Course Code: AFSOC MOIC (Course De-Activated in FY22)  
 PDS Code: O30  
 Length: 10 Days  
 Total Course Hours: 76

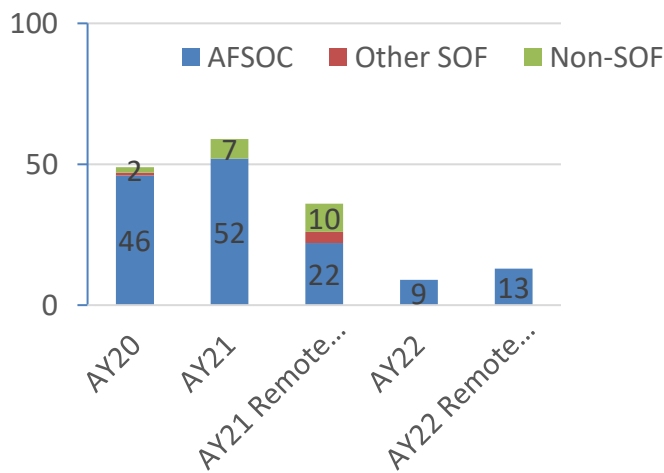
**Course Description:** Originally featured at USAFSOS in 2004. MOIC prepares AFSOC and other selected SOF instructors to develop and teach curriculum. Students will develop skills by creating active learning environments focused on higher levels of learning by implementing various instructional methodologies. A brief overview of learning theory, the Instructional Systems Development process, and development of level-of-learning lesson plans is provided to allow immediate application of the instructional strategies that are discussed and practiced within the course. The course introduces learning evaluation and addresses basic principles in test item validity and construction. Students teach a variety of lessons using different instructional methodologies. The instructional methods taught in the course include lecture, guided discussion, case study,

experiential learning, teaching interviews/panel discussions and demonstration performance. The course is delivered in a group lock step format. The Community College of the Air Force (CCAF) awards 3-SH for this course.

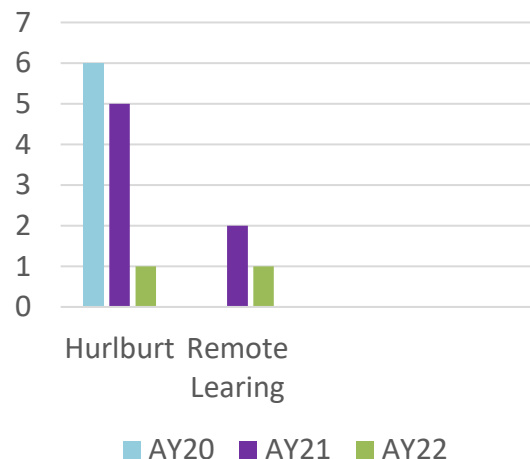
**Target Audience:** AFSOC faculty members are the top priority along with SOF personnel teaching in any service or joint education/training environment. MOIC is a SOF academic instructor course.

### MOIC AY 20-22 Student Demographics & Iterations

#### Students



#### Iterations



## GLOSSARY

AFSOF	Air Force Special Operation Forces
ATO	Anti-Terrorism Officer
ATOC	Antiterrorism Officer Course
AV	Audio Visual
AY	Academic Year
BCR	Biennial Course Review
BPACS	Building Partner Aviation Capacity Seminar
CAA	Combat Aviation Advisor
CAARB	Course After-Action Review Board
CTEG	Commander's Training and Education Guidance
DIT	Dynamics of International Terrorism
DLAB	Defense Language Aptitude Battery
DLIFLC	Defense Language Institute Foreign Language Center
DOD	Department of Defense
FBI	Federal Bureau of Investigation
FID	Foreign Internal Defense
FLC	Flight Leadership Course
IAT	Initial Acquisition Training
ID	Instructional Design
IGO	International Governmental Organizations
IMSO	International Military Student Officer
INTERPOL	International Criminal Police Organization
ISD	Instructional Systems Design
JSOAC	Joint Special Operations Air Component
JSOU	Joint Special Operations University
LEAP	Language Enabled Airman Program
LMS	Learning Management System
LTD	Language Training Detachment
MAJCOM	Major Command
MEE	Mobile Education Event
NGO	Non-governmental Organizations
OME	Operational Military Education
PACE	Profession of Arms Center of Excellence
SATP	Security Assistance Training Program
SFA	Security Force Assistance
SIS	Student Information System
SLC	Squadron Leadership Course
SLTE	Significant Language Training Event
SME	Subject Matter Expert
SOCOM	Special Operations Command
SOF	Special Operations Forces

SOTG	Special Operations Task Group
SOTU	Special Operations Task Unit
TSOC	Theater Special Operations Command
USAFSAWS	United States Air Force Special Air Warfare School
USAFSOS	United States Air Force Special Operations School
USINDOPACOM	US Special Operations Command INDOPACOM
USSOCOM	US Special Operations Command
UW	Unconventional Warfare
VTC	Video Teleconference

## NOTES



# USAFSOS FACTBOOK 2022

Turning Airmen into Air Commandos Since 1967



USAFSOS

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ACCELERATE CHANGE OR LOSE

