BY ORDER OF THE COMMANDER
EAKER CENTER FOR LEADERSHIP DEVELOPMENT

EAKER CENTER INSTRUCTION
36-2602
31 May 2024

Personnel

EAKER CENTER COMMAND, GOVERNANCE
AND ADMINISTRATION POLICY

COMPLIANCE WITH THIS PUBLICATION IS MANDATORY

ACCESSIBILITY: Publications and forms are located on the Eaker Center SharePoint website.

RELEASABILITY: There are no releasability restrictions to this publication.

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This instruction implements guidance set forth in Air University Instruction (AUI) 36-2602, *Command, Governance and Administration Policy.* It is a guide to assist Eaker personnel in accomplishing its fundamental responsibilities for implementing the operational guidance contained in the AUI 36-2602, . This instruction applies to all military and civilian personnel assigned to the Eaker Center unless otherwise stated.

Waivers to this instruction must be approved by the Eaker Center Commander (EAKER/CC). Waivers are submitted to the Dean (EAKER/EA) and then to EAKER/CC. This instruction will not be changed or augmented in any form, by any unit within Eaker, except with the approval of the commander. Recommendations for changes to this instruction will be routed through EAKER/EA for EAKER/CC approval. Agencies subject to this publication may develop implementing publications; however, coordinate draft publications through EAKER/EA prior to certification and approval and provide a copy of approved publications to EAKER/EA. This instruction replaces all previously dated Eaker Center Instructions and policy memoranda.

Ensure that all records created as a result of processes prescribed in this publication are maintained in accordance with (IAW) Department of the Air Force Instruction (DAFI) 33-322, *Records Management and Information Governance Program*, and disposed of IAW the Department of the Air Force Records Information Management System (AFRIMS) Records Disposition Schedule.

SUMMARY OF CHANGES

This instruction revises the previous operating instruction and requires a thorough review. Major changes include (1) a title change from an "Eaker Center Operating Instruction" to an "Eaker Center Instruction; (2) title change from "Eaker Center Operations" to "Eaker Center Command, Governance and Administration Policy"; (3) chapter title changes and additions; (4) updated source documents, processes, references, and responsibilities; and (5) updated Faculty Senate

nomination procedures. Removed New course Formulation or Major Change Template. Added Commander Mission and Analysis Program; deleted reference to specific faculty rank qualification guidelines; removed duplicative disenrollment templates. Updated curriculum planning, evaluation, and reporting process.

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Chapter 1
EAKER CENTER COMMAND ROLES AND RESPONSIBILITIES

1.1. Purpose. The Eaker Center is one of several academic centers, colleges, and schools within Air University (AU). However, it is unique in that it supports the Department of the Air Force mission by providing functionally aligned technical training, professional continuing education, and leadership development to Department of the Air Force (DAF) and other Department of Defense (DoD) personnel, civilian undergraduate education, as well as partner organizations. The Eaker Center is a diverse organization in terms of our faculty, the functions represented by our schools, and our student population. Despite the diversity of mission sets, our Center construct provides an inherent synergy derived from a singular unity of effort and command focused on leadership and professional development. This chapter outlines the organizational structure and identifies those responsible at the Center-level for overseeing the development, support, and execution of educational programs to meet DoD and the DAF requirements and higher education standards. Commander's intent is that Eaker Center educational programs must be relevant to national security needs, learner-centered, and academically excellent.

1.2. Roles and Responsibilities.

1.2.1. Eaker Center Commander:

1.2.1.1. Ensures the proper resourcing of all Eaker Center schools.

1.2.1.2. Monitors the overall proficiency and development of the faculty.

1.2.2. Dean of Academic Affairs:

1.2.2.1. Briefs Directors/Commandants of their educational duties and responsibilities within 30 days of assignment. The briefing includes identifying all pertinent regulations and instructions.

1.2.2.2. Ensures Eaker Center programs and processes comply with AU policy.

1.2.2.3. Collaborates with the professional development monitor, who is typically a member of the A-Staff to ensure the Eaker Center has rich faculty development and enrichment opportunities. As well, coordinates with the Chief of Evaluations to ensure specific faculty development is available from trends detected in reporting.

1.2.2.4. Supports Eaker Center schools in providing oversight and internal faculty growth opportunities consisting of three primary programs: faculty orientation, faculty development via in-service training (IST), and customized professional development.

1.2.2.5. Provides educational and instructional advisory services as necessary. These may include assisting faculty members, organizing presentations and improving platform skills, including the review of teaching aids, lesson plans, methodology, and learning theory.

1.2.2.6. Oversees the development and accomplishment of individual professional growth programs of Eaker Center faculty members in each school.

1.2.2.7. Provides oversight and assists supervisors in preparing, maintaining, standardizing, and evaluating faculty portfolios. Ensures supervisors maintain faculty portfolios as appropriate.

1.2.2.8. Coordinates with schools for new hires to ensure faculty are in compliance with AU and Eaker Center policy.

1.2.3. Directors/Commandants:

1.2.3.1. Maintain day-to-day responsibility for faculty proficiency and development.

1.2.3.2. Develop criteria to identify and attract the highest quality faculty. Work with the functional communities to select highly qualified personnel with appropriate educational backgrounds and related experience as faculty.

1.2.3.3. Develop criteria to determine quality of instruction: content, delivery, accuracy, and relevance. Review CMAR guidelines and reporting requirements.

1.2.3.4. Monitor direct and indirect assessments, adjusting when instructors/courses are not meeting standards. Ensure direct assessments are mapped and measure Program Learning Outcomes (PLO).

1.2.3.5. Develop PLOs. These PLOs are typically at the school level. These are **broad statements** reflecting what the **student will know or be able to do** at the end of the course. Directors/commandants will ensure PLOs are reviewed annually. PLOs are required and are published in the AU Catalog. The extent to which PLOs are met is reported internally to AU and externally to DoD and SACSCOC through AU.

1.2.3.6. Conduct faculty evaluations for each member of the teaching faculty at least annually and document on AETC Form 620, *Academic Instructor Monitoring Checklist* (found here) or *Eaker Center Online Evaluation Form* (Attachment 4). Place documented evaluation results in faculty member's portfolio.

Note: Faculty evaluations may be delegated to qualified persons as determined by the Director/Commandant.

1.2.3.7. Conduct faculty orientation and include outline of the orientation in the member's faculty portfolio.

1.2.3.8. Coordinate all research proposals through EAKER/EA who will subsequently coordinate with AU.

1.2.4. Division Chiefs/Program Coordinators:

1.2.4.1. Are responsible for timely and effective teaching of all courses within their area of responsibility.

1.2.4.2. Ensure Directors/Commandants are aware of individual division needs.

1.2.4.3. Ensure instructors are given the opportunity for individual growth and enrichment.

1.2.4.4. Make decisions concerning the effectiveness of their programs.

1.2.4.5. Ensure program requirements for information and publication resources are communicated to Muir S. Fairchild Research Information Center (MSFRIC).

1.2.4.6. Communicate School learning support and research information requirements as required to MSFRIC and AU Teaching and Learning Center (TLC) personnel.

1.2.4.7. Include MSFRIC on distribution lists for:

1.2.4.7.1. Student papers that meet school publication standards.

1.2.4.7.2. Research reports and Business Case Analyses.

1.2.4.7.3. Other papers, research efforts, presentations or reports that could be useful to researchers exploring the featured subject(s).

1.2.5. Supervisors:

1.2.5.2. Create and maintain a faculty portfolio/folder for each faculty member.

1.2.6. Course Directors:

1.2.6.1. Responsible for course life cycle management, as outlined in paragraph 8.4, and course schedule in concert with the A-Staff's master schedule.

1.2.6.2. Maintain dialogue with the functional community and the field to continuously assess course/lesson relevance, currency, accuracy, and applicability.

1.2.6.3. Develop direct (e.g., multiple choice tests and/or experiential exercises) and indirect assessments (e.g., end-of-course and graduate/supervisor surveys) appropriate for the course.

1.2.6.4. Ensure course educational objectives are met by instructors and lecturers.

1.2.6.5. Ensure instructors, guest lecturers, and students always maintain professional standards.

1.2.6.6. Coordinate for course classroom, audiovisual (AV), and/or information technology (IT) requirements.

1.2.6.7. Maintain accurate student roster and address student-related issues.

1.2.6.8. Complete lesson evaluations as required.

1.2.6.9. Coordinate with instructors to gather feedback.

1.2.6.10. Conduct student advising and feedback as needed.

1.2.6.11. Report any significant issues to the chain of command such as disenrollment of students from a course, emergent personal or professional issues, and violating academic policies.

1.2.6.12. Develop required faculty administration/training sessions for the course.

1.2.7. Faculty Instructors:

1.2.7.1. Will be the primary instructor and/or curriculum developer, as required, for assigned lessons.

1.2.7.2. Thoroughly prepare for all assigned instruction periods.

1.2.7.3. Attend all lectures and faculty workshops pertinent to the course of instruction taught.

1.2.7.4. Ensure classroom, AV or on-line IT requirements are met, as applicable.

1.2.7.5. Ensure educational objectives are met within the lesson being taught.

1.2.7.6. Ensure students maintain professional standards.

1.2.7.7. Complete lesson evaluations as required.

1.2.7.8. Coordinate activities with the course director and provide adequate feedback to facilitate dialogue with functional leads.

1.2.7.9. Coordinate through the course director or program coordinator when a replacement instructor is needed.

1.2.7.10. Conduct student advising and feedback as needed with the course director or program coordinator.

1.2.7.11. Attend faculty admin/training sessions as required by the course director or program coordinator.

1.2.7.12. Administratively Determined (AD) faculty members assigned to the Eaker should review and comply with the omnibus of their assigned college/center for specific duties, responsibilities, and promotion guidelines.

1.3. Eaker Center Organizational Structure.

1.3.1. Eaker Center Commander. The Eaker Center Commander (EAKER/CC) is responsible for the accomplishment of the Eaker Center mission. The Eaker Center Deputy-Commander (EAKER/CD) provides continuity of command and assists the Commander in managing all aspects of the Eaker Center mission. EAKER/CC oversees the development and execution of processes to ensure mission accomplishment. These processes require strategic level measurable outcomes, a systematic review of the institutional vision, mission, and goals, and a focus on institutional quality and continuous improvement using key performance indicators.

1.3.2. Dean of Academic Affairs (EAKER/EA). The Dean has general responsibility under the commander for the development, implementation, and administration of the Eaker Center academic affairs. This is accomplished by advising the Directors/Commandants, course directors, and individual faculty members in the development of curriculum, instructional methodologies, research methods, and analysis techniques to ensure all programs are following directives, instructions, and policies, as well as are delivering relevant and responsive education through the most appropriate methodologies and forums. Academic Affairs is responsible for developing Center-level policy and conducting program-level oversight to include faculty development, research agendas, program reviews, and center-wide analyses for all professional continuing education. The Dean is the primary advisor to the Commander on all matters related to resident and distance learning education and the associated faculty. The Dean guides the planning, development, and execution of the Eaker Center's resident and distance learning academic courses and ensures timely development, approval, and implementation of curriculum and related activities. The Dean is also responsible for overarching faculty development, management, outreach, and evaluation. The Dean maintains liaison with other military and civilian colleges, education institutions, and represents the Eaker Center at the various AU educational working groups. The Dean will either conduct or arrange special seminars, lectures, and related educational material to provide other educational opportunities to assist Airmen in pursuing their educational interest or the DAF's highlighted needs. The Dean, in coordination with Eaker's programs, will also ensure Eaker programs' information requirements and publication resources are communicated to AU Library, AU TLC and the AU Registrar.

1.3.3. Directors/Commandants. The EAKER/CC gives Directors/Commandants the authority and flexibility required to accomplish their designated missions, which includes maintaining accreditations that support the DAF mission. Directors/Commandants are also responsible for

administering academic programs as necessary to achieve their units' mission effectively, efficiently, affordably, and sustainably, consistent with their assigned missions, accreditation requirements, and federal statute. Additionally, Directors/Commandants are accountable for all actions necessary to successfully complete their missions. This includes (but is not limited to) development and enforcement of academic standards and the quality of all educational programs and related research; recruiting, developing, and retaining qualified (military and civilian) faculty; and recommending award of promotions in academic rank as delegated. The Eaker staff will operate Eaker Center-level functions to assure the quality and integrity of Eaker Center programs. The operational principle is to balance decentralized execution, rapid innovation, and compliance with Eaker Center stakeholders' and higher headquarters requirements. Directors/Commandants' responsibilities include working directly with Academic Affairs and A-Staff, as well as other schools, to plan, program, and execute courses and programs that support current and future requirements.

Note: Coordinate all AV & IT (including software) proposed acquisitions **for approval before** purchasing. The Eaker Center A-Staff will ensure Eaker-wide compatibility/standardization and that schools' individual purchases meet mission requirements.

1.3.4. The A-Staff (EAKER/COS). EAKER/COS conducts education and training and oversees Center-wide functions required by instruction and critical to resourcing and enabling Eaker's daily operations. The EAKER/COS is the primary advisor to the Commander on all matters related to assigned Center-wide operations and activities. Specifically, the directorate manages the Center's technical training operations and serves as Air University's technical training liaison to other agencies. It conducts the Academic Instructor Course, which prepares faculty for resident and distance learning instructor duties in the Eaker and LeMay Centers, the Air Force, and other DoD Agencies. Additionally, the directorate executes, from predominantly one-deep offices, core functions providing Center-level policy, procedures, resourcing, and training to conduct and sustain daily student production operations and ensure fiduciary responsibility for the proper execution of allotted funds/resources. These functions include Plans and Programs, Financial Management, Protocol, Manpower & Organization, Systems Management, Commander's Support Staff (CSS), Visual Information, Facility Management, Course Scheduling, and various other key programs.

1.3.5. The Eaker Center currently consists of the Air Force Chaplain Corps College (AFCCC), the Force Support Professional Development School (FSPDS), the Defense Financial Management & Comptroller School (DFM&CS), the Commander's Professional Development School (CPDS), the United States Air Force First Sergeant Academy (FSA), and the Civilian Leadership Development School (CLDS). Information for these schools and their associated courses can be found in the AU Catalog.

1.4. Academic Programs

1.4.1. Eaker Center's academic courses and research agendas are designed to establish, improve, and institutionalize enduring functional competencies, as well as develop individual leadership and management skills. To provide our students with the very best educational opportunities and experiences possible, the Eaker Center is dedicated to developing operationally relevant and academically respected curricula across all our programs. To be successful, this requires continuous, interactive dialogue between our faculty, functional communities, students and "the field," where operations occur.

1.4.2. Functional Communities. Functional communities provide requirements. However, as the educational experts, Eaker Center faculty must guide these communities through the entire educational process. Faculty must offer functional leads the best-informed advice on how Eaker Center can deliver education to best meet their requirements, while also charting trend lines to anticipate tomorrow's requirements today. Eaker Center Directors/Commandants serve as educational advisors within their senior functional communities.

1.4.3. Students. Faculty are responsible to hold students accountable to service core values. Students are expected to put forth the effort needed to be successful in their respective course and to participate in creating an environment where their classmates can succeed as well. Faculty need to hold students accountable to high standards of dress, appearance, and conduct.

1.4.4. Air University Catalog: The EAKER/EA provides annual updates to the AU Catalog (AU-10) by way of updates requested from each of Eaker's programs. Schools will complete the AU 52, Education and Training Course Announcement (ETCA) (found here) and coordinate through internal Eaker Center routing if major changes are required.

1.5. Accreditation. The Associate of Science Degree in the Department of the Air Force Leadership and Management Studies is awarded by Air University, which is accredited by SACSCOC. Eaker programs accredited through SACSCOC will coordinate with EAKER/EA to ensure compliance with all accreditation requirements.

Chapter 2
ACADEMIC GOVERNANCE AND ADMINISTRATION

2.1. Purpose. To provide guidelines and procedures for Institutional Planning and Effectiveness (IPE) in support of the educational programs, administrative support services, student support services, and the human research protection program (HRPP) within the Eaker Center. The Eaker Center engages in ongoing, integrated, and Center-wide, research-based planning and evaluation processes that result in continuous improvement of Center and program quality. Eaker's IPE function supports educational programs by developing and implementing a systematic, comprehensive process for measuring performance and assessing student learning. This policy outlines assessment practices and procedures for all Eaker Center schools. Note: Reference additional guidelines in Air University Instruction (AUI) 36-2602, *Command, Governance & Administration Policy (Omnibus)*, Chapter 2.

2.2. Roles and Responsibilities.

2.2.1. EAKER/CC empowers the EAKER/EA, A-Staff, and Directors/Commandants to oversee governance and administration.

2.2.2. EAKER/CC delegates to EAKER/EA the authority to implement processes, procedures, and assigned tasks required to ensure the quality of and evidence produced demonstrates the efficacy of each assigned Eaker program. EAKER/CC will use this evidence to make decisions concerning the execution and continuous improvements of each program. The intent is to minimize any additional work required to support institutional or specialized accreditation.

2.3. The Chief of Evaluations. The Chief of Evaluations (EAKER/EAE), IPE administrator, is the Eaker Center liaison for the Assessment and AU survey control items, and serves as the Eaker Center's HSR gatekeeper by coordinating requests through AU. The EAKER/EAE will approve all Eaker Center surveys submitted for approval, ensure issuance of survey control numbers, and ensure all surveys are delivered via AU's official, enterprise-wide survey system.

2.3.1. EAKER/EAE is the point of contact (POC) for quality improvement and processes. This individual represents Eaker in meetings internal and external to the Eaker Center concerning institutional effectiveness policies and processes. Each school's program managers/course directors are the POCs for quality improvement and processes within their courses. The EAKER/EAE will:

2.3.1.1. Establish IPE policies, standards, and procedures to ensure execution of institutional studies, analyses, assessments, lessons learned, quality improvements, and research.

2.3.1.2. Oversee quality improvement processes for identifying key issues emerging from Center-wide assessments and developing plans to enhance student learning outcomes.

2.3.1.3. Provide a wide range of information and data to advise Directors/Commandants and academic program coordinators on how to enhance the quality of Eaker educational programs.

2.3.1.4. Provide senior leaders independent and objective analytic insights, risk assessments, and lessons learned.

2.3.1.5. Coordinate all requests for institutional data, information, statistics, and reports to AU.

2.3.1.6. Design and implement comprehensive, defendable studies, analyses and lessons learned to underpin academic learning.

2.3.1.7. Monitors the results of programs, plans, and operations analyses.

2.3.1.8. Assesses and analyzes data collection, surveying, assessment, and evaluation processes and results.

Chapter 3
GOVERNANCE BOARD AND FACULTY ADVISORY COUNCIL

3.1. Purpose. To provide shared academic review and governance to foster effective, timely, and transparent decision-making. There are two bodies within the Eaker Center: the commander's staff meeting and three Faculty Senators to the AU Faculty Senate.

3.2. Roles and Responsibilities

3.2.1. Eaker Center Commander and Directors/Commandants. The commander disseminates important guidance from varied sources including the Air University stand-up as well as enterprise direction and guidance. Directors/Commandants provide school updates including military and civilian personnel updates and scheduling. This member group makes up the governance board.

3.2.2. The three elected Faculty Senators attend AU monthly meetings, Eaker Center staff meetings, and other events to provide updates to faculty and address any concerns.   They represent specific Eaker faculty at the AU-level as required.

3.3. Eaker Faculty Senate and Election Procedures.

3.3.1. AU uses the Faculty Senate as an integral part of shared governance. The Senate advises AU/CC and other senior leaders on matters of faculty concern.

3.3.2. The Eaker Center faculty elect three Senators to represent the Eaker Center as members of the AU Faculty Senate. At least one Senator should be from a distance learning (DL) program.

Table 3.1. Typical Election Process.

MONTH	ACTION ITEM
March	EAKER/CC or EAKER/EA announces the election process.
April	Interested faculty submit biography and intent to run to EAKER/CC and EAKER/EA.
May	Announce candidates at staff meeting and via email with an accompanying biography.
June	Candidates should be available for a "Town Hall" (in-person or virtual) to be introduced to faculty and answer any questions. The EAKER/EA or designated representative will host.
July	EAKER/EA, EAKER/EAE or designated representative, conducts the election via an online survey/voting tool. Faculty have 1 week to cast vote(s). Results are announced in July.
August	The outgoing Senators conduct a handover of responsibilities to the incoming Senators.
September	The newly elected Senators begin their term on 1 September. Names will be listed on the Eaker Center website.

3.3.3. EAKER/EA will provide an election results report to the AU Senate Secretary. The report will include the date of the election, candidates and the number of votes, the number of eligible voting faculty, and affirmation the elected members do not serve in a supervisory or administrative position.

3.4.3. Elected senators will serve 2-year terms. Incumbents may be reelected for an additional term of service. Senators may serve a maximum of two consecutive terms. At least 1 year must elapse following the second term before a member may be elected again.

3.4.4. Participation in the Faculty Senate is voluntary and does not constitute an administrative duty, nor do participants receive additional compensation.

3.4.5. All Eaker Center full-time military or civilian faculty members assigned to educational programs are eligible to become members, except those who are in current administrative and/or supervisory positions.

Chapter 4
ACADEMIC PRINCIPLES AND PRACTICES

4.1. Purpose. To provide Eaker Center guidance regarding academic freedom, non-attribution, and academic integrity. The principles of academic freedom, non-attribution, and academic integrity are defined in AUI 36-2602, *Command, Governance, and Administration Policy.*

4.2. Roles and Responsibilities.

4.2.1. EAKER/EA or executive staff will update policy letters addressing Academic Freedom, Academic Integrity, and Non-Attribution. Faculty members should post these letters on bulletin boards, school websites and course introduction materials. Supervisors shall brief these policies to faculty during faculty orientation and document in each faculty member's portfolio.

4.2.2. If a student, faculty or staff member alleges/observes another member of the Eaker Center violating academic freedom, academic integrity or non-attribution, the member making the allegation may present the allegation in writing to the Director/Commandant of the applicable school. The Director/Commandant will consult with the EAKER/EA and render a decision to the complainant. If the complainant disagrees with the decision, the complainant may inform the EAKER/EA and appeal the decision to any level within the chain of command up to the EAKER/CC. All violations of academic freedom will be reported to AU/A7/OAA to ensure consistent and comprehensive application of AU policies.

4.2.2.1. Faculty members handle suspected plagiarism in accordance with Eaker Center student disenrollment procedures. The matter will not be discussed beyond the individual(s) directly involved. The faculty member or program coordinator will submit a letter for the Director/Commandant's signature. If the student admits to plagiarism, the faculty member or program coordinator will notify the Director/Commandant of the student's admission. The EAKER/EA will review the Director/Commandant's recommendation and notify the commander, AU/A3/OAA and Air University Judge Advocate (AU/JA). Based on recommendations from AU/A3/OAA and AU/JA, the Director/Commandant will render a decision. Note: The same procedures generally apply for an instance of cheating, misrepresenting or having unprofessional relationships, which is also a violation of academic integrity.

4.2.2.2. Unprofessional relationships are inconsistent with Air Force core values. Faculty members must exercise judgement to avoid relationships, whether on or off duty, that undermine respect for authority or that undermine morale, discipline or the mission of the Air Force. Consult DAFI 36-2909, *Air Force Professional Relationships and Conduct.*

4.3. Recording Lectures.

4.3.1. Eaker Center encourages the free flow of ideas, which may lead to a request to record speaker presentations. Permission to record selected sessions must be given explicitly by speakers and documented on the Speaker Consent and Authorization Form (Attachment 5) prior to recording. The presenter should be informed that recorded presentations may be subject to release if requested under the Freedom of Information Act and not exempt from release.

4.3.2. Signed consent authorizations are filed in the school's ERM files. Lecturers who do not agree to preclude the use of profanity and irresponsible statements are not allowed to lecture. Note: This in no way implies any intent to disallow either the presentation of divergent opinions or topics appropriate to a school's mission.

4.3.3. Citing and Attributing Remarks by Lecturer. Statements, disagreements, and other comments made by individuals or groups in the school forum will be safeguarded using proactive non-attribution. To repeat a speaker's ideas, instructors/students should refer to a "previous speaker," but do not disclose the speaker's identity. Obtain written permission to use a speaker's remarks or ideas in a course paper or study. This is intended to not cause controversy or discredit anyone.

4.4. Copyrighted Material.

4.4.1. Copyright is a form of legal protection given to content creators as specified in Air Force Instruction (AFI) 51-303, *Intellectual Property*. All Eaker Center faculty members must honor copyrights and seek copyright permission where applicable for protected materials (printed, electronic, video, music, photo, and web-based applications) for use in course curricula. In general, with a single copy publication for personal use only, a copyrighted source need only be documented where referenced. Use of copyrighted material for curricula requires permission unless it is in the public domain, military doctrine, and so forth. Contact EAKER/EA to determine if blanket authority has been granted for use of any copyrighted material you wish to use.

4.4.2. The Berne Convention provides that copyright protection should extend to "literary and artistic works," including "every production in the literary, scientific and artistic domain, whatever may be the mode or form of its expression." The detailed list of categories of works that are protected by copyright vary, but it generally includes scientific articles, essays, novels, short stories, poems, plays and other literary works; drawings, paintings, photographs, sculptures and other two-and three-dimensional pieces of art; films and other audiovisual works; musical compositions; software and others.

4.5. Security and Policy Review.

4.5.1. The Eaker Center dean or chief of evaluations must coordinate a security and policy review of faculty and student writing prior to publication with the appropriate AU offices. The purpose of the security review is to prevent unintended disclosure of classified information. The policy review ensures publications that state the DAF and the DoD policy do so accurately. It does not preclude criticism of that policy once it has been correctly articulated. A security and policy review is required for each research product intended for public release in accordance with AFI 35-101, *Public Affairs Operations*.

4.5.2. Faculty should submit final drafts of conference papers, articles, book manuscripts or any other material intended for release outside AU to EAKER/EA as soon as possible. The author must note if any of the material is classified, of a sensitive nature or addresses DAF policy. Following EAKER/EA review for operations security (OPSEC) considerations, the material will be forwarded to LeMay Ctr/PA. The Security and Policy Review division is afforded 10 duty days, per DAF guidance, to accomplish the review. Longer pieces, especially book manuscripts, may take 45 days or longer to review. To expedite the review, authors may highlight portions of the work that clearly reflect US policy or might contain classified material.

4.5.3. Eaker faculty and students preparing and publishing material affiliated with AU will have material reviewed within their school/directorate and forwarded to EAKER/EA to request material be edited by the AU Publication Review Board staff.

4.6. Intellectual Property. Eaker Center Directors/Commandants ensure their programs conform to the policies and standard for proper use of intellectual property. Consult AUI 36-2602 regarding intellectual property rights.

Chapter 5
FACULTY

5.1. Purpose. Provides guidance governing military and civilian faculty within educational programs. Eaker Center leaders should refer to 5 USC, 10 USC, applicable DoD, DAF and AU instructions, as well as Joint, specialized, and regional accreditation standards for additional, pertinent insights into faculty management for educational programs.

5.2. Roles and Responsibilities.

5.2.1. EAKER/CC initially appoints, academically promotes up to the rank of associate professor, renews appointments, makes administrative assignments, and provides merit steps and incentives, which cannot be delegated. This does not apply to assigned AD faculty.

5.2.2. EAKER/EA will consult AU/CAO on faculty actions to identify and resolve issues beyond a single organization. AU/FM, AU/JA, and the appropriate civilian personnel officer will also act as advisors on faculty actions as appropriate.

5.2.3. Eaker Center personnel shall not award or academically promote a faculty member to professor, grant academic tenure or bestow emeritus status as these authorities are retained by AU/CC. AUI 36-2602 further specifies commanders' and commandants' delegated duties.

5.3. Faculty Definition and Types. Faculty definitions, types, and requirements are defined in AUI 36-2602.

5.4. Eaker Center Philosophy on Faculty Development and Enrichment. Eaker Center encourages faculty and staff to reach their full potential in support of Eaker Center and AU missions. To accomplish the Eaker Center mission, schools select highly qualified faculty and enter them in Eaker Center's Academic Instructor training program before assuming duties. Personnel must also maintain proficiency in their area(s) of expertise.

5.5. Academic Rank. Full-time Air University faculty members may hold one of five academic ranks: instructor, assistant professor, associate professor, professor or emeritus. Academic rank is not conferred based on a position, but rather on qualifications. Eaker Center schools will ensure that nominees for academic rank are held to the requirements as identified in AUI 36-2602, Chapter 5 and DAFI 36-116, *Civilian Faculty Personnel Management,* Air University Supplement.

5.5.1. Certain schools/courses utilize Central Salary Account positions to fill full-time faculty positions. These faculty members are afforded the same faculty membership rights and privileges, consistent with all governing directives and legal requirements.

5.5.2. Schools will nominate candidates eligible for rank to the Eaker Dean, who will review the nominee's qualifications. The Dean will coordinate an ad hoc peer-review committee to review the application and relay the committee's recommendation to the commander. The EAKER/CC will approve/disapprove faculty rank up to associate professor.

5.6. Faculty Qualifications.

5.6.1. Eaker Center will hire faculty IAW AUI 36-2602.

5.6.2. Course Director/Faculty of Record. Each course is taught by a qualified faculty instructor or managed by a course director who is responsible for all academic and administrative requirements. Course directors report through their supervisory chain to their respective Director/Commandant.

5.6.3. Faculty Selection. Directors/Commandants will provide EA a copy of faculty qualification criteria (Attachment 6) annually. Qualifications for new faculty are determined based on academic credentials, professional experience, desire to teach, and teaching ability. Academic credentials normally include an appropriate degree. Contingent faculty must meet the same qualifications as full-time faculty. Qualifications for contingent faculty should be identified in the contract.

5.6.4. Faculty Credentials. Schools will provide updated faculty rosters (Attachment 7) to EAKER/EA annually no later than 31 December. For faculty teaching in the CADP, the highest earned degree in the relevant discipline is given primary consideration when determining faculty qualifications. For the non-degree programs consisting of functionally aligned courses, faculty qualification is based on either degree(s) earned, professional experience, completion of specialized development programs, certifications, and/or licensures related to the program containing the courses the individual is hired to instruct. Schools interview and hire faculty; however, schools should confirm through the EAKER/EA that applicants meet qualifications before selection.

5.6.5. Faculty Certification. The purpose of the faculty certification process is to ensure that faculty are prepared to teach in the DoD and AU educational environment. Personnel assigned instruction duties or supervising instruction must complete the Eaker Center Academic Instructor Course (AIC) before beginning those duties. This requirement also applies to faculty and supervisors of faculty whose primary duty is course director. Personnel who previously completed the AIC course or equivalent may submit requests for AIC waivers through the Director/ Commandant to EAKER/EA and EAKER/CC. Table 5.1 provides information on AIC waivers.

Note: AIC is waived for Leadership Development Course (LDC) faculty on a one-year assignment. LDC faculty are required to complete an in-house faculty training program. AIC staff will oversee the LDC in-house faculty training program and assist as needed.

Table 5.1. Academic Instructor Course Waiver

RULE	IF AIC WAIVER REQUEST IS BASED ON:	THEN THE WAIVER LETTER MUST CONTAIN:
1	Equivalent education course work, the length of which is at least equivalent to AIC and includes practice teaching, instructional design, and educational evaluation.	Name and length of course(s), institution(s) attended and degree or other program(s) addressing equivalent education.
2	At least 1 academic year of instructional or training experience in a military environment and satisfactorily pass an AIC waiver assessment. Pass/Fail determination by A-Staff/Dean/Commandant/Director collaboration. Prior instructional experience may include, but is not	Description of experience. Statements based on previous performance reports or civilian appraisals are acceptable in the absence of a supervisor's statement. Note: These documents may be used to justify the waiver but are not to be placed in the faculty portfolio.

	limited to classroom teaching, course development and test preparation.	
3	Previous AIC or equivalent completion within the previous 6 years.	Qualifying education or instructional experience gained within the intervening period.

5.6.6. Program Coordinator. For CADP, the individual assigned as the program coordinator must be academically qualified in the field. The CADP coordinator oversees curriculum development and other program coordination activities. The program coordinator for non-degree programs should possess functional experience in the related field as determined by the Director/Commandant.

5.6.7. Teaching and Associated Standards/Criteria. Teaching includes all tasks and activities involved in preparing and conducting student instruction. Faculty should meet defined teaching standards/criteria, as shown in AETC Form 620, *Academic Instructor Monitoring Checklist,* and any of the applicable Teaching Competencies List (Attachment 3).

5.6.8. Faculty Evaluation. Schools conduct and document faculty evaluations on AETC Form 620 at least annually. If another form is used, it must contain the same criteria as the AETC Form 620. The date assigned is used to determine evaluation due dates. Evaluation assessment and documentation should address performance ratings and recommendations for any possible improvements. Place completed evaluations in individual faculty portfolios/folders. Note: Faculty who administer asynchronous DL courses may use the *Eaker Center Online Evaluation Sheet* (Attachment 4) in lieu of the AETC Form 620. Course directors who only teach administrative areas, such as orientation, do not require a documented evaluation form.

5.6.9. Faculty Orientation. Each school should provide new faculty with a description of the Eaker Center mission, vision, goals, values, and this instruction. The orientation should also include a description of the objectives, initiatives, and organizational structure. Brief new faculty on the requirements for developing and maintaining curricula and lesson plans. Provide new persons with description of duties and requirements (classes to be taught, additional duties assumed and associated responsibilities, etc.). Advise new faculty of any appropriate self-paced, online mini-lesson tutorials, selected readings, and related information.

5.6.10. Equitable Workload. Commandants/Directors determine workload and faculty/student ratios when approving requests for new courses. Faculty workloads must allow time for faculty to engage in professional development, enrichment, and research activities. Note: CADP workload is based on AU best practices. CADP faculty may teach up to 30 students per section and up to 4 sections per term. Ratios coincide with student quotas contained in curriculum plans and are based on the number of students annually, lesson objectives/outcomes, goals, and instructional methods.

5.6.11. Faculty Growth. Eaker strongly encourages professional growth by which faculty gain knowledge and skills that enhance their expertise. The Center supports faculty growth primarily through enrichment, customized professional development, mentoring, and IST activities.

5.6.11.1. Faculty Enrichment. Faculty enrichment pertains to continuing faculty improvement outside of the teaching environment. Faculty enrichment may consist of: (1)

attendance at military/civilian conferences/meetings, (2) participation in AU-sponsored faculty development/enrichment events, (3) participation in workshops/classes sponsored by local academic institutions, (4) continuing education in a faculty member's area of expertise, (5) completing commensurate levels of professional military education as required. Instructors and their supervisors should pursue other forms of faculty development and enrichment with the guidance of the EAKER/EA and approval of their Director/Commandant and/or the EAKER/CC.

5.6.11.2. Faculty Development: Faculty development pertains to ongoing enhancement of teaching, research, and professional expertise. Faculty should be developed to meet defined teaching standards/criteria as shown in AETC Form 620. Supervisors should encourage an environment where faculty take responsibility for professional development and coordinate their plan with their supervisor. Membership in professional organizations is encouraged.

5.6.11.3. Customized Professional Development. As educators, faculty members have general professional responsibilities as well as the specific responsibilities to Eaker Center defined by individual position descriptions. These responsibilities involve excellence in teaching, dissemination of functional-related knowledge, research, and publications.

5.6.11.3.1. Each school tailors these activities in conjunction with the individual faculty member. The intent is to meet the individual growth needs; thus, enhancing the member's ability to improve mission accomplishment. Faculty members' professional development usually involves improving content knowledge, teaching methods or work experience. Professional development activities may also include conducting research, providing community service, and other activities the supervisor and individual agree are beneficial to the mission and the individual's professional growth.

5.6.11.3.2. Directors/Commandants should budget for and monitor their professional development activities. Eaker professional development normally concerns tasks and activities involved in preparing for and conducting student instruction, critical thinking, research/publications, subject matter, instructional competence, currency, accuracy and relevance of trends and developments in academic fields appropriate to a school's mission.

5.6.12. Faculty Mentoring. Eaker uses mentoring to help everyone maximize their potential and contribute that full potential in support of the organizational objectives. Schools should pay special attention to the needs of newly assigned faculty but continue to mentor all faculty members. Mentoring may include assistance with instructional preparations, classroom observations and feedback, professional development, personal growth, and other appropriate areas.

5.6.13. In-service Training. IST is comprised of broad, ongoing programs involving subject matter, instructional competence, and review of overall course materials for currency, accuracy, and relevancy. Self-improvement seminars, professional development activities, and computer training may be included. EAKER/EAE selects training based on needs and results from the IPE Program.

5.7. Maintaining Faculty Portfolios/Folders.

5.7.1. As a minimum, the following information must be included in faculty portfolios:

5.7.1.1. AIC or equivalent diploma, faculty evaluation forms, letters of commendation, favorable communications, degree completion records, record of orientation, faculty

qualification criteria, faculty roster form, related documents and other pertinent written data reflecting educational or special faculty accomplishments.

5.7.1.2. Faculty development and enrichment activities such as conferences, IST, seminars, workshops, professional research, publications, development plans and other related activities.

5.7.1.3. Any other information and/or related material deemed appropriate by the Director/Commandant. Do not maintain individual performance appraisals, awards and decorations, and other related material in faculty portfolios.

5.7.1.4. All faculty portfolios will be reviewed and documented annually in conjunction with the faculty evaluation to ensure compliance with this policy.

5.7.2. Faculty folders will be protected IAW PII policies. Faculty folders/portfolios may be established on shared drives after obtaining PII permissions from IT.

Chapter 6
STUDENTS AND STUDENT LIFECYCLE MANAGEMENT/ADMINISTRATION

6.1. Purpose. This chapter establishes roles, responsibilities, policies, and procedures for managing Eaker Center students. It aids the EAKER/CC and commandants/directors in assessing the quantities and quality of students who enroll into their program and remain accountable to the Air Force and the students ensure a valued added experience. AUI 36-2602, chapter 6 provides enterprise-specific requirements and expectations.

6.2. Roles and Responsibilities.

6.2.1. EAKER/CC: Validates each school's attendance, graduation date, shortfalls, and other information requested by AU/A3.

6.2.2. EAKER/COS: Coordinates with AU/A3 and each school to report graduation and attendance statistics to EAKER/CC for subsequent forwarding to AU/A3.

6.2.3. Eaker Commandants/Directors: Assess attendance and graduation rates to ascertain if goals were met, and if not, why the goals were not met. They also develop attendance strategies by coordinating with the functional communities and the EAKER/CC. Note: CADP reports graduates once they have met graduation requirements but are awaiting annual graduation for degree conferral.

6.3. Admission Policies.

6.3.1. The ETCA and the AU Catalog (AU-10) provide access to program and course eligibility criteria, application processes, and timelines for all AU degree and non-degree programs. Eaker Center program managers/course directors must ensure the ETCA and AU Catalog remain updated to accurately reflect admission requirements.

6.3.2. AU undergraduate program applicants must have a high school diploma or equivalent and meet criteria established by the degree program as published in the AU Catalog (AU-10).

6.3.3. Students eligible for attendance in non-degree or non-credit bearing Professional Continuing Education (PCE) programs are admitted through AU Registrar subject to completion of course prerequisites and availability. Students will self-register for any courses conducted in myLearning.

6.4. Degree Requirements.

6.4.1. Undergraduate degree requirements are specified in AUI 36-2602, *Command, Governance and Administration Policy*.

6.4.2. CADP also publishes specific guidelines for eligible personnel and members' acceptance into the program at https://www.airuniversity.af.edu/Eaker-Center/CLDS/CADP/.

6.5. Coordinating with AU Registrar.

6.5.1. Eaker Center schools and directorates provide information to AU Registrar to help ensure AU maintains the academic records necessary to produce accurate transcripts for resident and nonresident programs.

6.5.2. Each Eaker Center school will:

6.5.2.1. Coordinate with AU Registrar and monitor course schedules published by AU/A3.

6.5.2.2. Provide the following graduate information for all resident courses to the AU Registrar:

6.5.2.2.1. See AUI 36-2602 for student production reporting procedures.

6.5.2.2.2. Degree program. Electronically submit student enrollments, student demographics, courses taken, course credit, grades, and degree/diploma earned at designated intervals throughout the academic year.

Note: Eaker Center schools operate on a fiscal year basis for data reporting purposes. See Attachment 8 for the memorandum required by AU Academic Affairs to ensure students' eligibility to, and acknowledgement of graduation and requirements therein.

6.6 Enrollment, Withdrawal, and Disenrollment.

6.6.1. Enrollments: AUI 36-2602 establishes the criteria for enrollments.

6.6.2. Withdrawals: For students requesting withdrawal from a PCE program, Directors should contact the student's home unit and request the unit concur with administrative disenrollment.

6.6.3. Disenrollments: Disenrollments from AU programs are specified in AUI 36-2602.

6.6.3.1. Other types, including high-volume disenrollments, occur for various reasons, such as for mission-related and/or personal reasons. To implement AU's intent, use the attached template (Attachment 9) to document if documentation is required. Note: It may not be required for high-volume drops and disenrollment in online courses.

6.6.3.2. Schools will notify the EAKER/CC of any **potential** disenrollments.

6.6.4. Directors/Commandants should consult with EAKER/EA when considering disenrolling a student. The Dean will consult with AU/A3, and, as appropriate, the Director/Commandant consults with appropriate legal counsel before initiating action that could result in the disenrollment of students from assigned programs. The Eaker school's course support will also consult with the AU Registrar for administrative support for processing withdrawal records and notifying the appropriate human resource agency of any/all withdrawals.

6.6.4.1. After consulting with AU/A3 and the appropriate legal counsel, the Director/Commandant may appoint a review officer (Attachment 10). If a review officer is appointed, the officer must be equal to, or senior in rank, to the student to initiate or review disenrollment actions. If the student being considered for disenrollment is a civilian, the review officer should be a civilian of a higher grade than the student subject to being disenrolled.

6.6.4.2. The decision to disenroll may raise the question of whether further retention of the student in the DAF or on active duty is in the best interest of the Air Force. Therefore, the person initiating the disenrollment action should consider all the evidence and determine whether the EAKER/CC needs to refer the matter to the member's commander.

6.6.5. Disenrollment Package.

6.6.5.1. The Director/Commandant provides the student with a notice of disenrollment (Attachment 9) and sends a copy to the parent unit commander. If the memorandum is not hand delivered, it can be sent via encrypted e-mail. If sent by e-mail, the Director shall follow-up with the intended recipient to ensure receipt.

6.6.5.2. After the time for submitting documentation has expired or after considering any written matters submitted by the student, the Director/Commandant forwards the disenrollment package to AU/JA for review. The package should include the disenrollment investigation and any documents submitted by the student, and the completed disenrollment letter with student acknowledgment. The school Director/Commandant should clearly express his or her decision on whether the student is allowed to reenroll in the course or school, and if so, under what conditions. If the recommendation is disenrollment without expulsion, the Director/Commandant must explain why this student's case is so unusual that it justifies departing from the norm.

6.6.6. The Director/Commandant receives the disenrollment package from AU/JA for final action. The Director/Commandant is the final approval authority and completes and sign the disenrollment letter, the final section of the reviewed documents received from AU/JA. Finally, the Director/Commandant provides the student with a written notice of action.

6.6.7. Maintaining Disenrollment Records. The school keeps disenrollment records for 10 years (in accordance with the Department of the Air Force Records Information Management System (AFRIMS) Table 36-38, Rule 5). Disenrollment records are available for review in the event a student, disenrolled with prejudice, requests an appeal to be allowed to reenroll.

6.6.8. Technical Training Students. Disenrollment of technical training students (which includes all courses that award an Air Force Specialty Code (AFSC)/SDI) is accomplished under the provisions of Air Education and Training Command Instruction (AETCI) 36-2651, *Basic Military and Technical Training*.

6.7. Grading.

6.7.1. This policy outlines course and program grading requirements for the associate degree and PCE programs. All students in degree programs will receive course grades based on a four-point system in which (+) and (-) grades can be utilized. Academic courses that make up the associate degree program are graded in accordance with AU guidance.

6.7.2. Grades A through F are normally awarded at the completion of course requirements. To measure scholastic attainment of students enrolled in CADP, faculty will use the grading symbols and corresponding quality points in Table 6.1. Each letter grade earned by the student achieves a designated point value, identified in the scale below. For final grades only, faculty will round up to the next letter grade if students earn at least a 69.9, 79.9, or 89.5 (Example: 8 9.8 and lower will be recorded as 89-B: 89.9 and higher will be recorded as 90 – A).   Note: See the AU Catalog for additional information.

Table 6.1. Grading Symbols.

Letter Grade	Percentages Points	Quality Points
A	90-100%	4.0
B	80-89.9%	3.0
C	70-79.9%	2.0
D	60-69.9%	1.0
F	>60%	0

6.7.3. In addition to grading symbols in Table 6.1, Pass and Fail grades may be awarded for Professional Continuation Education courses. Pass grades count only toward hours attempted/earned and do not affect the grade point average (GPA). Fail grades count only as hours attempted, but do not count as hours earned nor do they affect the GPA.

6.8. Verification of Student Identity and Protection of Student Privacy.

6.8.1. In accordance with AUI 36-2602, Eaker Center establishes policy to ensure the academic integrity of its educational programs regardless of the delivery means. The policy ensures protection of student information and privacy in all its educational programs. The Eaker Center's goal is to ensure the student who registers for an educational program is the same student who participates in and completes the course or program, and who subsequently receives credit.

6.8.2. Staff and faculty verify student identity using the following Air University-approved methods. Students will enroll in educational programs through the DAF network on the .mil domain, which requires a Common Access Card (CAC) and associated PIN or password.

6.8.2.1. Eaker Center administrators, faculty, and staff adhere to the requirements of the Privacy Act of 1974 and AU internal procedures to protect the student's information and privacy. All faculty must maintain currency in DAF Controlled Unclassified Information (CUI) compliance to access, maintain, and transfer student information. Eaker Center uses either secure log in, proctored examinations or other means to verify student identity and protect student privacy.

6.9. Test Control and Administration.

6.9.1. Eaker Center staff and faculty may use various test control measures and procedures (e.g., test logs, secure containers, test proctors, and online proctor services) to ensure the integrity of the program's assessment instruments. Electronic tests are maintained in the applicable learning management system (LMS) with access controlled by the program manager. Paper tests are secured in a locked container with controlled access. Program managers should maintain listings of personnel with access to test items maintained in LMS or in storage containers.

6.9.2. Some programs, including resident and online, may require proctored exams. When testing online, use an Online Proctor Service (OPS) as a testing option if available. OPS is an add-on feature compatible with most LMS's and does not require an appointment.

6.9.3. Students taking exams requiring proctors (other than OPS), students who use military computers, students stationed overseas or are suffering connectivity issues should consider using local proctors. Acceptable proctors for these students may include Test Control Officers (TCO), Education Services Officers (ESO) career counselors, base librarians, accredited colleges or commissioned officers who are not in the student's direct chain of command.

6.10. Disabilities, Accommodations, and Health Conditions.

6.10.1. The Eaker Center's goal is to ensure people with disabilities have equal access to Eaker facilities and educational programs. Directors should ensure faculty with disabilities have reasonable accommodations to develop and deliver curriculum. Each program coordinator should advertise the organization's availability to assist students with reasonable accommodations to complete Eaker Center resident and distance learning programs.

6.10.2.   The program coordinator should encourage potential students to identify any impairments that may impede learning at least 30 days prior to class and work with students,

their supervisors, and the civilian personnel office to determine equipment and services needed to facilitate students.   Program coordinators will work with students who experience health conditions or require medical leave after entering a program.   The Computer/Electronics Accommodations Program (CAP) website provides valuable information for assisting learners with disabilities.

Chapter 7
STUDENT RIGHTS, RESPONSIBILITIES, AND GRIEVANCES

7.1. Purpose.

7.1.1. Described is the Eaker Center's policy regarding student rights, responsibilities, complaints, and grievances that comply with federal requirements and/or best practices in higher education. The Eaker Center's authority related to student rights, responsibilities, and grievances extends to all programs and organizations within the Center. The rights, responsibilities and processes described in this policy do not replace or supersede procedures provided for actions under the Uniform Code of Military Justice (UCMJ), or disciplinary or administrative actions provided for in other DoD directives, or instructional documents published by the DAF or AETC. The term "student" refers to any individuals enrolled in any Eaker Center program per this instruction.

7.1.2. The intent of this directive is to ensure Eaker Center personnel properly address students' academic grievances resulting from actions of faculty, administration or other students. This resolution should be achieved at the lowest level and in the most equitable way possible. The burden of proof rests with the student complainant who is filing the academic grievance against the faculty/administrator respondent. This grievance policy will be posted on each school's website, in student orientation material, and on electronic or physical bulletin boards and social media platforms viewed by students.

7.2. Roles and Responsibilities.

7.2.1. The faculty member of the student, who believes the student has an academic grievance, has the responsibility to address the grievance or to elevate the grievance to the first level in the chain of command with a recommendation. The student who believes he or she has been aggrieved should first seek resolution by discussing the issue with the faculty or administrator involved. If the student prefers not to discuss the matter with the faculty member involved, the student should begin at the next level within the chain of command. If not resolved, the student should continue to the next highest level up to the EAKER/CC. Note: The EAKER/EA is the administrator designated to oversee, manage, report and file written complaints and grievances for the Eaker Center.

7.2.2. A complaint is defined as a formal written submission by a student related to a grievance against a school, a program, person or the Eaker Center. All grievances received by Eaker Center personnel should be addressed or elevated to the next level within 2 academic days of receipt. All grievances, whether resolved or unresolved, will be summarized in writing and forwarded to the EAKER/EA and EAKER/CC for review. To pursue a formal complaint, students must notify the appropriate level in the chain of command, in writing, using the AU Student Complaint/Grievance Application (found here) in accordance with the guidance established by the policy.

7.2.2.1. Formal written complaints must be submitted within one month of the action occurring or matter in question.

7.2.2.2. Students may choose to submit complaints through the AU/IG but are encouraged to work within the Eaker Center to resolve academic program related issues.

7.2.2.3. Directors/Commandants are responsible for answering all complaints or grievances originating within their schools. Students may appeal decisions to the EAKER/CC.

7.2.3. Documentation of formal written complaints and grievances are forwarded to AU/A3 or AU/OAA. Upon review and recommendations, the EAKER/EA files written complaints and grievances for 5 years and submits copies to the AU Registrar for permanent disposition.

7.2.4. Students enrolled in Eaker Center programs are afforded certain rights that enhance the educational environment and support learning effectiveness including, but not limited to:

7.2.4.1. Freedom from discrimination based on race, gender, color, religion, sexual orientation, age, and national origin.

7.2.4.2. Freedom to engage in intellectual discourse and scholarship.

7.2.4.3. Freedom to submit formal written complaints on Eaker Center policies, procedures or actions through the Eaker Center chain of command.

7.2.4.4. Access to due process in accordance with AFI 90-301, *Inspector General Complaints Resolution*, and applicable DoD and AF Instructions.

7.2.5. Faculty will hold students enrolled in Eaker Center programs accountable for:

7.2.5.1. Respecting the opinions and rights of other students.

7.2.5.2. Adequately preparing for each class.

7.2.5.3. Complying with AU and Eaker Center integrity policies.

7.2.6. Disciplinary issues and professional conduct issues must be adjudicated through the appropriate disciplinary or legal processes rather than through the academic complaint and grievance processes.

CHAPTER 8
CURRICULUM PLANNING, EVALUATION, AND REPORTING PROCESSES

8.1. Purpose. DoDI 1322.35, Volume I, *Military Education: Program Management and Administration* and AUI 36-2602 require schools to assess, document, and report how well programs have achieved their outcomes. The purpose of the curriculum development policy is to ensure Eaker Center Directors/Commandants, program managers, course directors (CD) and faculty/staff members have guidance necessary for efficient and effective development, execution, assessment, and reporting of high-quality and rigorous curriculum. This policy is also to ensure the orderly implementation of instructional systems design (ISD) in order to inform data driven decisions for improving academic programs, faculty development, and/or execution policy and provide AU the evidence of such through the Commanders Mission Analysis and Review Process.

8.2. Roles and Responsibilities.

8.2.1. EAKER/CC: While the Eaker Center Commander is responsible for ensuring curriculum is aligned with AU and other accrediting agencies, with responsibility for all members who oversee and deliver content, all course functional requirements are received from functional communities in coordination with the Eaker Dean, who subsequently guides the educational effort.

8.2.2. Eaker Center Directors/Commandants: Ensure school faculty have the resources and appropriate authority to fulfill curriculum lifecycle management. Ensure Directors/Commandants coordinate with functional communities, as required, to validate content biennially, or sooner if major changes are required. CDs will notify EAKER/EA via email when complete.

8.2.3. EAKER/EA: The Eaker Dean ensures Eaker Center programs comply with AU Policy as well as for translating functional requirements into educational units with appropriate objectives, content, and evaluations. The EAKER Dean provides guidance necessary for curriculum lifecycle management.

8.2.4. Course Directors/Instructors: Provide course lifecycle management and continuous process improvement for improving student learning. See Attachment 11 for more information on the course lifecycle management process.

Chapter 9
COMMANDER'S MISSION ANALYSIS AND REVIEW (CMAR)

9.1. Purpose. To support ongoing interrelated planning and evaluation by incorporating a systematic and well-documented annual review of Eaker's programs and services to AU. This review allows leadership at all levels to ensure goals and outcomes are consistent with the mission, determine if program outcomes are met, and to what extent, Eaker's effective mission accomplishment, as well as provides empirical data to enhance decision-making and result in continuous improvement.

9.2. Roles and Responsibilities.

9.2.1. EAKER/CC is the process owner and responsible to DoD, HAF/A1, AETC, and AU for educational mission performance. The commander reviews and approves schools' CMAR responses prior to submission to AU.

9.2.2. Commandants/Directors ensure compliance with CMAR guidelines as provided by EAKER/EAE in coordination with AU and EAKER/EA.

9.2.3. Eaker Center's Chief of Evaluations (EAE) ensures CMAR responses are adequately documented and supported prior to forwarding to the commander for approval.

9.2.4. Course Directors coordinate directly with EAKER/EAE to ensure they understand all required documentation and artifacts, using the handbook linked below.

Note: The EOC summary report is integral to successfully completing the annual CMAR requirement. AUI 36-2602, and Chapter 9, provides additional guidelines.

Note: Review the handbook for more information on CMAR: CMAR Handbook.docx

Chapter 10
EAKER CENTER AWARDS AND RECOGNITION

10.1. Purpose. Establishes nomination and selection criteria for Eaker Center and AU-level awards and recognition. This policy outlines procedures for Eaker Center's recognition programs and correlates to AUI 36-2602, Chapter 14. Supervisors and Directors/Commandants are encouraged to provide deserving personnel both formal and informal recognition for outstanding accomplishments throughout the year. Specifically, Directors/Commandants are highly encouraged to use the formal recognition programs to properly recognize the "best of the best." Directors/Commandants are also strongly encouraged to recognize guest lecturers who have made significant and long-lasting contributions to the Eaker Center's mission.

10.2. Roles and Responsibilities. Directors/Commandants have responsibilities in administering the program by nominating members during the prescribed quarters and annual awards. Senior NCOs and officers have a responsibility to serve as board members for Air University and Eaker Center award boards.

10.3. Eligibility. All qualified Eaker Center military and civilian personnel are eligible for awards within their respective categories.

10.3.1. For annual awards, members must have been assigned or attached to the Eaker Center for at least 6 months of the award period. For quarterly awards, members must have been assigned or attached to the Eaker Center for at least 2 months of the award period.

10.3.2. While contractors are essential to the execution of our mission, both contracting and legal requirements prevent the direct recognition of individual contractors. However, all supervisors are encouraged to recognize outstanding individual contractor performance by providing feedback to the contractor through the Contracting Officer's Representative (COR).

10.4. Recognition. The Eaker Center command section will present award winners with a commensurate and authorized award. Supervisors will approve the timing and duration of all passes and time-off awards based on mission requirements. Military passes must be utilized IAW DAFI 36-3003, *Military Leave Program,* and civilian time-off awards must comply with DODI1400.25V451_DAFI36-1004, *Civilian Recognition Program.*

10.5. Quarterly and Annual Awards.

10.5.1. Purpose. The purpose of quarterly and annual awards is to recognize outstanding performance by assigned personnel. Recognition of superior performance can foster morale and esprit-de-corps, encourage higher productivity, and increase unit pride.

10.5.2. The Eaker Center quarterly and annual awards program will follow the guidance set forth in the AU Awards Guide (upon publication)*,* and as noted below:

10.5.2.1. Each Director/Commandant may only nominate one person in each category.

10.5.2.2. Quarterly and annual award winners can be nominated for sequential awards.

10.5.2.3. The board members for officers and civilians should be chaired by the EAKER/CD with two additional Directors/Commandants. The EAKER/CD may delegate this responsibility. If possible, board members should not be from the same school as any of the nominees.

10.5.2.4.   An Eaker Center senior enlisted member will select three appropriate board members for enlisted nominations. If possible, board members should not be from the same school/directorate as any of the nominees.

10.5.2.5.   EAKER/CC will grant quarterly award winners a 1-day pass (military personnel) or 8-hour time-off award (civilian personnel). Annual award winners will receive a 2-day pass (military personnel) or a 16-hour time-off award (civilian personnel).

10.6. *Eaker Center Faculty and Staff Awards*. The purpose of the Eaker Center faculty and staff awards is to recognize outstanding performance in the execution of the Center's education mission. There are five total annual awards in this category that recognize superior performance in the areas of education, leadership, teaching, support, and research.

10.6.1. Eaker Center Educator of the Year Award

10.6.1.1. Eligibility. The Eaker Center Educator of the Year Award recognizes individual faculty members who have made outstanding contributions to AETC's educational mission during the previous AU academic year. An educator is generally recognized as the subject matter expert who develops or teaches formal educational courses or composes research and educational publications. Personnel whose primary roles are supervision of those engaged in educational functions; conversion of materials into alternate means of delivery; or teaching or preparing in-house training type courses or administration are not eligible for this award.

10.6.1.2.   Each school or directorate may nominate one qualified individual in each sub-category (enlisted, officer and civilian). Because the winning package at the Eaker Center level may be forwarded to compete at the AU level, nominators should reference AUI 36-2602 for nomination package requirements to include format and length; however, only the form 1206 is required for school-level nominations internal to the Eaker Center. The respective schools with Center-level winners will complete the remainder of the package requirements for AU submission. Eaker Center School Directors submit internal nominations to the Eaker Center Command Section no later than the last Friday in September (or as directed). The winning packages will then be forwarded to AU for AU-level competition per AU directed timelines.

10.6.2. Eaker Center Award for Leadership.

10.6.2.1. This award is presented to the Eaker Center faculty and/or staff members who have most closely met the ideal characteristics of a leader in the previous calendar year. There are three separate categories: (1) officer, (2) enlisted, and (3) civilian.

10.6.2.2. Eligibility. Nominees should demonstrate those attributes of leadership that inspire faculty, students, and/or staff to excel. The recipients should be role models, demonstrating high ethical standards, professional competence and a strict adherence to the DAF core values; they should exhibit continuing devotion to personal growth and contribute to the mentoring and career development of their subordinates and others; and they should have a clear vision of their respective material and projects under their tutelage and the personal drive to inspire faculty, students and/or staff to new levels of understanding and competency, as well as have the imagination and vision to create and inspire innovative and transformative efforts that have significant DAF and/or AETC, AU, Eaker, and school mission impact.

10.6.3. Eaker Center Award for Teaching Excellence.

10.6.3.1. This award is presented to the Eaker Center faculty members who have excelled in classroom teaching, facilitated distance learning, and/or curriculum development during the previous calendar year. There are three separate categories: (1) officer, (2) enlisted, and (3) civilian.

10.6.3.2. Eligibility. Nominees should have demonstrated outstanding skill in meeting lesson and course objectives through instruction in the classroom or distance learning setting and made significant contributions to enhancement their respective school's curriculum.

10.6.4. Eaker Center Award for Outstanding Support Services.

10.6.4.1. This award is presented to the Eaker Center staff members who have excelled in their service to the Eaker Center's education mission during the previous calendar year. There are four separate categories: (1) officer, (2) enlisted, and two civilian categories of (3) GS 6-11 and (4) GS 12-14.

10.6.4.2. Eligibility. Nominees should have made significant contributions through exceptional institutional service and administrative support of AU and the Eaker Center's educational missions.

10.6.5. Eaker Center Award for Research Excellence.

10.6.5.1. This award is presented to the Eaker Center faculty or staff members who have excelled in academic scholarship beyond teaching. There are three categories: (1) officer, (2) enlisted, and (3) civilian.

10.6.5.2. Eligibility. Nominees should have demonstrated outstanding skill in research and the communication of those results. The award is designed to recognize those individuals, regardless of academic degree and specialty, that best conducted research/scholarship through a systematic basis to solve problems and contribute to the body of knowledge within their areas of expertise. While the nomination should include the publication of significant works such as books, book chapters, and journal articles, the focus should be on the value and lasting impact of the individual and their research, regardless of the exact manner in which the research findings are communicated (although this is a valid consideration for both value and impact).

10.6.6. Administrative Requirements. Most awards are based on applicable guidance. The Eaker Center Educator of the Year Award is based on the AU Academic Year (AY) calendar.

10.6.7. Board members. The Eaker Center Command Section will form award board members of at least three panel members that include members from the Eaker Center leadership as well as authoritative military and civilian members from other AU organizations (or as directed by the EAKER/CD).

10.6.8. Recognition. EAKER/CC will grant award winners a 2-day pass (military personnel) or a 16-hour time-off award (civilian).

10.7. Physical Fitness Recognition.

10.7.1. Purpose. The purpose of the Eaker Center's Physical Fitness Recognition Program is to recognize military members for improvement or achievement on their DAF Physical Fitness Assessment (PFA).

10.7.2. General. This program only applies to military members. A member who qualifies for one of the categories will receive recognition and a corresponding pass for time off from the EAKER/CC. A member can only qualify for one award/pass per PFA.

10.7.3. Award Submission. Each school or directorate may nominate all qualified individuals through the Unit Fitness Program Manager (UFPM). While there is no standard format, it is up to each school/directorate to ensure that the UFPM receives the nominees' names and PFA scores (for further submission to the EAKER/CC office). Submissions are due the first Friday of every month in April, July, October, and January (the first Friday following the end of a CY Ql-Q4).

10.7.4. The two categories of Physical Fitness Awards are:

10.7.4.1. Physical Fitness Improvement. The member must have improved their PFA score 10 or more points from their previous test. The member must have tested in all categories and have a passing score. Members will receive a certificate and 1-day pass.

10.7.4.2. Physical Fitness Excellence. The member must have scored in the 'Excellent' category on their PFA. The member must have tested in all categories. Members will receive a certificate and 1-day pass. Note: Member can only receive a single 1-day pass and not both.

10.8. The Eaker Center Servant Leader Award.

10.8.1. The Servant Leader Award is intended to recognize the unsung heroes that continually give of themselves for the express benefit of others. The award is given out monthly at a fitting ceremony of the EAKER/CC's choosing.

10.8.2. Nominating Procedure. Any Eaker Center member (military, civilian or contractor) may nominate any other Eaker Center member. The nominator will send a short, informal e-mail (in 3 to 5 sentences) to EAKERCENTER.CCE.EakerAwards@us.af.mil and the Eaker executive staff. The nominator should describe how the nominee helped someone else succeed or describe a selfless act regardless of how small the act. Nominations should be sent as designated by the executive staff.

10.8.3. The EAKER/CD will select a winner and forward to EAKER/CC for final approval. Winners will receive a certificate from the Commander.

10.9. The Eaker Medallion.

10.9.1. The medallion is used to recognize an individual's noteworthy and long-term contributions to the Eaker Center. The Eaker Center Medallion is a bronze, serialized medallion with a walnut display stand. Guest lecturers or adjunct faculty whose contributions to the Eaker Center have been worthy of special recognition are eligible for the medallion. The individual must have spoken to Eaker Center courses a minimum of 10 times extending over at least a 3-year period. Eaker Center personnel who have made significant contributions to the Eaker Center mission are eligible upon their departure. In rare circumstances, AU personnel who have made significant contributions to the Eaker Center mission may be eligible to receive the medallion upon their departure from AU.

10.9.2. The nominating Director/Commandant will determine eligibility and forward the request to the Eaker Center/CC. Note: EAKER/CC is the final approval authority.

10.10. CADP Awards.

10.10.1. For the CADP, students can earn a variety of awards. Awards will be conferred for both achievement during a single term and achievement throughout the entire program. Conferred CADP awards and the criteria for earning them are as follows:

10.10.1.1. The Leadership Award (Term) is presented to a student in each class (section) to recognize student achievement. Award criteria are based on a combination of overall academic performance and contributions to the class. Student grades will account for 60% and student contributions (voted on by the students) will account for 40% of a person's score for this award.

10.10.1.2. The Leadership Award (Program) is presented to a student in each section to recognize sustained student achievement. Award criteria are based on a combination of overall academic performance and contributions to each class over the entire program. To be considered for this award, students must have been selected previously for a Leadership Award (term), had no examples of plagiarism or received a grade of lower than a "C" for any course. The student with the most term Leadership Awards will be recognized. In the event of a tie, grades will be used to determine the winner.

10.10.2. The Writing Award (Program) is presented to a student at the end of the program to recognize their contributions towards writing excellence. Award criteria will be major papers in multiple classes. Note: Faculty will inform students if papers in a course will count toward this award. The student with the highest average among qualifying papers will be recognized.

10.10.3. The Peer Award (Program) is presented to a student in each section to recognize sustained student achievement. Award criteria is based on peer feedback that considers student contributions over the entire program. This award will be presented to the student that received the most peer votes.

10.11. Eaker Center-Sponsored Air War College (AWC) Professional Studies Paper (PSP) Awards.

10.11.1. The AWC PSP Award is the first of its kind relating to professional development and leadership presented to an AWC student. The Professional Development award is awarded to the student whose paper most significantly contributes to a better understanding of or expands knowledge relating to professional development, continuing education, and/or the profession of arms. This award is sponsored by the Commanders' Professional Development School's (CPDS) Leader Development Course for Squadron Command (LDC).

10.11.2. The Leader Development and Leadership award is awarded to the student whose paper most significantly contributes to leader development and/or leadership in general.

Chapter 11
SECURITY PROCEDURES

11.1. Purpose. The Eaker Center Security Management (SM) program is responsible for overseeing Personnel Security, Information Security, Industrial Security, and the Insider Threat Program. The security management team is comprised of a primary security manager and security assistant(s). The primary security office for Eaker Center resides in the building of the primary security manager.

11.2. Roles and Responsibilities. Security is everyone's responsibility. Proper procedures and administrative requirements for all security-related matters are directed by DoDMAN5200.02 AFMAN16-1405, *Personnel Security Program Management*, DoDM5220.22V2 AFMAN16-1406V2, *Industrial Security Program Management*, DoDM5200.01V3 DAFMAN16-1404V1, V2, and V3, *Information Security Program Management*, DoD Manual 5200.02, *Procedures for the DoD Personnel Security Program,* DODD 5205.16, *DoD Insider Threat Program*, AU supplements, and any other pertinent security directives. Security incidents (perceived, actual, and/or deviations) must be reported to the Eaker Center Security Manager(s) immediately. Report any suspected attempt by unauthorized persons to gather intelligence data to the Department of the Air Force Office of Special Investigations (AFOSI) or Security Manager (SM) immediately.

11.3. Security Clearances and Access.

11.3.1. Clearances. The Eaker Center SM will assist faculty, staff, and students with initiating requests for new clearances or updates to existing clearances as required. The SM will monitor clearances and notify individuals of specific requirements on a recurring basis. All security clearance actions are time sensitive, and it is the members' responsibility to maintain contact with their designated security manager/assistant.

11.3.2. The Eaker Center SMs will pass clearance data to locations for faculty, staff, and students upon request, as needed through the Defense Information System for Security (DISS) as mission requires. The SM has up to 10 working days to verify and pass clearances.

11.4. Security of Auditorium and Classroom Procedures.

11.4.1. CPDS manages these documents/programs: custodian authorization/custody receipt listing (CA/CRL), communications security (COMSEC), classified equipment, telecommunications electronics material protected from emanating spurious transmissions (TEMPEST)/emission security (EMSEC) and serves as safe manager up to the Secret classification level. These programs are governed by AFI 23-101, *Materiel Management Policy*, AFSSI 7700, *Emissions Security*, AFSSI 7702, *EMSEC Countermeasures Review*, and AFSSI 7703, and AFI 16-1404/Military handbook 1013/1A/ISOO.

11.4.2. Access to all classified sessions is controlled by a combination of rosters, entry access listings (EAL), and personal recognition. All classified sessions will be coordinated with the Security Manager and the TEMPEST/EMSEC manager. Accreditation is, and shall remain, current for the distinguished visitor (DV) Lounge.

11.5. Procedures for the Secure Internet Protocol Router Network (SIPRNET), Classified Lessons, Briefings, Workshops, and Courses.

11.5.1. All auditoriums and classrooms are cleared for unclassified discussions and presentations up to the controlled classified information (CUI) level only. The DV lounge

(building 1404, room 268) is cleared up to the Secret classification level (with applied countermeasures). The following requirements must be met for all classified sessions:

11.5.1.1. The Eaker Center has one designated area for SIPRNET: the DV lounge, room 268. This includes classified discussion, secure video teleconference (SVTC), and Secure Internet Protocol Router (SIPR) laptop connection.

11.5.1.2. The EMSEC security team will ensure all aspects of the room are in compliance under certificate tracking number AETC-Maxwell-343/281 AFSSI 7700/7702/7703.

11.5.1.3. The host will contact the CPDS equipment custodian in to use equipment as specified in AFI 23-101, *Material Management Policy*.

11.5.1.4. Accreditation is required for classified use. Cisco server(s), laptop(s), and TACLANE key(s) (contact the EMSEC manager for equipment set-up/brief/video teleconferences) are in the DV lounge.

11.5.1.5. Coordination with the communications squadron is required prior to establishing a secure SVTC. The assigned CPDS security points of contact coordinate on behalf of Eaker.

11.5.1.6. A list of attendees will be sent through the SM to validate and provide clearance levels as specified in policy before each briefing,

11.5.1.7. A member collects cell phone/wireless communications/radio frequency or infrared wireless devices (per AFSSI 7702) along with the approved attendee list, provided by the unit security manager, directly outside the location/entrance.

11.5.1.8. Late entry/exit is not allowed while a classified session is in progress unless the presentation is stopped by the host, speaker, AV person or there is a declared emergency.

11.5.1.9. Place static noise devices outside points of entry/exit.

11.5.1.10. The briefer will discuss proper classified material handling procedures. Note: Eaker has no classified shredders or disposal systems and must use the LeMay Center (building 1400).

11.5.1.11. Ensure all classified equipment is accounted for and properly maintained by coordinating with and gaining approval by the custodian.

11.6. Destroying, Reproducing, and Faxing Classified Material. Eaker Center shredders are cleared for CUI but NOT destruction of classified material. The Eaker Center does NOT possess approved classified copy equipment nor approved classified fax equipment. Contact the SM(s) to arrange for destruction, transmission or reproduction of classified material.

11.7. Hand Carrying Classified Material. Classified material will not be removed from the unit without prior coordination with the SM. Courier Cards will be issued by the security manager.

11.8. Dispatching and Receiving Classified Accountable Mail. The Eaker Center SM is responsible for receiving and safeguarding all incoming and outgoing accountable mail. There is one approved safe in Eaker (building 1404, room 260) cleared for storing up to Secret material.

11.9. Traveling Outside the Continental United States (CONUS). All DoD employees, who are travelling outside of the CONUS are required to coordinate with the Eaker Center Security Manager.

FRANK SHIFFLETT, Colonel, USAF
Commander

Attachment 1
GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION

References

AETCI 36-2651, *Basic Military and Technical Training*

AFI 23-101, *Materiel Management Policy*

AFI 35-101, *Public Affairs Operations*

AFI 51-303, *Intellectual Property*

AFSSI 7700, *Emissions Security*

AFSSI 7702, *EMSEC Countermeasures Review*

AFSSI 7703, and AFI 16-1404/Military handbook 1013/1A/ISOO AU-10, *Air University Catalog*

DAFI 33-322, *Records Management and Information Governance Program*

DAFI 36-116, *Civilian Faculty Personnel Management,* Air University Supplement

AUI 36-2602, *Command, Governance and Administration Policy*

DAFI 36-3003, *Military Leave Program*

DAFI 36-2909, *Air Force Professional Relationships and Conduct*

DoDI 1322.35, Volume I, *Military Education: Program Management and Administration*

DODI1400.25V451_DAFI36-1004, *Civilian Recognition Program*

DoDMAN5200.02 AFMAN16-1405, *Personnel Security Program Management*

DoDM5220.22V2 AFMAN16-1406V2, *Industrial Security Program Management*

DoDM5200.01V3 DAFMAN16-1404V1, V2, and V3, *Information Security Program Management* DoD Manual 5200.02, *Procedures for the DoD Personnel Security Program*

DODD 5205.16, *DoD Insider Threat Program*

Prescribed Forms
No prescribed forms

Adopted forms
AETC Form 620, *Academic Instructor Monitoring Checklist*

AU Form 6, *Student Complaint/Grievance Application*

AU Form 50, *Request to Create or Change a Concentration*

AU Form 51, *Air University Course Assessment*

AU Form 52, *Education and Training Course Announcement (ETCA) Worksheet*

AU Form 54, *Emerging Programmatic Initiatives for Change (EPIC) Worksheet*

Abbreviations and Acronyms

AD—Administratively Determined

ADC—Area Defense Counsel

AETC—Air Education and Training Command

AFCCC—Air Force Chaplain Corps College

AFI—Air Force Instruction

AFOSI—Air Force Office of Special Investigation

AFPC—Air Force Personnel Center

AFRIMS—Air Force Records Information Management System

AFSC—Air Force Specialty Code

AFSSI—Air Force Systems Security Instruction

AIC-Academic Instructor Course

APACS—Aircraft and Personnel Automated Clearance Guidance

AU—Air University

AU/A3—Air University Director of Operations

AU/CC-Air University Commander

AU/IG—Air University Inspector General

AU/JA—Air University Staff Judge Advocate

AUI----Air University Instruction

AWC—Air War College

AV—Audio Visual

AY—Academic Year

CAC—Common Access Card

CA/CRL—Custodian Authorization/Custody Receipt Listing

CAP—Computer/Electronics Accommodations Program

CADP—Civilian Associate Degree Program

CC—Commander

CCAF—Community College of the Air Force

CDE—Civilian Development Education

CI2—Continuous Improvement and Innovation

CLDS—Civilian Leadership Development School

CLO----Course Level Objective

CMAR—Commander Mission and Analysis Review

COMSEC—Communications Security

CONUS—Continental United States

COR—Contracting Officer's Representative

CPDS—Commanders Professional Development School

CSS—Commander Support Staff

CUI----Controlled Unclassified Information

DAF----Department of the Air Force

DAFH—Department of the Air Force Handbook

DAFI----Department of the Air Force Instruction

DDSC—Defense Decision Support Course

DFM—Defense Financial Management

DFM & CS—Defense Financial Management and Comptroller School

DFMC—Defense Financial Management Course

DISS—Defense Information System for Security

DL—Distance Learning

DoD—Department of Defense

DoDD —Department of Defense Directive

DoDI—Department of Defense Instruction

EAKER/CC—Eaker Center Commander

EAKER/CD—Eaker Deputy Commander

EAKER/COS—Eaker Center Chief of Staff (A-Staff)

EAKER/EA—Eaker Dean of Academic Affairs

EAKER/EAE—Eaker Chief of Evaluations

EAL—Entry Access Listing

EOC----End of Course

EPIC—Emerging Programmatic Initiatives for Change

ESO----Education Services Officer

ETCA—Education and Training Course Announcement

FM—Financial Management

FSA—First Sergeant Academy

FSPDS—Force Support Professional Development School

GPA—Grade Point Average

HRPP—Human Research Protection Program

IAW—In Accordance With

IPE—Institutional Planning and Effectiveness

ISD—Instructional System Development

ISOPREP—Isolated Personnel Report

IST—In-service training

IT—Information technology

LDC—Leadership Development Course

LEMAY CTR/PA—LeMay Center Office of Public Affairs

LMS----Learning Management System

MAJCOM—Major Command

MSFRIC—Muir S. Fairchild Research Information Center (name changed to AU Library)

OPS—Online Proctor Service

PCE—Professional Continuing Education

PFMC—Professional Financial Management Course

PFA—Physical Fitness Assessment

PLO----Program Learning Outcome

POC—Point of Contact

PPG—Policies, Procedures and Guidelines

PSP—Professional Studies Paper

SACSCOC—Southern Association of Colleges and Schools, Commission on Colleges

SCI— Sensitive Compartmented Information

SCIF—Sensitive Compartmented Information Facility

SIPRNET—Secure Internet Protocol Router Network

SME—Subject Matter Expert

SMO—Security Management Office

SVTV—Secure Video Teleconference

TCO—Test Control Officer

TDY—Temporary Duty Travel

TEMPEST—Telecommunications Electronics Material Protected from Emanating Spurious Transmissions

TLC—Teaching and Learning Center

UCMJ—Uniform Code of Military Justice

UFPM—Unit Fitness Program Manager

Attachment 2
INSTRUCTIONS FOR COMPLETING AETC FORM 620

Figure A2.1. Completing AETC Form 620.

ITEM	ENTRY INFORMATION
DATE	Enter the date of instruction; for example, 30 May 2019.
NAME OF INSTRUCTOR	Enter the name of the person being evaluated. Be sure to include the person's middle initial.
GRADE	Enter the grade of the person being evaluated; for example, O5, E8, or GS12.
COURSE	Enter the title of the course. Note, this is the title of the course, not the tile of the lesson being taught.
TIME STARTED	Enter the actual time the person being evaluated began the lesson.
TIME COMPLETED	Enter the actual time the person being evaluated completed the lesson.
NAME OF EVALUATOR/MONITOR	Enter the name of the person conducting the evaluation. Be sure to include the person's middle initial.
GRADE	Enter the grade of the person conducting the evaluation; for example, O5, E8, or GS12.
SUBJECT/HOURS	Enter the title of the lesson as it appears on the lesson plan being used by the person being evaluated. Include the time allocated for this lesson as it appears in the lesson plan. Note: the time allotted should be the same in the lesson plan as it appears in the curriculum plan.
CHECK ONE	Check EVALUATION block. Note: All Eaker Center courses are for evaluations.
SECTION I: RATINGS	Place a check mark for each of the items evaluated in this section. If an item is not evaluated, check NA. If an item evaluated is not on the check list, write the item/items in blocks 14, 15 and 16 and rate them accordingly. Check marks should be placed in either E-Excellent, S-Satisfactory, NI-Needs Improvement, or NA-Not applicable. NOTE: Each item marked S or NI in this section requires a separate comment in section II explaining why the item is rated S or NI.
CONDITION OF TRAINING AREA	Was the training area organized in a way that facilitated student involvement? Was the training area neat, clean, comfortable, and free of distractions? Was the class location conducive to learning?
LESSON PREPARATION	Did the instructor clearly understand the lesson objectives? Did the instructor use a logical approach to the lesson? Was it evident that the instructor had researched appropriate material to support the lesson? Did the instructor anticipate difficulties students might have during the lesson? Was all necessary equipment needed to support lesson plan available and operational?
LESSON PLAN USE	Did the instructor use the lesson plan? Were all the objectives and main points covered? Was the instruction presented in the sequence suggested in the lesson plan? Did the instructor personalize the lesson with examples to facilitate discussion? Was the material in the lesson plan current?

INTRODUCTION	Did the instructor begin the lesson with a good attention and motivation step? Did the instructor provide an overview? Were the lesson objectives explained? Did the instructor communicate the value of the lesson?
INSTRUCTIONAL TECHNIQUES	Did the instructor use techniques that were most appropriate for the lesson being taught, i.e. role plays, simulations, guided discussion, cooperative group work, or lecture. Did the instructor use innovative ways to enhance learning? Were transitions used between topics? Did the instructor maintain positive class control?
COMMUNICATION SKILLS	Did the instructor speak clearly? Was there two-way communication between instructor and students? Did the instructor use eye contact, gestures, and movement? Did the instructor clearly define acronyms?
USE OF TRAINING AIDS	Did the instructor make effective use of training aids? Were the training aids relevant? Were the training aids well prepared? Were the training aids easy to read and understand? Did training aids support the overall lesson objective?
QUESTION/ANSWER TECHNIQUES	Did the instructor use a wide variety of questioning techniques to stimulate conversation? Did the instructor answer students' questions appropriately?
KNOWLEDGE	Did the instructor show mastery of material taught?
TIME MANAGEMENT	Did the lesson flow according to the lesson plan? Did the instructor remain within the timeline required in the lesson plan?
PERSONAL QUALITIES	Did the instructor present a professional appearance? Did the instructor establish rapport with the students? Did the instructor show concern for students' individual differences?
LESSON OBJECTIVES	Did the instructor cover all objectives and teaching points outlined in the lesson plan?
CONCLUSION SUMMARY	Did the instructor provide a comprehensive summary and re-motivation?
OTHER	As needed.
SECTION II: COMMENTS	Include comments in this section for any item rated S or NI in section I. There should be a separate comment in this section for each item rated S or NI. The comments should fully explain and clarify why the S or NI ratings were given. Include the item number rated S or NI along with comments. This section is only for items rated S or NI in section I. Do not place any other comments in this section.
SECTION III: OVERALL PERFORMANCE RATING	Check whether the overall performance was rated EXCELLENT, SATISFACTORY or NEEDS IMPROVEMENT. If the overall performance is rated NEEDS IMPROVEMENT, recommendations for improvement must be provided in section IV.
SECTION IV: RECOMMENDATION FOR IMPROVEMENT	If a person's overall performance is rated NEEDS IMPROVEMENT in section III, clearly defined recommendations must be included here in section IV. These recommendations should include a detailed list with timelines for what the person should do to improve their instructional skill.

SECTION V: SUPERVISOR COORDINATION	Signature of evaluator and instructor are required in section V. Initial and final reviewing officer's signature are not required.
SECTION VI: FOLLOW-UP EVALUATION	If a person's overall performance was rated NEEDS IMPROVEMENT in section III, a follow up evaluation must be conducted and documented in section VI. If the follow-up evaluation shows no improvement, the evaluator should consult with the Dean of Academic Affairs for further actions. Date and signature of evaluator and the date and signature of the person being re-evaluated are required in section VI. Initial and final reviewing officer's signatures are not required.

Attachment 3
SUGGESTED TEACHING COMPETENCIES

A.3.1. This attachment provides four separate listings of teaching and/or administrative competencies. These lists may be useful for faculty preparing to conduct, observe, or evaluate instruction. To use these lists, identify either the instructional methods or category of teaching/administrative behavior. If you are interested in conducting, observing or evaluating a given method of instruction, use the first list of competencies. If you are interested in a specific teaching behavior without regard to the method of instruction, consult the second comprehensive list of teachings competencies. The third list may be useful for faculty in nonteaching (e.g., curriculum development, evaluating, etc.) roles. The fourth list is a summary of general competencies.

Figure A3.1. Teacher Competencies by Method.

LIST 1: TEACHER COMPETENCIES BY METHOD

One or more letters in parentheses follow each of the teaching competencies in this list. These letters refer to the methods of instruction illustrated below:

L - Lecture

D – Guided Discussion

TI – Teaching Interview

DP – Demonstration-performance

CS – Case Study

R – Role Play

Some competencies apply to all methods of instruction. For these competencies, the word All appears in parentheses.

Expands and discusses student responses. (D/CS/R)

Demonstrates a good working knowledge of subject matter. (ALL)

Uses various instructional methodologies and techniques to present subject matter that encourages student participation. (ALL)

Gives well-defined instructions to students and establishes clearly defined educational objectives. (ALL)

Plans, develops, organizes, and implements a system for effective classroom management. (D/TI/DP/CS/R)

Is situationally consistent and empathetic in the treatment of students. (D/TI/DP/CS/R)

Practices good human relations. Stimulates feedback interchange to develop new association patterns of knowledge and experience. (ALL)

Exhibits overall positive and enthusiastic approach to teaching and learning. (ALL)

Demonstrates a variety of instructional skills to enhance learning. (ALL)

Develops and demonstrates problem-solving skills. (D/DP/CS/R)

Uses a variety of appropriate resources and materials. (ALL)

Provides learning experiences that enable students to transfer principles and generalizations to situations within their functional area. (ALL)

Uses a variety of verbal and nonverbal communication skills with students. (ALL)

Motivates students to ask questions to stimulate learning. (D/TI/DP/CS)

Uses questions that lead students to remember, understand, apply, analyze, evaluate, create, and think critically. (D/R/CS/TI)

Accepts varied student viewpoints and/or asks students to extend or elaborate on answers provided or ideas expressed. (D/TI/CS)

Demonstrates proper listening skills. (D/TI/DP/CS/R)

Provides feedback to learners on their cognitive performance. (D/DP/CS/R)

Uses positive reinforcement to enhance student learning. (D/TI/DP/CS/R)

Assists students in discovering and correcting errors/inaccuracies. (D/P/CS/R)

Develops student feedback/evaluation and self-evaluation skills and engages in additional instruction, as required. (D/TI/DP/CS/R)

Maintains effective eye contact with students. (ALL)

Movements are usually integrated with content and appropriate for method of instruction. (ALL)

Uses natural and spontaneous gestures appropriately timed to emphasize content. (ALL)

Uses natural (voice) force, pitch, rate, and emphasis appropriate for educational setting and varies as needed. (ALL)

Uses correct words, pronunciation, and grammar. (ALL)

Gains and maintains student attention while relating to the subject. (ALL)

Indicates to students the sequences of lesson development and previews lesson content. (ALL)

Reviews material to aid retention and lesson conclusions. (ALL)

Clearly explains assignments and states expectations. (ALL)

Leaves students with a sense of completion appropriate for the topic. (ALL)

Develops high and consistent standards and means of evaluation/appraisal. (ALL)

Does not become emotionally involved with students, thereby losing effectiveness of teaching strategy. (ALL)

Responds concisely and accurately to student questions. Offers support for personal opinions and/or alternatives for finding answers. (ALL)

Tactfully redirects class discussions by using interim summaries and spontaneous questions when necessary. (D/CS /R)

Figure A3.2. Comprehensive Teaching Competencies.

LIST 2: COMPREHENSIVE TEACHING COMPETENCIES

The following list separates competencies into specific categories. Many of the competencies appearing in this list are similar to those from the previous list. Other contemporary statements below represent detail elements of the generic competencies in List 1.

Knowledge of Subject Matter

Makes no errors that would indicate a lack of knowledge of subject matter taught. Content based on solid research.

Uses up-to-date, sufficiently detailed, relevant and timely information.

Develops objectives (knowledge, abilities, skills, attitudes and values) directly related to subject matter.

Presents subject matter at more than one cognitive, affective or performance level.

Presents information in a logical sequence.

Techniques of Instruction

Instruction is appropriate for the needs and abilities of the learners.

Provides learners sufficient opportunity to practice lesson objectives.

Provides learners the opportunity to participate in two or more activities that require more than passive listening.

Personalizes lesson by drawing upon student's own experience or by providing relevant examples.

Presents information in a logical sequence.

Uses well selected instructional aides and skillfully uses them at appropriate times in the lesson.

Uses instructional materials that are appropriate for the learning objectives.

Uses well selected supplemental materials and uses them when required.

Encourages student initiatives to engage in independent inquiry and to search for available resource materials.

Ensures the pace of instruction is suitable for the class (not too slow that it drags, not too fast that the class is lost).

Emphasizes major points of potential areas of difficulty by using verbal and/or nonverbal cues and/or by repetition.

Uses examples and/or demonstrations to illustrate lesson content.

Attempts to clarify confusion when it occurs.

Recognizes students who contribute to the learning process.

Seeks comments, questions, examples, demonstrations, and other contributions are sought from an honest throughout the lesson.

Monitors levels of learning where appropriate.

Allows learners evaluate their own and/or each other's performance.

Communicates expectations about learner performance at the beginning of all learning activities.

Provides learners with specific feedback about inadequate performance.

Provides learners with specific feedback about adequate performance.

Provide learners with suggestions for improving performance.

Classroom Management

Begins instructional activities promptly.

Accomplishes lesson objective(s) with no unnecessary digression.

Fits instructional activities in the allocated time.

Implements clear and concise procedural direction necessary (e.g., who, what, where, how and why).

Ensures necessary materials are on hand and ready to use.

Seeks active involvement from learners to enhance the educational process.

Uses verbal and nonverbal techniques to redirect learners where appropriate.

Uses verbal techniques are used to redirect learners where appropriate.

Effectively communicates expectations regarding student behavior.

Makes reasonable student assignments and ensures enough time is allowed for completion.

Arranges conference hours for students who appear to be having problems.

Teacher-Student Relationship

Provides learners opportunities to participate in class activities.

Encourages learners who respond poorly or who have difficulty.

Seeks involvement from learners who appear reluctant to actively participate.

Recognizes learners who exhibit specific performances.

Demonstrates fairness and impartiality when dealing with learners.

Demonstrates patience/empathy/understanding when learners respond poorly or have difficulty.

Comments to or about learners without using demeaning sarcasm and personal ridicule.

Establishes a climate of courtesy and respect.

Communicates an enthusiasm for teaching, learning and the subject being taught.

States the importance of topics and provides relevance.

Demonstrates warmth and enthusiasm using a positive tone of voice and eye contact that accompany verbal interactions with learners.

Figure A3.3. Educational Development and Administration

LIST 3: EDUCATIONAL DEVEOPMENT AND ADMINISTRATION

This list is divided into two areas germane to faculty in nonteaching roles. Although there is no requirement to evaluate nonteaching faculty, schools are encouraged to develop a viable evaluation system for them. This list of competency statements may serve as a basis for such a system.

Planning, Teaching, Materials/Equipment, and Evaluation

Plans units of instruction.

Plans instruction at a variety of cognitive and affective levels.

Can state student outcomes and/or student course objectives in behavioral terms (behavioral objectives) (cognitive and effective).

Has realistic expectations for the learning process and student readiness for learning.

Gathers, organizes and evaluates pertinent information about students for effective instruction.

Keeps informed of current professional subject area literature and available curricular learning materials/resources.

Knows how to select (or construct), organize and use appropriate instructional materials and equipment to facilitate learning activities.

Uses criteria and effective procedures for determining student achievement of learning objectives.

Selects/develops appropriate assessment techniques and instruments for instructional activities.

Collects, quantifies and interprets data from appropriate assessment instruments.

Maintains evaluation records.

Engages in professional development by obtaining and analyzing evaluative information concerning the effectiveness of instruction.

Uses information about the effectiveness of instruction to revise with possible curriculum modifications.

Relates to accountability issues concerning responsibilities to students, administration and the instructional process.

Professional Standard

Accepts responsibility.

Cooperates with others (teachers, administrators, support staff, etc.) in planning and teaching.

Acts as an appropriate model in terms of ethics, attitudes and values.

Attends and/or participates in meetings.

Understands and follows school policies, procedures, and professional conduct standards.

Figure A3.4. Summary of Teaching Competencies.

LIST 4: SUMMARY OF TEACHING COMPETENCIES

The following list is a summary of general competencies for faculty observation/evaluation.

Clearly communicates lesson intent and assures student attainment of objectives.

Stimulates student interest. Inspiring and seldom dull.

Is well-informed; presents wide knowledge of subject matter presented.

Highly interested and enthusiastic about subject matter presented.

Creates effective learning atmosphere. Shows a positive interest and friendliness.

Is self-confident regarding ability to teach.

Actively involves class in learning activities (discussion, etc.).

Asks clear, pertinent questions distributed evenly among students.

Ensures quantity/quality of handouts are appropriate to instruction.

Ensures quantity/quality of visual aids are appropriate to instruction.

Demonstrates instructional flexibility (methodological fluidity).

Demonstrates knowledge of student needs, interest and individual optimal learning conditions.

Demonstrates concern with total purpose of lesson (period of instruction).

Ensures lesson plans conform to standard format found in Eaker Center Instruction.

Can write specific, measurable objectives and is able to apply taxonomic classifications to educational objectives.

Can organize objectives in a logical order.

Can write test items, which meet the standards of clarity and direction.

Assesses periodically his/her portion of the curriculum considering changing Department of the Air Force and functional needs to ensure content relevance.

Demonstrates that effective teaching facilitates student learning.

Maintains a learner-centered philosophy and a commitment to the systems approach (ISD).

Attachment 4
ONLINE EVALUATION FORM

Figure A4.1. Online Evaluation Form.

SECTION I: IDENTIFICATION				
FACULTY NAME:				
COURSE TITLE:				
EVALUATOR NAME:				
DATE OF REVIEW:				
INSTRUCTIONS: Check each item in sections II through V as E-Excellent, S-Satisfactory, NI- Needs Improvement, or NA – Not Applicable. Please include comments in section VI that summarizes the overall evaluation. Ratings of "Satisfactory" and "Needs Improvement" require written recommended actions in section 6. The evaluator and instructor must sign in section VII.				
SECTION II. INSTRUCTIONAL DESIGN ELEMENTS				
AUDIENCE ANALYSIS				
ITEM	E	S	NI	NA
Prerequisites are clearly stated.				
Any skills needed are addressed. Students are asked about current proficiencies, especially regarding computer skills.				
Current knowledge level of students is assessed as appropriate for the course.				
Orientation to technology is provided.				
COURSE GOALS/OBJECTIVES				
ITEM	E	S	NI	NA
Course goals are clear and appropriate.				
Objectives are clear, behavioral, measurable, and are appropriate to course goals.				
INSTRUCTIONAL ACTIVITIES				
Utilizes active learning strategies that engage the student and appeal to different learning styles.				
Learning activities are linked to course objectives.				
Content is organized by modules, units, lessons, or other meaningful architecture.				
Course strives to create a "Community of Learners" through interaction.				
All content adheres to current copyright law.				
STUDENT AND COURSE EVALUATION				
ITEM	E	S	NI	NA
Formative evaluation is provided to students through ongoing feedback (emails, gradebook, announcements, and discussion boards).				
Summative evaluations are clearly described.				
Evaluations are linked to objectives.				
Rubrics are used for assignments.				
TEACHING STRATEGIES				

ITEM	E	S	NI	NA
Instructor assumes a facilitator role.				
Instructions for assignments are clear.				
Syllabus is online and complete. The syllabus includes course expectations, goals & objectives, grading criteria, and course policies.				
Support for student questions is provided (Examples: instructor contact information, FAQs, discussion board for questions).				

SECTION III. INTERACTION AND FEEDBACK

INTERACTION BETWEEN LEARNERS

ITEM	E	S	NI	NA
The course includes discussion boards and/or chat groups.				
Group activities are used.				
Emails are encouraged.				

INTERACTION BETWEEN LEARNERS AND INSTRUCTOR

ITEM	E	S	NI	NA
Instructor conveys policy on answering emails (i.e. how soon students can expect a response, etc.).				
Instructor communicates how he/she will give feedback, including frequency of feedback on discussion forums, assignments, etc.				
Instructor publishes office hours and contact information.				
Feedback is evident through announcement, emails, discussion posting, or other means.				
Instructor feedback is evident, following the guidelines set by the instructor.				
Instructor "personalizes" course for students (emails, using name, and friendly tone).				

INTERACTION BETWEEN LEARNERS AND INSTRUCTIONAL MATERIALS

ITEM	E	S	NI	NA
Students are provided the opportunity to collaborate with other students through group work or other means.				
Students receive orientation to practice posting in discussion forum, submitting to drop box, taking online exam, and using any other type of technology that will be utilized during the course.				
Resources for completing course activities are provided.				
Guidelines for posting to discussion board and/or participating in chat rooms are provided.				

SECTION IV. COURSE MANAGEMENT

PACE AND PROGRESSION THROUGH COURSE

ITEM	E	S	NI	NA
Indicate to students the general time requirements of course.				
All due dates are published with timely reminders.				
Progress through the course is documented.				
Units of instruction are organized in a logical, consistent sequence.				
Online gradebook is used.				

	E	S	NI	NA
If online testing is used, has detailed instruction as to how it will be administered and the settings that will be in place. If possible, a practice test with the same settings should be given first.				

EVALUATING STUDENT PROGRESS				
ITEM	E	S	NI	NA
If online testing is used, should not comprise the greater portion of final grade. (Best: treated as "open book").				
Evaluation of online participation is described.				

SECTION V. TECHNICAL SUPPORT				
TECHNICAL CONTACTS				
ITEM	E	S	NI	NA
Students are provided information where to get technical help.				

SECTION VI. COMMENTS
EVALUATOR COMMENTS:

SECTION VII. SIGNATURES
EVALUATOR SIGNATURE:
INSTRUCTOR SIGNATURE:

Attachment 5
SPEAKER CONSENT AND RELEASE AUTHORIZATION

Figure A5.1. Speaker Consent and Release Authorization.

Event:

Date:

Location:

By signing this consent authorization, I acknowledge that I have read and agreed to the following:

The Eaker Center for Leadership Development may record my presentation on film, tape, disk or other forms of media.

My name, voice, likeness, and biographic or other information may be used by the Eaker Center in connection with my presentation and/or recording. Copies of any visual aids and other materials used or provided by me may be distributed by the Eaker Center in connection with the presentation.

I grant to the Eaker Center on a nonexclusive basis the right to reproduce, distribute, display, and provide recordings of my presentation and presentation materials, in whole or in part, as well as my name, voice, and likeness, by means of the Internet, via physical media, and through photographic images.

To the extent my presentation or presentation materials are protected by copyright law, I reserve those rights to myself except as granted above.

Except as noted in item 6 below, to the best of my knowledge, the presentation and presentation materials are my own original material for which I have full authority to grant the rights set forth in this Consent and Release Form.

I lack authority to grant rights to the following material: (use back of form to describe).

The rights set forth in this Consent and Release Form are granted on a royalty free and irrevocable basis.

Signature:

Date:

Name:

Title:

Organization Name and Address:

Attachment 6
FACULTY QUALIFICATION CRITERIA

Figure A6.1. Faculty Qualification Criteria.

Core Courses		
Course	**Relevant Academic Degrees and Course Credits Earned**	**Other Qualifications**
APW1003 Civilian History of the Air Force	Terminal degree in History, Political Science, Military Strategy/Tactics, Leadership, Management, Behavioral Sciences, Education or a related discipline -OR- Master's degree in History, Political Science, Leadership, Management, Military Arts Behavioral Sciences, Education or a related discipline -OR- Master's degree with a concentration of 18 graduate hours in History, Political Science, Leadership, Management, Military Arts Behavioral Sciences, Education or related discipline -AND- other qualifications listed in column 3	Completion of Air Force intermediate or senior-level Professional Military Education -OR- Relevant Air Force military or Air Force civilian experience
APW1002 Professionalism in the Air Force	Terminal degree in Public Administration, Political Science, Military Strategy/Tactics, Leadership, Management, Behavioral Sciences, Education or a related discipline -OR- Master's degree in Public Administration, Political Science, Military Arts, Leadership, Management, Behavioral Sciences, Education or a related discipline -OR- Master's degree with a concentration of 18 graduate hours in Public Administration, Political Science, Military Arts, Leadership, Management Behavioral Sciences, Education or a related discipline -AND- other qualifications listed in column 3	Completion of Air Force intermediate or senior-level Professional Military Education -OR- Relevant Air Force military or Air Force civilian experience

Figure A7.1. Faculty Roster.

SCHOOL	NAME (F,P)	COURSES TAUGHT **Including Term, Course Number & Title, Credit Hours** **(D, UN, UT, G)**	ACADEMIC DEGREES & COURSEWORK **Relevant to Courses Taught, Including Institution & Major** **List specific graduate coursework, if needed**	OTHER QUALIFICATIONS & COMMENTS **Related to Courses Taught**
CADP	Tony Stark (P)	Cohort 4 (Term 8: 1 section) • MGT 2002 Organizational Culture (UT) Cohort 4 (Term 9: 1 section) • MGT2004 Process Improvement (UT) Cohort 5 (Term 3: 1 section) • APW 1002 History and Heritage of the Air Force (UT) Cohort 5 (Term 4: 2 sections) • MGT 1001 Introduction to Management (UT) Cohort 5 (Term 5: 1 section) • LDR 1500 Principles of Leadership 1 (UT) Cohort 5 (Term 6: 2 sections) • LDR 2001 Thinking, Logic and Decision Making (UT)	•Master of Business Administration, Phoenix University (includes more than 18 graduate hours in management)	•USAF Active-Duty Experience (1997-2017) •Certificate of completion for NCO Academy (NCO professional military education)

Attachment 8
AU DEGREE REFERRAL MEMORANDUM_CADP
Figure A8.1. AU Degree Referral Memorandum_CADP

09 Sep 22

MEMORANDUM FOR COMMANDERS, SCHOOL COMMANDANTS AND DEANS

FROM: AU/CAO

SUBJECT: Conferral Concurrence and Diploma Signature Requirements

1. PURPOSE: A major aspect of graduating students is the official documentation associated with awarding degrees. To officially award a degree, validation that the student met and completed all program requirements, must be confirmed during the degree conferral process. Previous degree conferrals varied in steps taken and/or offices involved by degree program. The result of this disjointed approach was hectic for degree programs and, as a result, AUI 36-2602, section 6.2.2.4, was implemented to establish a degree conferral process and is written as follows: . . .prior to any degree conferral, all degree programs are required to submit students' names with the name of the degree to the AU/CAO for concurrence and approval. The approval will be sent to the AU Registrar (AU/UR) to certify the transcripts/diplomas.

2. Follow these three steps to complete the degree conferral process:

    a. Step 1 – Internal to degree program. Dean of degree program, upon the recommendation of the faculty, sends package (which includes copies of the diplomas) to AU/Registrar's office (Tab 1) at least 30 days from time of expected degree conferral. *Note:* Commandants' signature along with their Dean/Dir will be placed on non-degree certificates; AU/CC signature will go on degree-program diplomas along with the appropriate Commandant's name.

    b. Step 2 – AU Registrar audit/certification. AU/UR will complete degree audit/certification where all discrepancies are reconciled. Once degrees are certified and the audit process is completed, AU/UR routes conferral notification along with the diplomas to the front office to obtain AU/CC signature.

    c. Step 3 – AU/CAO/OAA coordination. CAO/OAA provides final coordination, concurrence, and forwards all signed diplomas to AU/UR to officially certify transcripts and diplomas. Degree program copied signed documents for their records.

3. It is imperative we follow the degree conferral process, as detailed. If the process isn't followed, we risk delaying the conferral of degrees and worse AU/CC awarding degrees to individuals not completing all degree requirements. Validation is essential to this degree conferral process and ensures the veracity of all our academic programs.

4. Questions can be directed to Dr. Yolanda Williams; Chief, Academic and Faculty Affairs/Accreditation Administrator. You may contact her at 334-953-5488 or email her at yolanda.williams.11@us.af.mil.

                                        MARK J. CONVERSINO, Ph.D. AD-28
                                        Chief Academic Officer
                                        Air University

Attachment 9
DISENROLLMENTS TEMPLATE

Figure A9.1. Disenrollments Template.

30 Mar XX

MEMORANDUM FOR [INSERT INDIVIDUAL(S) NAME]

FROM: [INSERT DIRECTOR/COMMANDANT NAME]

SUBJECT: Disenrollment from [Insert Course Name, Start/Stop Dates]

1. This memorandum is to notify you of your disenrollment from subject course for the reason(s) specified below:

___   Failure to begin course work on designated start date

___   Failure to complete assigned course work as prescribed

___   Requested by commander/supervisor for mission-related reasons

___   Requested by member for emergent personal reasons

___   Other (please specify): _____

_____

2. You [are/are not] eligible for readmission, in accordance with career field/Air Force Personnel Center guidance. You may re-apply on or after [Date Month Year].

INCLUDE THE BELOW IF DISENROLLMENT IS FOR SERIOUS INFRACTIONS
(Including academic policy or disciplinary violations)

3. You may submit written matters on your behalf for my consideration no later than [allow at least 3 duty days for resident students and at least 7 duty days for students in distance learning programs] from your receipt of this memorandum. You may also request to appear before me (at your expense). If you do not submit written matters to me by that time, such right shall be deemed waived, unless I grant you a written extension.

4. I will consider any matters you submit in writing and/or during any personal appearance in making my decision. After reviewing any matters you submit, I will make a decision concerning whether you should be disenrolled and whether any disenrollment should be with prejudice. If you are disenrolled with prejudice, you may not be eligible to re-enroll in this [school or course] in the future.

5. You may seek counsel to assist in your response to this action. You also have the right to inspect and copy documents in your training record [If military member, add: You may be able to obtain Area Defense Counsel assistance on a space-available basis; contact ____   {Name of Area Defense Counsel (ADC)}_____   at __{Phone Number of ADC}__.] [If civilian student, add: If you are a

bargaining unit employee, you may seek counsel from a union representative.] Any cost for civilian legal counsel will be at your own expense.

6. If you need additional time to respond or request a personal appearance, submit a written request to me promptly at the address above or by fax to {#}.

[Signature Block of Director/Commandant]

_ {#}_ Attachments: [Documents supporting a basis for disenrollment]

1st Ind, [Name and Rank of Student]

MEMORANDUM FOR [Director/Commandant's Office Symbol]

I acknowledge receipt of this memorandum at _____ hours on _____ [year]. I understand that I have [as applicable, 3 or 7 duty days] from the date I received this memorandum to submit comments to you, and that if I need more time to respond, I must request an extension from you.

[Student's Signature Block]

Director/Commandant Signature Element
 cc:
Unit
Functionals (if required)

Attachment 10
APPOINTMENT OF REVIEW OFFICER

Figure A10.1. Appointment of Review Officer.

[Date]

MEMORANDUM FOR [Rank and Name of Review Officer/Review Committee Members]

FROM: [Office Symbol of Appointing Authority]

SUBJECT: Letter of Appointment

1. You are appointed to conduct a review into the potential grounds for disenrollment of [rank and name of student] from [school/course] and to make a recommendation whether disenrollment or other action is appropriate in this case. I have reason to suspect that [rank and name of student] has [describe reason for proposed disenrollment].

2. As part of your review, you are authorized to conduct an informal inquiry, if needed, to make your recommendations. You are expressly authorized to obtain and review any materials you determine are relevant. You may also interview relevant witnesses, including [rank and name of student]. This action must be processed through HQ AU/A3 and AU/JA.

3. At the conclusion of your review, you will provide a written report to me with your findings, conclusions, and recommendations. Include AU Form 747, Record of Administrative Action, with Section I completed, and any other documentation relevant to making a student status determination as attachments to your report. If you recommend summary disenrollment, you should also attach a proposed Summary Disenrollment Memorandum, directed to the student, for my signature. A sample memorandum is available at Attachment 7.

4. Your review and report should be concluded no later than [date]. If you need additional time, you may request it from me. You should direct any questions regarding the conduct of the review or your report to AU/JA.

[Signature Block of Director/Commandant]

Attachment 11
EAKER CENTER COURSE LIFECYCLE MANAGEMENT

A11.1. The Eaker Center's Course Lifecycle Management process is a systematic and purposeful approach to help ensure a course development process for continued effectiveness and relevancy while ensuring AU processes are preserved.

A11.2. Instructional System Design.

A11.2.1. It is imperative Eaker faculty understand that ISD is a systematic and flexible process used to plan, develop, and manage efficient, cost-effective educational courses and programs. There are several ISD models available. Department of the Air Force Handbook (DAFH) 36-2675, *Information for Designers of Instructional Systems,* is the primary reference used by the Eaker Center for the instructional design process; however, faculty may use the ISD model that is best suited for their program. Whichever model is used, the following areas *must* be addressed:

A11.2.1.1. Analysis: Define instructional requirements.

A11.2.1.2. Design: Develop objectives and the means to effectively measure student achievement.

A11.2.1.3. Development: Develop educational materials (e.g., curriculum, lesson plans, etc.).

A11.2.1.4. Implementation: Delivery, management, administration, and student support.

A11.2.1.5. Evaluation: Evaluate instruction and student achievement to ensure that courses and programs present the appropriate material and that the planned objectives are being achieved. Additionally, evaluate student perceptions of the course.

A11.2.2. Applying the ISD process ensures a step-by-step analysis for establishing an efficient system of planning, controlling, managing, and evaluating courses. Specifically, the effective application of the ISD process helps all concerned answer the following four questions:

A11.2.2.1. Why are the students here (new positions, skill enhancement, professional development)?

A11.2.2.2. What is going on in the classroom? Describe the process (e.g., student-centered instruction, case studies, quizzes, etc.).

A11.2.2.3. What do students expect to take away with them? In other words, what is the objective of the program, course, student?

A11.2.2.4. How do we know if students were successful? How will you measure their learning attainment?

A11.3. Course lifecycle management: This description is provided as an example of an ISD process for developing and maintaining a course.

A11.3.1. Determine the reason for course development.

A11.3.1.1. New course formulation: When a school receives a request to establish a new course, the program manager/course director will research the request to determine educational needs, program goals, and learning outcomes. Once the new courses have been validated (beta-tested), AU requires completion of an AU Form 50, *Request to Create or Change a Concentration;* AU Form 51, *Air University Course Assessment;* and AU Form 52, *Education and Training Course Announcement (ETCA) Worksheet* (all which can be found here), which are routed through EAKER/EA, who, in turn, will ensure routing to AU.

A11.3.1.2. Substantive change: A substantive change is a significant modification or expansion of a current course. As a rule, 25% or more of a modification to a course is considered a substantive change. Review the AU Form 54, *Emerging Programmatic Initiative for Change (EPIC) Worksheet* (found here)*,* for a list of additional changes. Complete and route the completed form through EAKER/EA, who, in turn, will ensure routing to AU. Additionally, consult EAKER/EA to determine any additional requirements.

A11.3.1.3. Revision: During the evaluation process, the course director may determine there are areas of the course requiring improved student learning, and those areas require modification or change. A revision is a change to these areas, but less than 25% of the overall course. Consult EAKER/EA for any requirements resulting from the revision.

A11.3.2. Create a curriculum plan (Attachment 12): A curriculum plan should be accomplished for each course. It is used to validate instruction with the functional manager, support educational program review documentation, and ensures the course is suitable for evaluation. The format of the curriculum plan may be adjusted to meet specific course requirements; however, it should include the learning outcomes, desirable content, learning experiences, and teaching aids. Send a draft curriculum plan to EAKER/EA *prior* to launching the course. Forward the final curriculum plan to EAKER/EA, for filing.

A11.3.3. Create the lesson plan/teaching plan (Attachment 13): The lesson plan offers a plan for a period of instruction in the format desired. It should be used as a guide and contain enough content to provide a foundational teaching approach. When developing the lesson plan, determine and develop instructional methods, media, and materials at the prescribed level of learning.

A11.3.4. Create an assessment plan (Attachment 14): The assessment plan is designed to document the course validation process (see Validating the course paragraph below). The assessment plan maps course assessments to lesson objectives and documents the results of the assessments. The course faculty will develop direct and indirect assessments appropriate for the course and at the appropriate level of learning. Send a draft assessment plan to EAKER/EA *prior* to launching the first beta course. The draft assessment plan will not include the outcome results. A final assessment plan will include the results and analysis to be forwarded to EAKER/EA.

A11.3.5. Create the syllabus (Attachment 15): A course syllabus will be provided to the students at the beginning of each course. Course directors have flexibility to design the syllabus most effective for their course, but should include faculty information, course objectives, graded activities, methods of evaluation, expectations of students, and expectations of faculty.

A11.3.6. Determining outcomes: DoDI 1322.35, Vol I and AUI 36-2602 require outcomes-based education. Curriculum developers will develop outcomes to help define what the student is required to learn and guide curriculum design. The AU Program Assessment Primer, located on the EAKER/EA SharePoint site, and DAFH 36-2675 provide more information on outcomes. For consistency, all outcomes will utilize the Revised Bloom's Taxonomy action verbs listed in the Primer. Consult with EAKER/EA or the Academic Instructor Course faculty for more guidance.

A11.3.6.1. *Program learning outcomes.* PLOs are the responsibility of and established by the school Director/Commandant.

A11.3.6.2. *Course learning outcomes* (CLO). CLOs are the responsibility of the course directors and are a description of what students are **expected to learn**. CLOs will be mapped to PLOs (see Create mapping documents paragraph below for more information on mapping).

A11.3.6.3. *Hierarchy of educational outcomes*. Outcomes are the basis for evaluation and must be hierarchical in structure. CLOs will **not** be written at a higher level than the PLOs.

A11.3.7. Create Assessments. As a military organization with an educational mission, Eaker Center is required by DoDI 1322.35, Vol I and AUI 36-2602 to develop and measure outcomes using direct and indirect assessments. Assessments form the basis of continuous process improvement decisions as well as determine if course or program learning outcomes are being achieved.

A11.3.7.1. *Direct assessments:* Direct assessments are identified by the DoDI 1322.35, Vol I and AUI 36-2602 as examples of learning submitted by the student for evaluation. Direct assessments are required and will be appropriate to the level of learning identified in the curriculum plan to ascertain an individual's or group's mastery of the content. Assessments may include deliverables such as multiple-choice tests, essays, research papers, case analysis, capstone exercises, class projects (individual or group), oral presentations, and so forth. Faculty will use grading rubrics for direct assessments other than multiple choice tests. Results from all direct assessments must be documented and readily available to evidence student learning. Functional managers may provide input in selecting assessment methods; however, course directors will make the final decision for which method is most appropriate.

A11.3.7.1.2. *Indirect assessments:* Indirect measures are identified by DoDI 1322.35, Vol I and AUI 36-2602 as measures to assess student opinions of an academic program. While course grades are considered a direct measurement, they are indirect measures of learning because they do not provide specific data on student learning nor provide actionable data/vectors to inform program improvements; however, you may analyze trends using evaluation techniques.

A11.3.7.1.2.1. Lesson (Period) Evaluation. Period evaluations (PE) are surveys administered at the end of a lesson, presentation, or assignment. PEs are not required; however, they are highly recommended as a feedback mechanism used to obtain immediate reinforcement, to develop or to correct instruction. The AU-approved survey program can be used for PEs. Schools have flexibility to administer PEs using alternate methods based on unique circumstances. Include PE results when completing the Eaker end-of-course report. PEs should include value of the curriculum relating to applicability to their assigned duties, content relating to relevancy to course outcomes and currency of the curriculum, the effectiveness of the delivery mode, appropriate amount of time dedicated to instruction, and the students' perception of their knowledge prior to being instructed on the course content. Course Directors have the flexibility to use the scale deemed appropriate, ensuring the scale definitions are provided to the students prior to completing the PE.

A11.3.7.1.2.2. End of course (EOC) surveys: EOC surveys should be administered at the completion of each course. Course directors will coordinate with EAKER/EAE, and/or the respective school survey representative. The Course Director may develop their own questions to be used on the survey. The questions will focus on course content, faculty, environment, and support. See the EOC Report Instructions guide ([Documents and Instructions](#)).

A11.3.7.1.2.3. Faculty interviews: Instructors, guest lecturers/subject matter experts (SME), senior mentors, and so forth, are a critical source of instruction and faculty should solicit feedback at the end of the instructional period.

A11.3.7.1.2.4. Post-graduate and supervisors' post-graduate surveys: Administer surveys to Eaker Center graduates and graduate-supervisors for all courses. Course directors should send invitations (Attachment 18) to student graduates and their supervisors 4-6 months after course completion. The course director/educators will process survey results as soon as feasible after the requested deadline or extend the date to obtain additional responses. Provide feedback to EAKER/EAE to assist in continuous process improvement. The data collected from these external surveys will be used to help course directors and functional managers determine that educational programs are achieving learning outcomes.

A11.3.7.1.2.5. Ratings gathered from indirect surveys will be used to provide feedback to the faculty member/subject matter expert/instructor as soon as possible following the instructional period. For any negative ratings, the course director should provide feedback on ways to improve.

A11.3.7.1.2.6. All surveys will:

A11.3.7.1.2.6.1. Adhere to AUI 36-2602, *Command, Governance, and Administration Policy,* DAFMAN 36-2664, *Personnel Assessment Program*, DoDI 1100.13, *DoD Surveys* and any additional applicable policies and instructions.

A11.3.7.1.2.6.2. Utilize the AU online survey program. Exceptions may be granted due to special circumstances. Any exceptions must be coordinated through EAKER/EA.

A11.3.7.1.2.6.3. Be coordinated with the EAKER/EAE or EAKER/EA prior to submission for sufficiency and to issue a survey control number.

A11.3.7.1.2.6.4. Be approved by EAKER/EAE or EAKER/EA prior to publishing and administering to the students.

A11.3.8. Create mapping documents.

A11.3.8.1. Curriculum map (Attachment 16): the curriculum map links courses to the school's PLOs. The following information will be included in the curriculum map:

A11.3.8.1.1. If the curriculum introduces the material indicate by an (I).

A11.3.8.1.2. If the curriculum reinforces or further develops the material indicate by a (R).

A11.3.8.1.3. If the curriculum will have a key assessment indicate by an (A).

A11.3.8.2. Assessment map (Attachment 17): The assessment map links the direct assessments used in the course to the PLOs.

A11.3.8.3. Mapping documents may differ slightly depending on the requirements of the school; however, include the basic format and content.

A11.3.9. EOC Report (Attachment 19). The purpose of Eaker's EOC evaluation is to collect data from direct and indirect assessments that will be useful in providing actionable information to support courses' continuous improvement. A fillable EOC report, along with an instructional guide, can be found on the Academic Affairs SharePoint page (Academic Affairs - Shared Documents - All Documents (dps.mil)). The purpose is twofold: (1) to assist the course director and all key stakeholders in identifying areas of improvement for student learning and close the loop for the instructional design and curriculum development process, and (2) the properly completed EOC reports aids the Commander Mission and Analysis Reporting (CMAR) (see DAFH 36-2675 and AUI 36-2602) process.

A11.3.9.1. Submit the EOC report to EAKER/EAE according to the following schedule:

Figure A11.1. EOC Report Timeline.

For all courses in validation (beta-testing)	after the completion of each course
Once course is validated, follow these guidelines:	
For courses with **two or less** iterations per academic (annual or fiscal) year	after the completion of each course
For courses with **3-5** iterations per year	after two courses
For courses with **6** or more iterations per year	after three courses.
For courses that are **continuous** throughout the year	once a quarter

A11.3.9.9.2. Reports should be submitted within 15 duty days following the completion of a course.

A11.3.10. Validating the course: Validation (also known as Beta testing) is a process to assess the effectiveness of a course. It is an opportunity to confirm the functional manager and the course director are satisfied with the curriculum and students are meeting program outcomes.

A11.3.10.1. Eaker Center courses will undergo full validation when newly formed.

A11.3.10.2. Courses will also be beta-tested if 25% or more of a course changes. Only that portion of the course that has changed will be validated.

A11.3.10.3. Eaker Center courses are also fully validated biennially in coordination with the functional managers. The purpose of this validation is to confirm the course continues to be relevant and meet the expectations of the functional community. The course director will coordinate the validation with the functional manager.

A11.3.10.4. The length of time a course remains in beta-testing will vary. Course directors are afforded flexibility due to course uniqueness. Coordinate beta-test length with EAKER/EA.

A11.3.10.5. Validation documentation: Following beta-testing, complete the assessment plan (Attachment 14) and forward to EAKER/EAE. Documented completion of beta-testing via email with a summarized list of course objectives and teaching methods (e.g., DL, IR, Hybrid, etc.) with the Air Staff functional manager. The functional manager validates the curriculum describing desired/approved changes or currency if no changes are required. The coordination should also indicate a timeframe when the updated curriculum is required, the delivery mode recommended, and any additional data. Once complete, forward coordination to EAKER/EA. Validation may also be documented via memorandum. See Attachment 20 as an example.

A11.3.10.6. The validation memorandum process should be followed but may not be appropriate for certain schools. Schools with unique situations may modify this process if the basic context above is met. Coordinate any variations with EAKER/EA.

Attachment 12
CURRICULUM PLAN

Figure A12.1. Curriculum Plan.

RELIGIOUS AFFAIRS SENIOR LEADERSHIP COURSE (RASLC)

Course No.: MAFCSI 131

Course conducted by:

Ira C. Eaker Center for Leadership Development

USAF Chaplain Corps College

55 North Twining Street Bldg. 693

Maxwell AFB, AL 36112

Air University

(Air Education and Training Command)

Maxwell AFB, AL 36112-6429

Functional Authority: Ch, Maj Gen Randall Kitchens (HQ USAF/HC)
Chaplain Career Field Manager: Ch, Col Robert Monagle
Religious Affairs Senior Enlisted Advisor: CMSgt Sadie Chambers
Commandant, Air Force Chaplain Corps College: Ch, Col Regina Samuel

Senior Enlisted Leader, Air Force Chaplain Corps College: CMSgt Scott Devine

Course Director: MSgt Aubery Daniels

Curriculum Development: AFCCC Staff

CURRICULUM PLAN VALIDATION DATE

13 September 2022

ACADEMIC PROGRAM INFORMATION

Course Title: Religious Affairs Senior Leadership Course (RASLC)

Changes: Unit and Lesson Objectives were updated to a higher level of learning and incorporates HC competencies to coincide with the 5R0X1 Career Field Education and Training Plan (CFETP) for the 7/9 skill levels.

The course is presented in a synchronous virtual environment. The curriculum is presented as an integrated course encompassing seven primary categories essential to a USAF Religious Affairs Airman's career. The majority of presenters are subject matter experts and reach the class via ZOOM or TEAMS. Students access the course on CANVAS. The instruction is designed to address the needs of the students at a level of complexity and comprehensiveness appropriate to their grade and experience delivered through a virtual environment.

This approach permits the students to relate each area and period of instruction to the entire curriculum. The length and purpose of the course do not permit extensive treatment of all subjects in formal class sessions. To complement the course material, students are expected to do advanced reading in supplemental sources of information as required.

Teaching methodologies include informal lecture, guided discussion, panel discussions, case studies, subject matter experts, and practical exercises.

PART–I - COURSE DESCRIPTION

1. GENERAL:

    a. Location: Maxwell Air Force Base, Montgomery, Alabama

    b. Length of Course: 3 Training Days

    c. Total Scheduled Hours: 24

    d. Student Quota: 15

    e. Classes per Year: 1

    f. Instructor/Student Ratio: 1:6

2. STRATEGIC (COURSE) DIRECTION:

    a. Mission: Prepare and equip Religious Affairs Airmen in the USAF Chaplain Corps for strategic level leadership in order to organize, train and equip at the operational level in support of the religious freedoms of all Airmen and Guardians.

    b. Vision: Develop Religious Affairs Airmen to think and lead at the strategic level for Air Force commanders to critically enhance spiritual care and positively impact the operational and strategic levels of operations.

    c. Values: Professionalism, Critical Thinking-Based Decision Making, Long-Range Strategic Vision Development, Strategic Messaging

3. COURSE PHILOSOPHY AND BACKGROUND:

The students in the RASLC are Religious Affairs Airmen selected to attend the course based on their positions to higher levels of leadership at the Major Command (MAJCOM) and Air Staff level. This course has been developed to draw on the diverse experience of the students, the continually changing Air Force Enterprise landscape, as well as the knowledge of guest presenters and faculty as needed, in order to maximize learning.

4. COMPETENCIES: Students in this course should strive to reach the expert competency levels. This coincides with the 7/9 skill levels in the 5R0X1 CFETP. Corresponding HC/RAA competencies are listed where applicable. Some competencies may not be listed as a direct corresponding competency but may be achieved through a combination of lessons.

   a. Warrior Care

      1. Community Care

      2. Unit Engagement

      3. Crisis Intervention

   b. Religious Accommodation

   c. Management

      1. Resources

      2. Personnel

   d. Readiness

5. METHODS OF INSTRUCTION: The course is taught in a synchronous virtual learning environment by subject matter experts based on their life and career knowledge, education, and expertise via formal and informal lectures, case studies, guided discussions, and demonstrated performance. The content is dynamic and designed to address the current needs and issues the students will have at the new level of leadership. Immersive technology such as Virtual Reality (VR) and Augmented Reality (AR) are used intentionally to accelerate adult learning with near-real world simulation of complex scenarios. Students will be guided to supplementary sources of information for on-going learning where instructional development is supplemented by assigned reading or research. The instruction is targeted at the higher levels of adult learning within Blooms Taxonomy.

6. FACULTY: One permanent school staff member is assigned as the Course Director. Other assigned faculty contribute as needed to help with panel discussions or exercises. The faculty is comprised personnel assigned to the USAF Chaplain Corps College and USAF/HC. Guest presenters are approved by the AFCCC Commandant or his or her designee.

7. STUDENT PRE-REQUISITES AND SELECTION:

Students are Religious Affairs Airmen in any MAJCOM level position assignments (E-8, E-9) in the USAF Chaplain Corps. Final selection is based on factors, including Air Staff vectoring, job position or vectoring to future leadership assignments.

PART –I - COURSE OF STUDY - SUMMARY

1. EVALUATION: Course evaluation is a continuous process. Individual instructors conduct evaluation of student comprehension of material during period question and answer sessions, case studies, and class participation. School faculty members will observe instructors and student participation to assess understanding of concepts. The Course Director will use direct measures to assess learning at the level identified in this curriculum plan. For practical exercises the minimum performance level is 70% of all areas meet satisfactory rating. Students' responses and participation during these sessions are the basis for determining the success and comprehensiveness of instruction. Students will complete End-of-Course and lesson period evaluations and are coordinated with the Ira C. Eaker Center for Leadership Development Evaluations Division (ECPD) for analysis and recommendations. Following the conclusion of the last class session, the director and faculty review student feedback, analyze class problems, and consider changes in curriculum, classroom instruction and operating procedures. Graduate and supervisor evaluations are conducted approximately six months after graduation to validate lesson/course objective achievement.

2. CODES / SYMBOLS:

   A.   Area/Period of Instruction

   AREA PERIOD INSTRUCTION

AREA	PERIOD	INSTRUCTION
0	0–0 - 002	Admin / Evaluation
1	1–1 - 103	Leadership
2		Ministry
3	3–1 - 301	Staff Development
4	4–1 - 403	Advising Leadership
5		Readiness
6		Management
7	7–1 - 702	Skill-Set Training

   B.   Methods of Instruction Abbreviations

   CS –   Case Studies

   D –   Dialogue

   DP –   Demonstration-Performance

   E –   Evaluation

   FL –   Formal Lecture

   GD –   Guided Discussion

   GL –   Guest Lecturer

   IL –   Informal Lecture

PD – Panel Discussion

PEI – Practical Exercise, Individual Project

PEE – Practical Exercise, Experiential

PEF – Practical Exercise, Field Trip

QA – Question and Answer

R – Reading

SP – Self-Paced

SS – Student Speech

TI – Teaching Interview

V – Video

B. Period Coding (Example: 301 – 2.0 IL/R)

(1) 301 – Designates the major area and period of instruction

(2) 2.0 – Designates number of academic hours in period

(3) IL/R – Designates the method of instruction (Informal Lecture/Reading)

3. CURRICULUM BY HOURS

AREA	INSTRUCTION	HOURS
0	Admin/Evaluation	8.0
1	Leadership	4.5
3	Staff Development	1.5
4	Advising Leadership	6.5
7	Skill-Set Training	3.5

TOTAL CURRICULUM HOURS   24.0

PART III – COURSE OF STUDY – DETAILS

AREA–0 - ADMINSTRATION /EVALUATION   (8.0 Hours)

AREA OBJECTIVE: Evaluate the design of the course content and create strategic responses to exercises.

100.   Period (0–0 - 1.0 IL/QA) *Welcome and Course Orientation*
OBJECTIVE: Apply guidance from AU, course, and classroom expectations.

b. Period (0–1 - 1.0 E) *End-of-Course Survey*

OBJECTIVE: Evaluate course objectives and instructional methods.

100. c.   Period (0–2 - 6.0 PEE/DP) *Student Project Description, Development, and Presentation*

OBJECTIVE: Create a strategic response, via a Team Capstone Project, to a current HAF-level issue facing Religious Affairs Airmen Senior Leaders.

AREA 1 – LEADERSHIP   **(4.5 Hours)**

AREA OBJECTIVE: Evaluate strategic-level leadership competencies and defend the employment of these competencies as senior advisor to a strategic-level leader on religious matters.

a.   Period (101 - 1.5 FL/QA) *HAF/HC Strategic Vision and Mentoring*
OBJECTIVE: Interpret the strategic direction and current issues in the Air Force Chaplain Corps.

COMPETENCY; Management, Sub-competencies; Personnel and Resources

COMPETENCY; Religious Accommodation

COMPETENCY; Readiness

b.   Period (102 - 1.5 FL/QA) *Strategic Vision Formulation and Application*

OBJECTIVE: Explain the components of a sustainable strategic vision.

COMPETENCY; Readiness

c.   Period (103 - 1.5 IL/CS) *HAF/HC Strategic Messaging*

OBJECTIVE: Adapt the practices and procedures for strategic messaging at the MAJCOM level with those at the HQ Air Force level.

COMPETENCY; Management, Sub-competency; Personnel

AREA 3 – STAFF DEVELOPMENT   **(1.5 Hours)**

AREA OBJECTIVE: Judge the functional and command lines of effort and support a course of action as a USAF Chaplain Corps RST member serving at the strategic level of leadership.

a.   Period (301 - 1.5 GD/CS) *Functional Authority, Command Authority and the Strategic Leader*

OBJECTIVE: Differentiate the Chaplain Corps Functional Authority (Chaplain and Religious Affairs Airmen) and the authority at a MAJCOM.

COMPETENCY; Management, Sub-competencies; Personnel and Resources

COMPETENCY; Religious Accommodation

COMPETENCY; Readiness

AREA 4 - ADVISING LEADERSHIP   **(6.5 Hours)**

AREA OBJECTIVE: Appraise a sustainable plan for strategic-level advisement on religious matters.

a.   Period (401 - 2.0 IL/CS) *Religious Support Teams and Strategic Advisement to MAJCOM and Wing-level Commanders and Command Chiefs*

OBJECTIVE: Appraise the various strategic advisement options available to MAJCOM senior religious support teams.

COMPETENCY; Religious Accommodation

COMPETENCY; Management, Sub-competencies; Personnel and Resources

b. Period (402 - 1.5 IL/CS) *HAF Strategic Communication Issues*

OBJECTIVE: Interpret the diverse spectrum of religious freedom and functional issues administered between HAF/HC and the Operational and Tactical Levels.

COMPETENCY; Religious Accommodation

COMPETENCY; Management, Sub-competencies; Personnel and Resources

COMPETENCY; Readiness

c. Period (403 – 3.0 IL/CS/DP) *Negotiation, Mediation and Conflict Resolution and the Senior Leader*

OBJECTIVE: Analyze creative negotiation, mediation and conflict resolution strategies for complex, multi-layered problems.

COMPETENCY; Management, Sub-competencies; Personnel and Resources

AREA 7 - SKILL-SET TRAINING   (3.5 Hours)

AREA OBJECTIVE: Evaluate sustainable courses of action using the elements of critical thinking and strategic-level action officer skills.

a. Period (701 - 2.0 GD/CS) *Critical Thinking Essentials for Strategic Level Leadership*

OBJECTIVE: Apply advanced principles of Critical & Creative Thinking as a means of communicating effectively between MAJCOM and Senior Leaders at HAF.

COMPETENCY; Management, Sub-competencies; Personnel/Resource Management

b. Period (702 - 1.5 IL) *MAJCOM Personnel Skill-Set training*

OBJECTIVE: Integrate advanced methods of administration and action officer skills for the MAJCOM-level worker.

COMPETENCY; Management, Sub-competencies; Personnel/Resource Management

Attachment 13
LESSON PLAN TEMPLATE EXAMPLE

Figure A13.1. Lesson Plan Template Example.

Academic Instructor Course at Maxwell AFB

Date:

Instructor Guide	Instructor Notes
1 Lesson Title Time: XX minutes Lesson Title Content: XX Minutes Activity Title: XX Minutes Lesson Description: SUPPORT MATERIALS References Materials: Instructor Preparation: Review and be familiar with the above references. Student Materials: Student Preparation: Training Equipment/ Instructional Aids: Computer workstation Projector system/ display screen Lesson Title Presentation LESSON OBJECTIVES Learning Objective 1: INSTRUCTIONAL STRATEGIES Instructional Method: Informal lecture/ Facilitated Group Discussion Main Point 1: Main Point 2: Main Point 3:	Slide #

Attachment 14
ASSESSMENT PLAN EXAMPLE

Figure A14.1. Assessment Plan Example.

Course Name and Number	(Complete and send *draft* to EA *prior* to course launch if number is issued) Performance Management Coaching for Supervisors & Leaders MAFHRMS430
Class Iterations (Number of courses FY or CY)	(Complete and send *draft* to EA *prior* to course launch) 23A through 23C
Course Mission (Curriculum Plan)	(Complete and send *draft* to EA *prior* to course launch) To educate and provide essential information, processes, and resources to develop the knowledge and skills of Civilian Supervisors and Leaders within the Air Force
Course Vision (Curriculum Plan)	(Complete and send *draft* to EA *prior* to course launch) To present a course of instruction that provides the most current and relevant performance management information to new AF Civilian Supervisors and Leaders.
Course Description (AU catalog, word-for-word)	(Complete and send *draft* to EA *prior* to course launch) This course is a follow-on of the Introduction to Performance Management Coaching or the Performance Management Coaching course. The course supports the implementation of the DoD Performance Management and Appraisal Program (DPMAP) as well as other DoD appraisal systems currently in use. This course will enable new supervisors and leaders to be more effective in performance coaching to further develop individuals.
COURSE OBJECTIVES:	
Program Level Outcomes (List **program level** outcomes your course will map to)	(Complete and send *draft* to EA *prior* to course launch) Know personal competencies needed to create a cohesive unit fully supporting of its mission.
Objectives/Outcomes (List objectives/outcomes to be measured. Must match curriculum plan)	(Complete and send *draft* to EA *prior* to course launch) • Identify the coaching principles and skills necessary for success in Performance Management Coaching. • Describe a "Coaching-Friendly" culture and its benefits to an organization. • Identify the coaching process and skills necessary when conducting a Performance Management meeting with a Coaching Mindset. • Demonstrate coaching competencies to successfully coach through a performance management issue.
Responsible for Measuring Accomplishment	(Complete and send *draft* to EA *prior* to course launch)

(Who will conduct the measurement? Who will collect the data? When will the data be collected?)	Measurements will be conducted by the PMCSL instructor, and the data collected by the course director. Data will be collected following the completion of each respective instrument.

DIRECT ASSESSMENTS: ***The data for this section is falsified to demonstrate an example and is NOT indicative as to the success and effectiveness of this course***	
Methods of Measuring Accomplishment What direct assessments (i.e., using rubrics with experientials, capstones, and/or multiple-choice tests, etc.) will be used to measure objectives? What data will be collected and how will you record that data (spreadsheet, LMS, etc.)	(Complete and send _draft_ to EA _prior_ to course launch) Three, 10 item multiple-choice quizzes and rubric-based capstone project.
Standard (When will outcomes be demonstrated? What behavior will demonstrate outcome achievement? What is the acceptable level of outcome achievement?)	(Complete and send _draft_ to EA _prior_ to course launch) Each quiz will be administered at the end of the respective module. Students will be required to obtain a 70% or better. The capstone project will be accomplished following the final module. Students will be required to achieve a "satisfactory" or better in 7 out of the 10 evaluated sections on the rubric.
Outcomes (How well did students perform on each assessment instrument?)	(Complete _after_ completion of the course and send _final_ to EA) 100 students completed the three iterations of the course. For Module 1, 95 students passed and 5 did not pass the assessment with an overall average of 85.6%. Of the 5 who did not pass, 4 were remediated to the standard and 1 student was academically released from the course. For Module 2, 97 students passed and 2 did not pass the assessment with an overall average of 89.9%. Of those who did not pass, both were remediated to the standard. For Module 3, 75 students passed and 24 did not pass the assessment with an overall average of 77.3%. All 24 were remediated and took the assessment again with 20 passing on the second attempt. The remaining 4 met with the instructor and were verbally remediated to the standard. For the final capstone assessment, all 99 students obtained a satisfactory rating or better on each of the 10 evaluated sections of the rubric.

INDIRECT ASSESSMENTS: ***The data for this section is falsified to demonstrate an example and is NOT indicative as to the success and effectiveness of this course***	
Methods of Measuring Student Reaction (What data will be collected? (Required EOC survey, period evaluations, required post-graduate surveys, etc.) Qualtrics is the required	(Complete and send _draft_ to EA _prior_ to course launch) An end of course, module, post-graduate, and post-graduate supervisor surveys will be administered for the course. Questions on the end of course and module surveys will focus on lesson content, faculty, the classroom environment, and administrative support. The post-graduate and post-graduate supervisor surveys

online evaluation instrument.)	will focus on the effectiveness of students applying what they have learned in their jobs. The instructors have been directed to highly encourage the students to take both surveys.
Standard (When will outcomes be demonstrated? What is the acceptable level of student favorability on the questions?)	(Complete and send *draft* to EA *prior* to course launch) The end of course survey will be administered to the students following the final capstone assessment. The survey will be made available two days prior to the capstone. Additionally, module surveys will be administered to the students following each module. The post-graduate and post-graduate supervisor surveys will be sent to the students and their supervisor 4 months following course completion. The acceptable level of favorability will be a 90% agree in each of the areas of content, faculty, environment, and support.
Outcomes (How did students respond on each assessment?)	(Complete *after* completion of the course and send *final* to EA) 80% of the students responded "somewhat agree", "agree", or "strongly agree" on the questions relating to content on the end of course survey. 20% of the students disagreed, with a majority of the disagree responses in the course met lesson objectives. In each of the categories of faculty, environment, and support, students responded over 90% in the "somewhat agree", "agree", or "strongly agree" responses.

ANALYSIS:
(Based on your conclusions and findings from the direct and indirect assessments, what actions are needed to improve student learning? How will you measure the results of any changes?) ***The data for this section is falsified to demonstrate an example and is NOT indicative as to the success and effectiveness of this course***

(Complete *after* completion of the course and send *final* to EA)
Modules 1 and 2 performed as expected. A review of the ease and discrimination indices indicate that question is performing well with three exceptions. Two question had incorrect discriminators that a majority of students chose. Upon review, those discriminators were closely related to sections of the reading material causing the students to choose the wrong answer, thus making the validity of the questions uncertain. The discriminators will be changed for 23D and monitored for subsequent courses. Module 3 performed less than expected overall. Test data indicated the questions are valid and reliable. However, during the remediation, the students indicated they answered certain questions based on what the instructor taught during the class. A subsequent discussion with the instructors showed they were teaching the lessons in module 3 incorrectly, which is why the students got the questions incorrect. A professional development was held with all staff members, and everyone is on the same page with the lesson. Instructor evaluations will be held during course 23D to ensure the lessons are being taught correctly. I believe this is why students rated the course content section as "disagree". The end of course survey and module 3 survey will be closely monitored for 23D for improvement.

Attachment 15
SYLLABUS EXAMPLE

Figure A15.1. Syllabus Example.

COURSE SYLLABUS
APW1003 Civilian History of the Air Force

A Blended e-Learning Course from Ira C. Eaker Center for Leadership Development

6 July 2023

Corse Director: Ms. Lorrie /carter

Canvas: https://a1-ims.okta.com/

Microsoft TEAMS: Link in Canvas

Credit Hours: 3 Credit Hours

PURPOSE AND DESCRIPTION: The purpose of this course is to give Civilian Airmen an opportunity to access the history of civil servants in the context of national security and the evolution of the US Air Force. Civilian Airmen contribute to Air Force missions in ways that are fundamentally different from those provided by uniformed Airmen. The history and heritage of civilians in the Department of Defense certainly parallels that of military members, but assuming that a typical overview of military history is sufficient for developing civilians would be erroneous. Because Civilian Airmen serve the nation as members of a military institution, it is proper for them to understand how national security strategy has evolved in the United States and how the national security establishment, including the United States Air Force, has evolved since the passage of the National Security Act of 1947. The civil service, however, predates some of the specific national security concerns that feature in history courses designed for military members. Consequently, in addition to the broad outlines of national security and airpower history, this course will introduce topics such as legal influences on Civilian Airmen, Air Force regulatory guidance for the civilian workforce, policies that have influenced the civil service, and civil service reform initiatives.

COURSE OBJECTIVE(S)

Recall historical events and trends that have influenced civilians in the US Air Force.

Recall major national security policies that have affected civil servants in the national security system.

Summarize legal and regulatory influences on the Air Force's civilian workforce.

Explain how Civilian Airmen can improve their contributions to Air Force effectiveness.

COURSE INTEGRATION AND RATIONALE

This is a 9-week e-Learning Course (part asynchronous and part synchronous) in a virtual classroom setting. Civilian Airmen and the US Air Force provides a foundation for Civilian Airmen to understand and value civil servants' contributions to Air Force missions through a study of the events, institutional evolution, and structures that framed the evolution and employment of USAF airpower. This course approaches military history from an institutional perspective that has at its center the contributions of civil servants to the Department of Defense and to the Department

of the Air Force. This course provides students with a knowledge-level understanding of the essential contribution that Civilian Airmen provide to Air Force mission effectiveness.

METHODS OF INSTRUCTION

The principal method of instruction we will use is online, blended eLearning managed through a Learning Management System (LMS) available 24/7 after the course start date. Students will use the LMS for asynchronous academic engagement including readings, videos, exercises, assessments, and interactive discussion board posting. Each topic is introduced through related readings. Faculty instructors will monitor and comment on peer-to-peer feedback in the discussion threads. Faculty will give feedback on assignments and are available during normal duty hours to clarify curriculum issues and other student questions via telephone or email. Synchronous instruction will include a weekly webinar via an online collaborative web conferencing platform. Each topic is introduced through selected readings, videos, and interactive courseware assigned by the faculty. Students are expected to bring thoughtful, stimulating comments and questions to share with the class in dialog and contribute to multicultural growth. Active participation is a key component to learning in this course.

METHODS OF EVALUATION

Methodology. This course seeks to capitalize on the strengths of online course delivery by offering materials that support a variety of learning styles. These include threaded discussions, interactive instructional media, readings, videos, curriculum exercises, graded assessments, writing assignments, observation, and live class webinars. The course includes the following graded events:

Graded Learning Activities

ACTIVITY	% OF GRADE
Webinar Participation	20%
Weekly Threaded Discussion Participation	20%
Weekly Quizzes	15%
Mission Effectiveness Bullet Background Paper	20%
Final Assessment	25%

To complete the course, students must achieve an average minimum score of 70% on all graded learning activities.

Expectations of Students

Attendance: Students are expected to attend and participate (graded) in the weekly webinar. Students may request up to two (2) excused webinar absences, in advance, per term, from their instructor. For students to receive credit for the excused absence, they should view the missed webinar(s) recording and send responses to the instructor for questions asked during the session(s). Any future webinar absences will result in a grade of zero for webinar participation for that session.

Participation. The class week runs from Monday to Sunday each week. Students are expected to complete assigned academic self-study (assigned readings, videos, and exercises listed in the LMS) as a foundation for discussion before the weekly webinar sessions.

Criteria for Online Discussion/Webinar. In the online discussions, instructors assess your response on whether one or more of the following are present:

Offering up ideas or resources and inviting a critique of them

Asking relevant, challenging questions

Articulating, explaining, and supporting positions on ideas

Exploring and supporting issues by adding explanations and examples

Reflecting on and re-evaluating personal opinions

Offering a critique, challenging, discussing, and expanding ideas of others

Negotiating interpretations, definitions, and meanings

Summarizing previous contributions and asking the next question

Proposing actions based on ideas that have been developed

Rubrics. Rubrics are available in the LMS. Students should become familiar with rubrics for each learning activity before submitting work for grading and feedback.

Completion: All assignments for this course will be submitted electronically through the Canvas LMS unless otherwise instructed. Students must submit assignments by the given deadline or request special permission from the instructor *before the due date.* Discussion Board and Learning Lab responses are due by 11:59 PM CST Friday. Two responses to peers are due by 11:59 CST on Sunday. Students will develop a Bullet Background Paper using the format and instructions found in AFH 33-337, *The Tongue and Quill*, on how they contribute to Mission Effectiveness for their unit and for the US Air Force. The Bullet Background Papers are due at the end of Week 7.

Academic Integrity. Air University Instruction 36-2602, *Command, Governance, and Administration Policy*, (18 August 2021) defines academic integrity and establishes policies governing violations of acceptable standards. The Instruction specifies in part:

4.5.1. Academic integrity is the uncompromising adherence to a code of ethics, morality, conduct, scholarship, academic standards, and other values related to academic activity. Violations of academic integrity are inconsistent with Air Force Core Values and will not be tolerated.

4.5.2. Honesty, trust, fairness, respect and responsibility form the basis of academic integrity. Honesty encourages a free exchange of ideas to achieve intellectual enlightenment. Trust fosters a willingness to engage collaboratively in the learning process, which involves sharing ideas in the quest for knowledge. Fairness is the foundation of educational inquiry. Respect facilitates public discourse. These values are fundamental elements sustaining the reputation and credibility of this institution's faculty, students, and staff as well as the value of the education the institution delivers and the degrees it awards.

Students and faculty are responsible for upholding standards of integrity and honesty in all academic endeavors. The appropriate levels of academic and command leadership will assess potential violations and apply corrective or disciplinary actions in accordance with governing instructions.

Expectations of Faculty

Faculty will engage with students using the LMS and the synchronous learning platform. Faculty will monitor student progress in the LMS lessons, lead synchronous webinar sessions, and comment on peer-to-peer feedback in the discussion threads. Faculty will provide individual and group feedback on assignments and will be available to clarify curriculum issues and other student questions via telephone or email while the course is in session. In the rare cases in which the primary faculty instructor is not available, students may contact the faculty of record for the course or the Dean, Academic Affairs using contact information provided on the course home page in the LMS.

Assignments

ACTIVITY	DUE DATES
Discussion Boards & Learning Lab Assignments	Friday for initial, Sunday for peer responses
Mission Effectiveness Bullet Background Paper	Due at the end of Week 7.

COURSE ORGANIZATION

Week 1: Introduction to Civil Service Concepts

Lesson Objective: Remember the significance of historical trends that contributed to the US Air Force and Civil Service professionals' development.

Student Learning Outcomes (SLO). By the end of the lesson, students will be able to:

Define the purpose and role of civil servants in the USAF.

State the highlights in the History of Civil Service.

Describe the history of civil servants throughout world history.

List the characteristics governments have desired in civil servants in history.

Lesson Overview: To begin the week, students will complete readings and videos covering the History of Civil Service and the contributions of Civilian Airmen. Students should recognize patterns in the evolution of civil servants in select societies. Principles such as competitive examinations, selection and promotion by merit, and political neutrality have emerged to combat corruption, nepotism, and inefficiency. Armed with an introduction to the history of civil servants in other societies, students should begin to think about how the Air Force provides mechanisms to capitalize on the contributions Civilian Airmen make to the Service's mission effectiveness. Instructor will introduce the Mission Effectiveness Presentation assignment and inform students that they will submit their proposed topic for the assignment during the Webinar for Week 2.

Week 1 Learning Activities

Primary Readings:

Civilian Oath of Office

Cain, Anthony C. "An Introduction to Civil Servants in Military Institutions," *Mission Essential: Civilians in the Department of the Air Force* (pdf). Pages 1-33.

Supplemental Readings: Supplemental Readings provide students an opportunity to access the military aspects of Air Force history. Assigned readings focus on an individual, and event, or a technology that has contributed to air, space, and cyberspace history.

Mets, David R. *A Companion for Aspirant Air Warriors: A Handbook for Personal Professional Study*, "Chapter 1 – The Infancy of Airpower," read pages 3-6.

Assignments

Discussion Board Questions

Learning Lab Questions

Weekly Quiz

Week 2: US National Security I: From the Early Days of the Republic to 1945

Lesson Objective: Remember significant events that shaped US national security from independence to the end of World War II.

Student Learning Outcomes (SLO). By the end of the lesson, students will be able to:

Recall the evolution of US national security concepts.

Describe the reasons for expanding the role of the United States in the international system.

Select a topic for the Mission Essential presentation that will occur during Weeks 5-8.

Lesson Overview: Students will read the assigned material to prepare for asynchronous guided discussion designed to lead them through a review of the history of US national security from the founding of the Republic until the end of World War II. The learning lab and threaded discussions will provide students opportunities to trace how the United States emerged from isolationism to become a global power. As the nation's interests expanded in the last quarter of the nineteenth century, military doctrine and technology evolved to support increasingly complex international commitments. The Interwar Years (1918-1939) and the experience during World War II laid a foundation for an independent Air Force. Students will have opportunities to learn the outlines of fundamental airpower theory and to trace how theory translated into practice during the air campaigns of World War II. Students will receive an assignment to develop and deliver a 5 to 7-minute PowerPoint presentation through which they will explain how they provide essential contributions to their organization and to the Air Force mission. Students will submit their select topic for the presentations during the Webinar for this week. The PowerPoint presentations will occur beginning in Week 5 of the course.

Week 2 Learning Activities

Primary Reading

Cain, Anthony C.

Chapter 2, pages 34-69.

Supplemental Readings: Supplemental Readings provide students an opportunity to access the military aspects of Air Force history. Assigned readings focus on an individual, and event, or a technology that has contributed to air, space, and cyberspace history.

Mets, David R. *A Companion for Aspirant Air Warriors: A Handbook for Personal Professional Study*, "Chapter 3 – Airpower in World War I," read pages 11-14.

Assignments

Discussion Board Questions

Learning Lab Questions

Weekly Quiz

Week 3: National Security Following World War II

Lesson Objective: Remember how the international environment following World War II shaped the evolution of the US Air Force.

Student Learning Outcomes (SLO). By the end of the lesson, students will be able to:

Describe the origins of the Cold War.

Describe strategic uses of airpower.

Describe the significance of the National Security Act of 1947.

Lesson Overview: The uneasy alliance that had held Britain, the Soviet Union, and the United States together in common purpose during the war frayed in the years following World War II. As post-war tensions intensified, differences between the Western democracies and the Soviet Union resulted in the Cold War. In the United States, leaders recognized that the pre-war organization of the War and Navy Departments would be inadequate to meet the twin responsibilities of a global power and superpower. The dawn of the nuclear age also injected new complexities into national security strategy and military organizations. The National Security Act of 1947 reorganized the defense establishment, in part by creating the United States Air Force, and laid a foundation for how the United States would prepare to confront the emerging Cold War. Through readings and participating in discussions students will have opportunities to learn about the origins of the Cold War and to understand how the US Air Force translated Interwar and World War II airpower experiences into a new capability for national defense.

Week 3 Learning Activities

Primary Reading

Cain, Anthony C.

Chapter 3, pages 70-125.

Supplemental Readings: Supplemental Readings provide students an opportunity to access the military aspects of Air Force history. Assigned readings focus on an individual, and event, or a technology that has contributed to air, space, and cyberspace history.

Mets, David R. *A Companion for Aspirant Air Warriors: A Handbook for Personal Professional Study*, "Chapter 4 – Laying the Intellectual Foundations, 1919-1931," read pages 15-18.

Mets, David R. *A Companion for Aspirant Air Warriors: A Handbook for Personal Professional Study*, "Chapter 5 – An Age of Innovation, 1931-1941," read pages 19-22.

Assignments

Discussion Board Questions

Learning Lab Questions

Weekly Quiz

Week 4: Legal Foundations for Civil Service I

Lesson Objective: Remember how civil service laws evolved from the Spoils Era to the Classification Act of 1949.

Student Learning Outcomes (SLO). By the end of the lesson, students will be able to:

Describe how corruption during the Spoils Era prompted Congress to pass the Pendleton Act in 1883.

Identify the most significant accomplishments of the Pendleton Act of 1883.

Identify how the Classification Act of 1949 supported the national security establishment following World War II.

Lesson Overview: As we observed during Week 1, nations have depended on civil servants to operate the institutions and machinery of government for thousands of years. The United States was no different. Early corps of civil servants were small and specialized, but as the nation grew, so did requirements for more workers. Unlike the British experience in which patronage channeled civil service posts to those with some connection to members of the nobility or members of Parliament, in the United States, the President became responsible for appointing civil servants to positions within the growing Executive Branch. The party in power removed the previous administration's civil servants and doled out positions to those who had supported election campaigns. The result was the Spoils Era characterized by rampant corruption and chaos within government. After repeated calls for reform, Congress passed the Pendleton Act in 1883 and created the Civil Service Commission to oversee the testing, appointment, and administration of the nation's civil service workforce. The unprecedented expansion of the civil service workforce in response to the emergency of World War II prompted Congress to reform the civil service through the Classification Act of 1949.

Week 4 Learning Activities

Primary Reading

   Cain, Anthony C.

   Chapter 2, pages 126-147.

Supplemental Readings: Supplemental Readings provide students an opportunity to access the military aspects of Air Force history. Assigned readings focus on an individual, and event, or a technology that has contributed to air, space, and cyberspace history.

   Mets, David R. *A Companion for Aspirant Air Warriors: A Handbook for Personal Professional Study*, "Chapter 8 – World War II: Europe—The Strategic Bombing Dimension," read pages 33-36.

   Mets, David R. *A Companion for Aspirant Air Warriors: A Handbook for Personal Professional Study*, "Chapter 9 – World War II: Europe—The Tactical Air Campaigns," read pages 37-40.

Assignments

Discussion Board Questions

Learning Lab Questions

Weekly Quiz

Week 5: Legal Foundations for Civil Service II

Lesson Objective: Remember how civil service laws evolved from the Classification Act of 1949 to the National Security Personnel System.

Student Learning Outcomes (SLO). By the end of the lesson, students will be able to:

Recall how Civilian Airmen have contributed to Air Force Missions.

Describe the results of the Carter Administration's Civil Service Reform Act of 1978.

Identify the reasons the National Security Personnel System failed to achieve its objectives.

Lesson Overview: The Classification Act of 1949 established the structure for the post-World War II civil service. The Civil Service Commission created by the Pendleton Act continued to oversee operations for the entire federal civil service with some exceptions. The Cold War influenced the growth of the Department of Defense eventually making the DoD the largest employer of civil servants in the government. By the 1970s, President Carter assessed that the system had become large, unwieldy, and unresponsive to the needs of the Executive Branch. The Carter Administration undertook an overhaul of the entire system and in doing so elevated principles of equal opportunity and collective bargaining that remain cornerstones of federal service. By the early 2000s, complaints that the civil service system remained inflexible and unresponsive to Department of Defense needs in a time of war prompted Defense Secretary Donald Rumsfeld to create the National Security Personnel System. The turbulent history of Rumsfeld's initiative illustrates the difficulties of reforming major government personnel systems. Mission Effectiveness Presentations will begin during this week's Webinar.

Week 5 Learning Activities

Primary Reading

Cain, Anthony C. *Mission Essential: Civilian Airmen in the Department of the Air Force* Chapter 2, pages 147-173.

Supplemental Readings: Supplemental Readings provide students an opportunity to access the military aspects of Air Force history. Assigned readings focus on an individual, and event, or a technology that has contributed to air, space, and cyberspace history.

Mets, David R. *A Companion for Aspirant Air Warriors: A Handbook for Personal Professional Study*, "Chapter 15 – World War II: Pacific—The USAAF in the Southwest," read pages 67-70.

Mets, David R. *A Companion for Aspirant Air Warriors: A Handbook for Personal Professional Study*, "Chapter 16 – World War II: Central Pacific—Naval Airpower," read pages 73-76.

Mets, David R. *A Companion for Aspirant Air Warriors: A Handbook for Personal Professional Study*, "Chapter 17 – World War II: Pacific—The Merge and Hiroshima," read pages 79-82.

Assignments

Discussion Board Question

Learning Lab Question

Weekly Quiz

Week 6: Regulatory Guidance for Civilian Airmen I

Lesson Objective: Remember how select Air Force regulations evolved to include Civilian Airmen and their contributions to mission success.

Student Learning Outcomes (SLO). By the end of the lesson, students will be able to:

Identify how Civilian Airmen complement uniformed Airmen's contributions to mission effectiveness.

Recall the effects that Cold War loyalty programs had on the civilian workforce.

Describe the linkages between early Air Force regulatory guidance and today's Air Force Instructions.

Lesson Overview: Government institutions function through the regulatory guidance that implements laws and other directives that impart organizational purpose and structure. Military institutions, in particular rely on regulations—instructions in current Air Force publication structures—to ensure that leaders, supervisors, and workers have the information they need to perform assigned roles, missions, and tasks. As the civilian component evolved within the Air Force, the imperative for mission effectiveness resulted in a gradual increase in the number of regulations and in their size, scope, and purpose. Over time, Air Force guidance related to Civilian Airmen began to focus less on how to administer the civilian workforce and more on how Civilian Airmen functioned alongside their military counterparts to accomplish assigned missions.

Week 6 Learning Activities

Primary Reading

Cain, Anthony C. *Mission Essential: Civilian Airmen in the Department of the Air Force* Chapter 5, pages 174-209.

Supplemental Readings: Supplemental Readings provide students an opportunity to access the military aspects of Air Force history. Assigned readings focus on an individual, and event, or a technology that has contributed to air, space, and cyberspace history.

Mets, David R. *A Companion for Aspirant Air Warriors: A Handbook for Personal Professional Study*, "Chapter 22 – Liquid Mobility: Air Refueling," read pages 103-106.

Mets, David R. *A Companion for Aspirant Air Warriors: A Handbook for Personal Professional Study*, "Chapter 23 – Solid Mobility: Air Transport to Air Mobility," read pages 107-111.

Mets, David R. *A Companion for Aspirant Air Warriors: A Handbook for Personal Professional Study*, "Chapter 24 – The Age of Massive Retaliation," read pages 113-116.

Assignments

Discussion Board Question

Learning Lab Question

Weekly Quiz

Week 7: Regulatory Guidance for Civilian Airmen II

Lesson Objective: Explain how civil service labor relations evolved from the Cold War to the present.

Student Learning Outcomes (SLO). By the end of the lesson, students will be able to:

Identify key regulatory changes that shaped labor relations for Civilian Airmen.

Describe how labor relations operates within the military's mission effectiveness focus.

Describe the relationship between Air Force Core Values and labor relations principles.

Lesson Overview: The evolution of labor relations in the civil sector has become a stand-alone field of study in history, management studies, leadership studies, and political science disciplines. During the long history of labor relations for government employees, the principles that gained acceptance in civilian labor relations did not translate directly to the needs of government service— and especially the needs of the military Services. Nevertheless, beginning with the Kennedy Administration, Presidents affirmed the principle through Executive Orders that government employees had the right to organize and bargain collectively similar to principles and processes established to protect workers in the civil sectors. The Civil Service Reform Act of 1978 codified collective bargaining rights for the Civil Service completing more than 15 years of gradual progress toward providing protection for federal workers. Students will have an opportunity to learn how Air Force regulatory guidance has evolved to provide opportunities for organizing, bargaining, and protecting employees from prohibited and unfair labor practices while preserving mission effectiveness.

Week 7 Learning Activities

Primary Reading

Cain, Anthony C. *Mission Essential: Civilian Airmen in the Department of the Air Force* Chapter 2, pages 209-231.

Supplemental Readings: Supplemental Readings provide students an opportunity to access the military aspects of Air Force history. Assigned readings focus on an individual, and event, or a technology that has contributed to air, space, and cyberspace history.

Mets, David R. *A Companion for Aspirant Air Warriors: A Handbook for Personal Professional Study*, "Chapter 25 – The Dawn of the Space Age," read pages 117-121.

Mets, David R. *A Companion for Aspirant Air Warriors: A Handbook for Personal Professional Study*, "Chapter 26 – The Vietnam War: Air War over the North," read pages 123-126.

Mets, David R. *A Companion for Aspirant Air Warriors: A Handbook for Personal Professional Study*, "Chapter 27 – The Vietnam War: Air War over the South," read pages 129-132.

Assignments

Discussion Board Question

Learning Lab Question

Weekly Quiz

Mission Effectiveness Bullet Background Paper Due

Week 8: Civilian Airmen and National Security in the 21st Century

Lesson Objective: Describe how to optimize Civilian Airmen's contributions to Air Force mission effectiveness.

Student Learning Outcomes (SLO). By the end of the lesson, students will be able to:

Describe how Civilian Airmen contribute to their unit mission.

Describe how their unit contributes to US National Security goals and objectives.

Describe how Civilian Airmen can communicate mission-oriented professional development goals to their supervisors.

Lesson Overview: The 21st Century has already brought national security challenges never envisioned by the founders of the Republic. The Biden Administration's *Interim National Security Strategic Guidance*, published in 2021, describes a stark picture of future challenges that span the spectrum of conflict. Moreover, the interaction between international trends and domestic issues makes for a complex set of problems that require new ways of framing issues; organizing, training, and equipping the force; and executing assigned missions. General CQ Brown, Air Force Chief of Staff, urged Airmen to confront the challenges that are already rising to threaten our national security. General Brown's *Accelerate Change or Lose* paper provides a rationale for all Airmen, Civilian Airmen included, to devise new ways to ensure mission effectiveness that leads to a more secure nation.

Week 8 Learning Activities

Primary Reading

Cain, Anthony C. *Mission Essential: Civilian Airmen in the Department of the Air Force*. Read Chapter 2, pages 232-248.

Biden, Joseph R., Jr. *Interim National Security Strategy Strategic Guidance*. Read entire document, pages 1-24.

Brown, Charles Q., Jr., Gen., USAF. *Accelerate Change or Lose*. Read entire document, pages 1-8.

Supplemental Readings: Supplemental Readings provide students an opportunity to access the military aspects of Air Force history. Assigned readings focus on an individual, and event, or a technology that has contributed to air, space, and cyberspace history.

Mets, David R. *A Companion for Aspirant Air Warriors: A Handbook for Personal Professional Study*, "Chapter 28 – Equality, Effectiveness, and Airpower," read pages 133-136.

Mets, David R. *A Companion for Aspirant Air Warriors: A Handbook for Personal Professional Study*, "Chapter 29 – The Age of Nuclear Parity," read pages 137-140.

Mets, David R. *A Companion for Aspirant Air Warriors: A Handbook for Personal Professional Study*, "Chapter 31 – Desert Storm," read pages 147-150.

Assignments

Discussion Board Question

Learning Lab Question

Weekly Quiz

Week 9: Mission Essential – Civilian Airmen and the US Air Force

Lesson Objective: Describe how Civilian Airmen contribute to unit and Air Force mission effectiveness.

Student Learning Outcomes (SLO). By the end of the lesson, students will be able to:

Recall historical trends that shaped how Civilian Airmen contribute to Air Force mission effectiveness.

Describe how Civilian Airmen contribute to their unit mission.

Describe how their unit contributes to US National Security goals and objectives.

Describe how Civilian Airmen can communicate mission-oriented professional development goals to their supervisors.

Lesson Overview: This final lesson of the course provides an opportunity for students to "connect the dots" by reflecting on and discussing how they can contribute to their unit mission and to the overall Air Force mission. Students will first watch a short video during the webinar session discussing the importance of the Civilian Airmen to the Air Force mission. That will be followed by a short Q&A. This lesson will provide opportunities to link personal and professional development goals and objectives to the Air Force mission. Students should begin to prepare for mission-focused conversations with supervisors and commanders as they prepare for regularly occurring feedback and appraisal sessions. The "ideal" would be for each student to leave the course equipped with an outline of personal, professional, and career development goals and objectives. The Final Exam will serve as a direct assessment of the level of knowledge and comprehension students have of the course material.

Week 9 Learning Activities

Primary Reading

Cain, Anthony C. *Mission Essential: Civilian Airmen in the Department of the Air Force*. Read Chapter 2, pages 232-248.

Biden, Joseph R., Jr. *Interim National Security Strategy Strategic Guidance*. Read entire document, pages 1-24.

Brown, Charles Q., Jr., Gen., USAF. *Accelerate Change or Lose*. Read entire document, pages 1-8.

Supplemental Readings: Supplemental Readings provide students an opportunity to access the military aspects of Air Force history. Assigned readings focus on an individual, and event, or a technology that has contributed to air, space, and cyberspace history.

Mets, David R. *A Companion for Aspirant Air Warriors: A Handbook for Personal Professional Study*, "Chapter 33 – Expeditionary Airpower," read pages 155-158.

Mets, David R. *A Companion for Aspirant Air Warriors: A Handbook for Personal Professional Study*, "Chapter 34 – A New Age of Innovation: The Twenty-first Century," read pages 161-164.

Mets, David R. *A Companion for Aspirant Air Warriors: A Handbook for Personal Professional Study*, Chapter 35 – Conclusion: What is Professional Knowledge for an Air Warrior?" read pages 165-168.

Assignments

Discussion Board Questions

Learning Lab Questions

Final exam

ACCOMODATIONS

If you are a student with a disability requiring reasonable accommodations in this course, please let the faculty know. Faculty, students, and the Eaker Center will work together regarding course accommodations. NOTE: Please read the Student Handbook for additional information.

Attachment 16
CURRICULUM MAP EXAMPLE

Figure A16.1. Curriculum Map Example.

PLOs	SUPPORTING COURSES	COURSE LEARNING OBJECTIVES (CLOs)	APPROACH I=Introduce E=Enhance R=Reinforce A=Assessment Opportunity
1. Demonstrate comprehension of theories and competencies that support the development of Air Force civilian leaders.	LDR1001: Foundations of Leadership	LDR1001-1. Know basic concepts about leadership theories and leadership attributes relevant to the Air Force.	Introduce
		LDR1001-2. Know strengths and weaknesses of leadership theories relevant to the Air Force work environment.	Introduce
		LDR1001-3. Know which leadership theory/theories student's leadership style most closely resembles.	Enhance
	LDR1500: Principles of Leadership 1	LDR1500-3. Know basic skills and competencies that define a good Air Force leader.	Reinforce
	LDR2500: Principles of Leadership 2	LDR2500-2. Comprehend leadership theories and principles that support mission success in the Air Force work environment.	Assessment
	APW1002: Professionalism in the Air Force	APW1002-1. Know traits and characteristics of a professional in the Air Force as defined by the Air Force Institutional Competencies List (ICL).	Introduce
		APW1002-2. Identify strengths and weakness in your leadership traits as defined by the Air Force ICL.	Enhance
	LDR1500: Principles of Leadership 1	LDR1500-4. Know the skill necessary for developing as a coach and mentor in the air Force.	Introduce
	LDR2001: Thinking Logic and Decision Making	LDR2001-1. Describe problem-solving skills identified by the Air Force as useful for effective development of Staff Studies.	Enhance

	MGT1001: Introduction to Management	MGT1001-1. Know students' own communication and conflict resolution styles used in the Air Force work environment.	Introduce
		MGT1001-6. Describe strategic management and decision-making processes used in the Air Force.	Enhance
	Leadership 2500. Principles of Leadership 2	LDR2500-3. Comprehend relevant leadership competencies that support mission success in the Air Force work environment.	Assessment
	MGMT2002 Conflict Resolution	MGMT2002-4 Know strategic management and decision-making processes used in the Air Force.	Introduce
	LDR1500: Principles of Leadership 1	LDR1500-5. Identify the skills necessary for developing as a problem solver and decision maker in the Air Force.	Enhance
	LDR2001: Thinking Logic, and Decision Making	LDR2001-2. Explain key concepts/processes in critical thinking and decision-making as defined in Air Force Handbook 1.	Reinforce
		LDR2001-3. Apply the Military Decision-Making Process and when to apply it.	Assessment

Attachment 17
ASSESSMENT MAP EXAMPLE

Figure A17.1. Assessment Map Example.

NSC MAFHRMS425 (CLDS) MODULE 01 – Performance Goals, Objectives, & Appraisals

DoD SUPERVISORY SUB-SKILLS FRAMEWORK	PROGRAM LEARNING OUTCOMES	STUDENT LEARNING OUTCOMES	LESSON(S)	LESSON OBJECTIVE	STUDENT LEARNING OBJECTIVE	ASSESSMENT ITEMS (Question #)
Performance Goals, Objectives and Appraisals. Merit Systems Principles Mentoring and Motivating Employees Workforce Incentives	PLO 2. Summarize leadership competencies that advance the organization's responsibilities within the framework of the operational mission.	SLO 2.2 Explain concepts and principles that support Supervisory and Performance Management.	Performance Management	Recognize supervisory responsibilities associated with the performance management systems used in the DAF.	Define performance management.	NS01001 NS01002
					Recognize the basic core tenets of performance management.	NS01003 NS01004
					Describe the three major performance management programs used by the DAF.	NS01005 NS01006 NS01021
			Feedback – SBI Model	Recognize how to use the SBI model to provide effective feedback.	Describe the elements of the SBI Model.	NS01007 NS01008
					Identify the three main types of feedback.	NS01009 NS01010
			SMART Objectives and Elements	Describe the process of constructing SMART goals for performance management.	Define the purpose of SMART goals.	NS01011 NS01012
					Identify elements of the SMART Model.	NS01013 NS01014

DoD SUPERVISORY SUB-SKILLS FRAMEWORK	PROGRAM LEARNING OUTCOMES	STUDENT LEARNING OUTCOMES	LESSON(S)	LESSON OBJECTIVE	STUDENT LEARNING OBJECTIVE	ASSESSMENT ITEMS (Question #)
			Appraisals	Recall the process for appraisal evaluation.	Identify the steps for properly preparing employee appraisals.	NS01015 NS01016
			Individual Development Plans	Recognize the role IDPs play in performance management and employee development planning.	Identify the key stages of the IDP process.	NS01017 NS01018
					Identify the roles and responsibilities of the employee and supervisor in the creation of an IDP.	NS01019 NS01020

Attachment 18
POST GRADUATE SURVEY INVITATION EXAMPLE

Figure A18.1. Post Graduate Survey Invitation Example.

XX Mar 24

MEMORANDUM FOR EAKER COURSE GRADUATE

FROM: FSPDS/CS/
       525 Chennault Circle
       Maxwell AFB, AL 36112-3429

SUBJECT: Graduate and Supervisor Surveys

1. Our records indicate you graduated from XXXXXX (21 XXXXXX – 22 XXXXX). I am asking you and your supervisor to complete these separate surveys to aid us in continuously improving the Eaker program. Data collected by the alumni and supervisor surveys do not identify either of you or are not linked. The data collected is reported only in the aggregate; individual responses are kept confidential.

2. Please copy and paste the link to the Survey below into your preferred browser:
https://ausurveys.iad1.qualtrics.com/jfe/form/SV_cMZxiGpBxWZiSC9

3. Also, please forward this email to your immediate supervisor who can complete the Graduate Supervisor Survey by copying and pasting the following link into a preferred browser:
https://ausurveys.iad1.qualtrics.com/jfe/form/SV_1AguzBEg4fmYKTH
These survey links will be available until XX XXX XXXX.

4. On behalf of the entire Eaker faculty and staff, we sincerely appreciate your time and response. Your feedback will help make our program that much better.

                     //SIGNED//
               XXXXXXX, XXXXXXX, USAF
                  Director, XXXXXXXXXX

Attachment 19
END OF COURSE REPORT EXAMPLE

Figure A19.1. End of Course Report Example.

School Name/Program/Course (ex: CLDS/New Manager Course): CLDS/I Want to be a Team Leader Course 23A ***While some information comes from the CLDS, it has been modified to illustrate how this form can be used, the data used is NOT accurate nor indicative of the success and effectiveness of any of the courses presented by the CLDS.**	Course dates (ex: 10-14 Oct 22): 10 Jan – 16 Feb 23

Course mission (from curriculum plan or syllabus):

To provide team leadership development for Department of the Air Force civilian employees to establish a baseline for further growth and development for the student as leadership responsibilities increase.

Program and/or course goals (from AU Catalog or curriculum plan):

Number of students/Number of graduates (explain if different):

The course began with 45 and graduated 40 students with the attrition due to unforeseen time or mission constraints.

End of Course Survey Participation Rate: 75%	End of Course Confidence Factor (will be provided by EAE, example website: Sample Size Calculator:): 70%

Outcomes (From AU Catalog)	Course/Student learning outcome (From the curriculum plan)	Key Assessment measures (Specify direct or indirect) (Focus on CFES)	Benchmark	Results	Use of results
Know personal competencies needed to create a cohesive	Comprehend the teambuilding model	Multiple choice quizzes for	100% of students received 70% or better average on	100% of all students received an overall average	While the benchmark was achieved, question

| unit fully supportive of its mission | discussed during the week and how

proper teambuilding enhances the success of the Department of the Air Force mission | modules 1-4 (direct) | all 4 module quizzes | of 88.31% on all quizzes

Strength: students really excelled in navigating the phases of the teambuilding model.

Weakness: the assessment results showed students are not comprehending how to recognize if a team is in phase 4 of teambuilding. Students did poorly on this assessment question. | 7, phase 4 of teambuilding, showed a poor discrimination index. Further analysis showed the question did not line up with the curriculum, subsequently misleading the student to the incorrect response. The curriculum, however, is accurate. This question will be removed for class 23B and re-written for 23C. It will be monitored for 3 additional classes for reliability and validation. |

Assessment Notes: (Identify _all_ assessments used for the course and it _must_ be indicated you have reviewed _all_ your assessments. This section may also be used to address anything additional on above areas, i.e. what you are doing to reach the 95% confidence factor rate)

 This course incorporates the following direct assessments: four multiple choice assessments, four discussion questions graded against a rubric, and three experiential exercises also graded against a rubric. The instructional systems design staff evaluated each assessment to include all assessment averages, discrimination and ease indices (for the multiple-choice assessments) and compared inter-rater scoring ensuring consistency between instructors.

This course also incorporates four period evaluations, one at the end of each module, and an end of course survey administered at the end of the course. The CD and ISD staff reviewed each survey, with the analysis results below. The confidence factor for the surveys was 70%. Instructors were told to continue emphasizing the importance of the surveys and to encourage the students to complete them throughout the course.

Eaker-specific Data

Trends (focus on content, faculty, environment, support (CFES) from last 3 course iterations)**:**

The instructors continue to receive overall positive ratings, and this has been a trend for the past 5 iterations of the course. The lesson content also continues to receive high ratings as well, with lesson X consistently being rated by the students as the most effective and relevant lesson. However, lesson Y has been rated the least effective lesson for the past 3 courses. Students rate this lesson very low due to DoD and DAF wide training that is received annually. Students also have had significant difficulties accessing the LMS. They are reporting receiving and "access denied" error when attempting to login from a NIPR connected laptop. Students also reported the registration process is lengthy and confusing. Two students dropped the class before the course even started because of the challenge they had registering. The course support team has also received positive comments over the last three classes. While not a significant trend amongst the last three classes, a small number of students reported not receiving a welcome email and had to contact the organization's email box to get their login information for the course.

Course strengths (focus on CFES)**:**

The instructors continue to be a strength for the course. Additionally, students report the experiential exercises are a bonus to help them better understand the material. We removed the excess slides from the course lectures and the students have really appreciated this.

Recommended improvement areas (focus on CFES)**:**

One area of improvement is Lesson Y. This lesson is continuously rate as the least effective and student responses indicate the information in this lesson is repetitive from the already annual required training and it is not necessary. The functional manager for the course expects Lesson Y to be included in the course. I am going to review the lesson and make recommended adjustments to the functional manager to make the lesson more relevant to the topics in the course. I will complete this and forward to the function by DD Month YYYY.

Instructor comments (feedback _from_ the instructors about the course iteration focusing on CFES)**:**

1. In your view, was the course relevant to the students? _The students agreed that the course information was useful knowledge to have; however, most of them felt it was not relevant to their everyday line of work. They also felt the course information was more suitable for upper-level leadership, as opposed to what they are required to do while at work._

2. Describe what the course was like to teach. _Though this was my 1st time teaching this course, I was still able to navigate myself, as well as the students, through the curriculum with little-to-no issues. I found I have a problem with trying to properly explain the formulas that the students are required to accomplish during their Weeks 5-6 assignments. However, my trainer provided me practice formulas for me to improve my ability to explain them._

3. What do you think about the course's sequence and flow? _The course had good sequential flow and was easy to follow._

4. What do you think about the course's assessments? _One of the student's saving grace with this course was the fact that they did not have to take a written final exam. After I explained to them what was expected of their final assignment, they seemed to be more relieved._

5. Please identify what you consider to be the strengths of the course. _The strength of the course is the background knowledge the students are able to attain because (prior to taking this course) they had no idea of the processes in place to prioritize mission emergencies._

6. Please identify area(s) where you think the course could be improved. _The course could use a major rehaul in the area of the Student Workbook Exercises. The expectations of the assignments were oftentimes not written clearly for the students to understand. The biggest point of confusion was when the assignment instructions used the terms "Exercise" and "Figure." At times it seemed that these two words were used interchangeable (but they weren't) and it created a great deal of confusion and frustration for many of the students._

7. Please address student end of course feedback comments. _The student's seemed to have really appreciated the instructor for providing guidance and assignment examples for them to properly complete the course._

   Aside from what I already mentioned in the instructor comments/feedback, some of the students felt the course's reading material was good and would have preferred if the assignments were more in-line with it (i.e. The reading material).

Course Director (focus on CFES)**:**

(Include any comments from/for any additional areas, include period/lesson evaluations for courses utilizing SMEs (required))

While the EOC participation rate is high, we fell short of the 95% confidence factor goal. Our usual trend is much higher participation along with higher confidence factors. I will ask the instructors to discuss the survey during orientation and to also

remind students during the course that we need their feedback. Additionally, we will provide the link earlier before graduation day for them to access it.

I am going to reach out to the functional manager to discuss redesigning lesson Y to incorporate how the annual training already received into more relevant work center usage. The students responded saying receiving this information during the lesson after already receiving the annual training is a hinderance and the time can be better utilized on the other lessons. They are failing to see the benefits of the lesson content being utilized in their work centers. I am also going to conduct a period evaluation over the next two classes to garner more student feedback.

Going to report registration issue to A6. This is out of our control with the mandatory registration system, so I will provide the specific feedback to the school director to forward the problems through the commander to the appropriate section for review.

I am going to work with the course support team to ensure students receive the welcome emails. While not a trending issue, we want to make sure the students have the necessary information at the beginning of the course. I am going to ask the course support team to make use of read receipts on the welcome emails and save those in case students report they have not received it.

I am going to follow up with the trainer to ensure instructor's proficiency with the formulas. I will schedule a professional development moment for him/her with the other instructors. Since the next course will be the 2nd iteration for this instruction, I am also going to conduct an instructor evaluation on that specific lesson.

Division Chief review/comments:
Educational/ISD review/comments:
Conduct an analysis of the workbook exercises.
Conduct audience analysis to ensure objectives are written at the appropriate level.
School Director/Commandant comments:
Chief of Evaluations (EAE) review/comments:
Dean (EA) review/comments:

Attachment 20
PROGRAM VALIDATION LETTER EXAMPLE
Figure A20.1. Program Validation Letter Example.

17 October 2022

MEMORANDUM FOR EAKER CENTER

FROM: AF/A1XO
         1040 Air Force Pentagon
         Washington D.C. 20330-1770

SUBJECT: 2022 Force Support Professional Development School Program Validation

1. AF/A1XO, A1 subject matter experts, and applicable course directors have reviewed and validated the curricula currently offered by the Force Support Professional Development School (FSPDS); details can be found at Attachment 1.

2. Since the September 2020 Program Validation and subsequent get-well tasks (Attachment 2), FSPDS has leveraged working groups and engaged subject matter experts across the A1 portfolio making significant progress to update course documentation and A1-specific information. Additionally in the wake of COVID-19, FSPDS adapted its courses to career field and AETC driven changes converting in-residence courses to distance learning or blended formats as appropriate while still delivering relevant, timely instruction.

3. I am pleased with these advancements and look forward to supporting the FSPDS Team as it furthers the school's evolution, which includes developing and updating courses as needed; establishing, prioritizing, and codifying resources; and constructing a 5-year strategic plan incorporating future Force Support Professional Continuing Education needs of the warfighter, the A1 community, and the Air Force.

4. The FSPDS POC for this validation is Lt Col Jennifer Mack, who can be reached at (334) 953-9898 (DSN 493) or jennifer.mack@us.af.mil.

                                        JAMES R. KAFER, Colonel, USAF
                                        Chief, Career Field Mgmt & Readiness
                                        Division 38F Career Field Manager

2 Attachments:
2022 FSPDS Program Validation Course List – Sep 22
2020 FSPDS Program Validation Letter