



**ASSOCIATE OF SCIENCE
IN
DEPARTMENT OF THE AIR FORCE
LEADERSHIP AND MANAGEMENT STUDIES
ALSO KNOWN AS THE DAF CIVILIAN ASSOCIATE DEGREE PROGRAM
(CADP)**



CADP Handbook

As of 18 May 26

NOTE: This handbook will remain in effect until superseded. Each course's syllabus may contain additional course-related policies/procedures.

Contents

1. PROGRAM OVERVIEW	6
1.1. INTRODUCTION	6
1.2. HISTORY OF CADP.....	7
1.3. ACCREDITATION	8
1.4. ADMISSIONS PROCESS AND REQUIREMENTS	9
1.4.1. ELIGIBILITY REQUIREMENTS	9
1.5. TUITION AND FEES.....	9
1.6. DEGREE PROGRAM.....	10
1.6.1. REQUIRED CORE AND TERM 0 COURSES.....	10
1.6.2. GENERAL EDUCATION REQUIREMENTS	15
1.6.3. ELECTIVE REQUIREMENTS	15
1.6.4. PREREQUISITES.....	17
1.6.5. ACADEMIC CALENDAR	16
1.7. STUDENT EDUCATION PLAN.....	16
1.7.1. ACADEMIC ADVISING.....	16
1.7.2. CREDIT BY EXAM	17
1.7.3. TRANSFER CREDIT	17
1.7.4. FRAUDULENT DOCUMENTS	20
1.7.5. COURSE CREDIT RETAINED.....	20
1.7.6. TRANSFERRING CREDITS OUT OF THE PROGRAM.....	20
1.7.7. SUPPORT FOR STUDENTS WITH DISABILITIES	20
2. ACADEMIC POLICIES AND PROCEDURES	21
2.1. COURSE CONTENT DELIVERY	21
2.1.1. COURSE MATERIALS	21
2.1.2. COURSE AVAILABILITY	21
2.1.3. COMPUTER REQUIREMENTS	21
2.2. ENROLLMENT/WITHDRAWAL.....	22
2.2.1. PROGRAM ENROLLMENT.....	22
2.2.2. COURSE ENROLLMENT	22
2.2.3. COURSE WITHDRAWAL.....	23
2.3. PROGRAM WITHDRAWAL.....	24
2.3.1. ADMINISTRATIVE RELEASE	24
2.3.2. DISENROLLMENT	25
2.4. STUDENT STATUSES WITHIN THE PROGRAM.....	25
2.4.1. PROVISIONAL STATUS.....	25
2.4.2. ACTIVE STATUS.....	25
2.4.3. ADMINISTRATIVE HOLD	26
2.4.4. ACADEMIC PROBATION.....	27
2.4.5. ACADEMIC SUSPENSION	27

2.5. DISENROLLMENT	28
2.5.1. ADMINISTRATIVE DISENROLLMENT	28
2.5.2. ACADEMIC DISENROLLMENT	28
2.5.3. DISENROLLMENT DUE TO MISCONDUCT	29
2.6. GRADUATION	30
2.6.1. GRADUATION AND COMMENCEMENT	30
2.6.2. DIPLOMAS	30
2.6.3. AU TRANSCRIPTS FOR CADP	30
2.7. GRADING	30
2.7.1. CRITERIA	30
2.7.2. SCALE	30
2.7.3. POSTING OF GRADES	30
2.7.4. GRADE REQUIREMENTS/COURSE REPEAT POLICY.....	30
2.7.5. FEEDBACK AND REMEDIATION.....	31
2.7.6. GRADE APPEALS.....	32
2.7.7. ASTERISK GRADES.....	32
2.7.8. LATE ASSIGNMENT POLICY.....	33
2.8. PROFESSIONAL BEHAVIOR	35
2.8.1. ATTENDANCE.....	35
2.8.2. ACADEMIC FREEDOM & NON-ATTRIBUTION.....	36
2.8.3. ACADEMIC INTEGRITY (INCLUDES USE OF AI).....	37
2.8.4. PROCEDURES FOR HANDLING ACADEMIC INTEGRITY ISSUES	39
2.8.5. ELECTRONIC MAIL AND THREADED DISCUSSION DECORUM	41
2.8.6. FRATERNIZATION AND UNPROFESSIONAL RELATIONSHIPS.....	41
2.8.7. INFORMATION PROTECTION	41
2.9. AWARDS	43
2.9.1. LEADERSHIP AWARD (TERM).....	43
2.9.2. LEADERSHIP AWARD (PROGRAM)	43
2.9.3. WRITING AWARD (PROGRAM).....	43
2.9.4. PEER AWARD (PROGRAM).....	43
3. LIBRARY, TEACHING & LEARNING CENTER AND OTHER STUDY RESOURCES	43
3.1. MUIR S. FAIRCHILD RESEARCH INFO CENTER & AU's TEACHING & LEARNING CENTER	43
3.2. ONLINE LIBRARY RESOURCES	44
3.3. CREDIT BY EXAM RESOURCES	44
3.4. WRITING RESOURCES	44
4. STUDENT SUPPORT – FACULTY, STUDENT SERVICES, AND COURSE SUPPORT	44
4.1. FACULTY	45
4.1.1. DELIVER COURSE INSTRUCTION	45
4.1.2. ADVISE STUDENTS ON PROBATION	45
4.2. STUDENT SERVICES	46
4.2.1. ACADEMIC DEGREE PLAN ADVISING.....	46

4.2.2.	RESPONSIBILITIES	46
4.2.3.	EDUCATION PLAN DEVELOPMENT	46
4.2.4.	STUDENT ORIENTATION, ADVISING AND READINESS (SOAR) COURSE	46
4.2.5.	CREDIT BY EXAM SUPPORT	47
4.2.6.	STUDENT ACADEMIC SUCCESS PROGRAMS	47
4.2.7.	STUDENT SUPPORT	47
4.3.	TERM 0	47
5.	STUDENT RIGHTS, RESPONSIBILITIES & GRIEVANCES	48
5.1.	INFORMAL FEEDBACK	49
5.1.1.	RESPONSIBILITIES	50
6.	CADP OPERATIONS	50
6.1.	RESPONSIBILITIES	50
6.1.1.	DIRECTOR, CIVILIAN LEADERSHIP DEVELOPMENT SCHOOL	51
6.1.2.	DEAN, ACADEMIC AFFAIRS, CADP	50
6.1.3.	ASSOCIATE DEAN	51
6.1.4.	CHIEF, STUDENT SERVICES	53
6.1.5.	GENERAL EDUCATION & ACADEMIC ADVISING	54
6.1.6.	CADP REGISTRAR	55
6.1.7.	STUDENT SUPPORT	56
6.1.8.	DEPARTMENT HEAD	56
6.1.9.	FACULTY OF RECORD	57
6.1.10.	INSTRUCTORS	59
6.1.11.	INSTRUCTIONAL SYSTEMS DESIGN (ISD)	61
6.1.12.	CURRICULUM COMMITTEE	61
6.2.	FACULTY AND ISD EXPECTATIONS	62
6.3.	PROFESSIONAL GROWTH	62
6.4.	CRITERIA AND PROCEDURES FOR EVALUATION	62
6.5.	RESEARCH	63
6.5.1.	RESEARCH PRIORITY	64
6.6.	ASSESSMENT	65
6.7.	LEARNER CENTERED APPROACH	65
6.8.	TIMELINE FOR FACULTY OF RECORD AND ISD COURSE DEVELOPMENT	66
6.9.	PROCEDURES FOR CADP APPROVAL OF GEN EDS AND ELECTIVES	67
6.10.	CADP EARLY ALERT PROCEDURES	67
	ATTACHMENT 1 - COURSE WITHDRAWAL REQUEST FORM	68
	ATTACHMENT 2 - GRADE APPEAL APPLICATION FORM	70
	ATTACHMENT 3 - CADP ADMINISTRATIVE HOLD REQUEST	71
	ATTACHMENT 4 – STUDENT FEEDBACK	72
	ATTACHMENT 5 – FAQ’s	73
	ATTACHMENT 6 – FACULTY AND STAFF DIRECTORY AND BIOS	80
	ATTACHMENT 7 – CURRICULUM PLAN TEMPLATE	94
	ATTACHMENT 8 – SYLLABUS TEMPLATE	98
	ATTACHMENT 9 – LESSON PLAN TEMPLATE	111

ATTACHMENT 10 – FACULTY OF RECORD CHECKLIST 113
ATTACHMENT 11 – INSTRUCTOR CHECKLIST 116
ATTACHMENT 12 - CADP COURSE ANALYSIS FORM EXAMPLE 118
TTACHMENT 13 - RESOURCE LIST..... 120

1. PROGRAM OVERVIEW

1.1. INTRODUCTION

CADP Mission: To provide DAF civilians mission-focused education through the Associate of Science degree in DAF Leadership and Management Studies and fulfil the by-law candidate and supervisory requirements, fostering a robust succession management pipeline.

CADP Vision: To be the first choice for DAF civilians to meet mandatory by-law requirements for undergraduate education.

The Associate of Science Degree in Department of the Air Force Leadership and Management Studies also known as the Civilian Associate Degree Program (CADP) is designed to meet mandatory by-law requirements (5 CFR 412.202, 5 CFR 412.201 & 5 U.S. Code 9902) and DAF requirements (DAFI 36-2687). This course of study, focuses on Department of the Air Force Foundational Competencies, prepares graduates to be effective in the exercise of their unique responsibilities as current or future civilian DAF Leaders. The degree program develops essential skills and competencies through solid knowledge and practical experience based on leadership and management principles and incorporating professional communications, behavioral sciences, and critical thinking skills that develop DAF civilians as employees, supervisors, managers, and leaders.

The Air University (AU) Civilian Associate Degree Program expands on the existing foundation of AU educational programs to provide an opportunity for a much broader audience while adhering to the same educational standards found in other AU schools and educational programs. Although the learning outcomes and end products are similar to those found in other AU programs, the educational approach differs in that the program combines synchronous and asynchronous learning in a fully online format. Synchronous online discussions replace the seminar discussions that are a distinguishing characteristic of resident courses. Asynchronous exercises, individual written assignments, discussion boards and written essays serve to assess the degree to which students achieve the desired learning objectives and associated outcomes. Instructor quality meets or exceeds AU's rigorous standards for faculty. Students are guided by credentialed instructors who have been handpicked for their academic expertise and/or operational experience.

The program is built upon four distinct content categories: airpower, behavioral, leadership and management studies. By incorporating Foundational Competencies and Core Values with the general education requirements for an associate degree, this experiential learning program provides the DAF with a new generation of civilian leaders who:

- a. Demonstrate comprehension of theories and competencies that support the development of DAF civilian leaders. (Program Learning Outcome 1)
- b. Demonstrate comprehension of management principles, processes and practices within the DAF organizational environment. (Program Learning Outcome 2)
- c. Demonstrate an understanding of concepts, values and actions that define professional civilian Airman and Guardians. (Program Learning Outcome 3)

This program enhances students' career development and prepares students for more advanced academic study.

The 60 credit-hour program of study can be accomplished in under three years. Some students choose an accelerated path where the degree can be earned in a little over a year. Students will complete 10 core courses through Air University, along with an additional 10 general education and elective courses completed through credit-by-exam or, if the student has already completed the equivalent coursework, transfer of relevant coursework recognized by the Air University Registrar. Note: CADP has begun offering elective courses and is working towards approval to offer all general education courses within CADP. For credit by exam courses, DAF has an extensive network of education offices and testing centers in place and accessible for civilian personnel. Civilians can access free resources through the Air Force Portal to prepare for credit-by-exam testing. In Term 0 students will take an orientation course (SOAR) and DAF Academic Writing Course. After completing Term 0, students will take five 9-week CADP courses per year for 2 years. When possible, the program will schedule synchronous class sessions at different times during the day to accommodate differing work schedules and time zones for our global student body. Enrollment in the Civilian Associate Degree Program is strictly voluntary.

All students receive this handbook during student orientation (SOAR). Students will receive updates to policies and procedures by reviewing the latest version of this handbook located on the CADP website at <https://www.airuniversity.af.edu/CLDS/CADP/> and then click "Resources". Additionally, a list of frequently asked questions is available for quick reference (Attachment 5).

1.2. HISTORY OF CADP

CADP was designed to meet mandatory by-law requirements (5 CFR 412.202, 5 CFR 412.201 & 5 U.S. Code 9902) and DAF requirements (DAFI 36-2687). CADP began offering courses in 2017.

At the request of HAF/A1 In March 2023 CADP was removed from the Civilian Development Education call run by AFPC and began offering open enrollment.

In January 2024 at the request of HAF/A1 CADP went from an associate of applied science to an associate of science degree. In July 2024, at the request of HAF/A1, CADP went from Associate of Science Degree in Air Force Leadership and Management Studies to Associate of Science Degree in Department of the Air Force Leadership and Management Studies to reflect the incorporation of Space Force professionals within CADP. Additionally, all courses with "Air Force" in the title were changed to "Department of the Air Force". Also in 2024 seven elective courses and a new core course that includes an original CADP authored/published book "Mission Essential: Civilian Airmen and the USAF" was approved.

1.3. ACCREDITATION

Air University is accredited by the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC). All graduates earn an accredited Associate of Science Degree in Department of the Air Force Leadership and Management Studies, conferred by Air University.

1.4. ADMISSIONS PROCESS AND REQUIREMENTS

The primary eligibility requirement that initial selectees must focus on is getting an official high school transcript to the Air University Registrar. Students selected to attend the program must

ensure an official high school transcript or score from GED or equivalent exam is submitted to the AU Registrar for verification purposes prior to beginning program major classes. This is part of the formal enrollment process into Air University. Transcripts should be electronically sent to: AU.admission@us.af.mil If transcripts are unable to be sent electronically then send physical copy to:

**Air University Registrar
ATTN: Civilian Associate Admissions
60 Schumacher Ave
Maxwell AFB, AL 36112-6337**

Students who completed high school in a country other than the United States (apart from Department of Defense Education Activity (DoDEA) schools) will need to have their high school transcript evaluated by a credentialing agency prior to submission to the AU Registrar. The AU Registrar can provide students with a list of potential credentialing agencies, if needed. The cost of this service will be the responsibility of the student.

1.4.1. ELIGIBILITY REQUIREMENTS

Students must meet all CADP eligibility requirements to become an active student in the formal CADP coursework. Eligibility requirements for CADP are:

- Status as a full-time permanent Department of the Air Force civilian in any grade level
- An acceptable rating on most recent performance appraisal (if applicable)
- High school diploma, GED or equivalent
- No post-secondary degree from a regionally accredited 2 or 4-year college or university; however, you may have some college credit
- A signed Learning Agreement (this will be provided during the application process)

Students must maintain the eligibility requirements of being a DAF civilian employee in order to continue in CADP. Should a student lose or resign their full-time DAF civilian position, an administrative release from CADP will be processed. Exceptions to policy are not guaranteed, but may be made on a case-by-case basis. See section 2.3.1 and 2.4.3 for additional information.

1.5. TUITION AND FEES

There are no tuition costs associated with the 10 core classes in the Civilian Associate Degree Program; however, students are responsible for all costs associated with their personal internet access and computer equipment. Access to required course materials is furnished online for the duration of each course. Students will not be required to purchase any textbooks or materials for the 10 core classes.

Students will complete general education requirements and elective credits through transfer credits, CADP offered electives and credit by exam (CLEP/DSST)/other universities that offer required general education courses. Students are required to take available CADP electives to meet any remaining elective requirements. The DAF will cover the cost of one attempt at each CLEP/DSST exam that would fulfill a general education (or elective if a CADP elective is

not available) requirement through civilian tuition assistance (civTA). Should the student not pass the exam on the first try, payment for subsequent attempts of the exam will be the responsibility of the student. There will be no reimbursement for transfer credits previously taken. Should students wish to take a course at a local college to transfer into the program for general education or elective credit, students may request AF Civilian Tuition Assistance to help cover a portion of the cost. There will be no funding available through the Civilian Associate Degree Program to cover the cost of taking courses for transfer credit. The program's Student Services office will conduct academic advising with each student to identify transferrable course options and/or CLEP/DSST exam options. Academic advising ensures that all students have a viable plan to complete all degree requirements at no cost to the student.

NOTE: Since the Civilian Associate Degree Program incurs no tuition costs and student course load is designed not to exceed 6 credit hours of study in any given term, waiver letters to approve deferment of student loans incurred from previous programs or institutions are not authorized.

1.6. DEGREE PROGRAM

The Associate of Science degree consists of 60 credit hours (CH). Degree plan requirements are distributed as follows:

Foundational Requirements.....	12 CH
Program Major Requirements.....	18 CH
General Education Requirements.....	15 CH
General Electives.....	15 CH
Total	60 CH

Table 1-1, Program of Study, denotes the entire program's course requirements, to include program major courses, general education requirements, and electives. Detailed descriptions of the courses, general education requirements, and possible elective options can be found online at <https://www.airuniversity.af.edu/Registrar/Air-University-Academic-Catalog/>

Although the typical student can complete the program in under 3 years, the program is rigorous and requires a significant time commitment to meet that goal. A student may request an extension of up to 12 months after completing the 10th core course (Principles of Leadership 2). A student may also complete the program in a little over the year if they are a part of the accelerated initiative.

		Term 1	Term 2	Term 3	Term 4	Term 5
AY 1	Credit by Exam; Transfer; CADP Elective	Written Comm.	Elective	Oral Comm.	Elective	Social Science
	Program Major (AU)	Professionalism in the DAF	Foundations of Leadership	Civilian History of the DAF	Introduction to Management	Principles of Leadership 1
AY 2	Credit by Exam; Transfer; CADP Elective	Humanities	Elective	Elective	Elective	Math
	Program Major (AU)	Thinking, Logic, and Decision Making	Conflict Resolution	Organizational Culture	Process Improvement	Principles of Leadership 2

Program of Study, Table 1-1

1.6.1. REQUIRED CORE AND TERM 0 COURSES

Core courses include foundational and program major requirements. Term 0 courses include Orientation (SOAR) and DAF Academic Writing Course. The Civilian Associate Degree Program (CADP) teaches core and Term 0 course online in a blended eLearning environment. All core and Term 0 courses are required courses and must be taken through CADP. Students may be exempt from the DAF Academic Writing course if the student submits a copy of their college transcript verifying that they have had an acceptable Writing/Composition course that is validated by CADP. No credit by exam or transfer credits will be accepted for these courses. Note: Principles of Leadership 2 (POL 2) is a cumulative course -- all other core courses must be completed with a passing grade prior to beginning this course with one exception. POL 2 may be taken concurrently with POL 1 if it is the final two courses a student needs to complete all core course.

The following is a list of the required Term 0 and core courses and corresponding credit hours in the Civilian Associate Degree Program:

Term 0 Requirements:

Student Orientation, Advising, & Readiness (SOAR)
DAF Academic Writing Course

Foundational Requirements:

Civilian History of the DAF – (3 Credit Hours)
Professionalism in the DAF – (3 Credit Hours)
Thinking, Logic and Decision Making – (3 Credit Hours)
Organizational Culture – (3 Credit Hours)

Program Major Requirements:

Introduction to Management – (3 Credit Hours)
Conflict Resolution – (3 Credit Hours)
Process Improvement – (3 Credit Hours)
Principles of Leadership 1 – (3 Credit Hours)
Foundations of Leadership – (3 Credit Hours)
Principles of Leadership 2– (3 Credit Hours)

1.6.1.1. Program Major Course Descriptions

APW1003 Civilian History of the DAF

This course provides Civilian Airmen an opportunity to access the history of civil servants in the context of national security and the evolution of the Department of the Air Force. In addition to the broad outlines of national security and airpower history, this course will introduce topics such as legal influences on Civilian Airmen and Guardians, DAF regulatory guidance for the civilian workforce, policies that have influenced the civil service, and civil service reform initiatives.

APW1002 Professionalism in the DAF

Professionalism in the DAF explores the concept of what it means to be professional civilian Airman and Guardians. The course will discuss the history and purpose of the civil service, as well as the valuable and evolving role civilian Airman and Guardians play within the DAF. Students will study DAF foundational competencies and practices identified to develop professional Airmen and Guardians. Students will also explore how every civilian contributes to the creation of a professional environment. Surveyed areas will include the Core Values, the concepts of commitment and right-mindedness, professional relationships and DAF culture.

LDR1001 Foundations of Leadership

This course explores current and historical leadership styles and theory. The emphasis is placed upon effective civilian leadership within the DAF. The course will focus on how leaders emerge and assume responsibility. As a foundations course, this academic study provides the basis for all leadership concepts in the program.

MGT1001 Introduction to Management

This course is an overview of management theory, management functions, organizational structure, daily management responsibilities, organizational ethics, and current management tools and resources as they relate to the DAF civilian environment. Theoretical concepts are illustrated with practical application to real-world DAF management problems and scenarios. From the curriculum and exercises in the course, the student will develop the following abilities: the ability to identify the roles, which they are fulfilling in their work as a manager or potential manager within their Air Force organization, and the ability to identify managerial activities that contribute to managerial effectiveness in the DAF.

LRD1500 Principles of Leadership 1

The mission of the course is to enhance development of leadership skills and traits in DAF civilians. This course will reinforce students' understanding of basic leadership principles and theory by identifying practical leadership skills and traits identified by the

DAF Foundational Competencies to support the development of self and others, to include: interpersonal communications, coaching and mentoring, and goal setting. This course will also introduce students to topics explored in year two of the program.

LDR2001 Thinking, Logic and Decision Making

This course will introduce students to various decision-making models, with primary focus on a decision-making model often used throughout the DAF. This course will also introduce students to problem solving steps common in the DAF. Additional models and thinking and logic skills introduced in this course are based on theory, practice, or cultural relevance. Students will learn to explore which model best fits their civilian work environment and adapt models as necessary to make better decisions. The course is designed to help develop critical and creative thinking skills in DAF civilians.

MGT 2002 Conflict Resolution

Conflict Resolution explores a variety of theories and frameworks for understanding and responding to conflict within the DAF environment. Students will move from conflict analysis to exploring techniques, process models, and third-party roles as ways to intervene constructively in conflict within the large and complex social environment of the DAF organization. Students will learn key communication skills for resolution negotiations, with a special emphasis on interpersonal and small group conflicts as the building blocks for conflict resolution. Students will be asked throughout the course to observe their work environment and consider the usefulness of each week's topic as potential skills necessary for DAF managers and leaders to successfully resolve conflict within the DAF environment. General theories will be taught as a foundation to support students' understanding of the Air Force Mediation model, the Air Force Negotiation Model and Air Force Cross-cultural Negotiation strategies developed by the Air Force Negotiation Center of Excellence.

MGT2003 Organizational Culture

This course is designed to provide students with practical knowledge of principles and practices to effectively manage and enhance civilian organizational culture in the DAF. This course provides basic knowledge of theories and organizational culture and an understanding of how these concepts affect DAF mission success. Students will explore how structures and processes created within the DAF organizational culture; influence the behavior of individuals working within it, as well as how civilian employees influence the culture of the organization. The course explores variables that affect the productivity, effectiveness, and efficiency of the organization with an emphasis on understanding how these concepts apply to the DAF culture.

MGT2004 Process Improvement

This course provides an in-depth introduction to the DAF 8-step Process Improvement method and how it is applied within the DAF organization. Students will learn how the 8-step method guides DAF civilians to identify a process that is not efficiently achieving the mission, and then develop and implement improvements to the efficiency and effectiveness of that process. The course will reinforce the students' understanding of process improvement concepts by using a faculty-led DAF-specific case study led throughout the duration of the course.

LDR2500 Principles of Leadership 2

This course functions as a capstone for the degree program, linking and reinforcing concepts learned throughout the first two years of the program. This course builds on previous courses by taking the leadership, management and airpower theories, principles and competencies previously learned and exploring them in greater depth. Students will answer the question of what theories, principles and competencies they think best allow Civilian Airmen and Guardians to effectively lead and manage within today's DAF.

1.6.1.2. General Education and Elective Course Descriptions

GE101 Written Communication

English composition. Applicable written communication courses must satisfy the delivering institution's writing and composition requirement for graduation. Not acceptable courses include business communication and technical writing.

GE102 Oral Communication

Speech/Public Speaking. Courses that prepare students to present effective public speeches to persuade, debate or argue in a clear, concise and logical manner. Emphasis on organization and delivery of public speeches. Courses that are not acceptable for this course requirement include group and interpersonal communication.

GE103 College Mathematics

College-level mathematics courses that satisfy the delivering institution's mathematics requirement for graduation or an Intermediate Algebra that is not developmental, preparatory, remedial, refresher, or review. Not acceptable courses include: accounting; business, consumer, technical or computer mathematics; beginning or elementary algebra; statistics (taught outside the mathematics department); history of mathematics; and mathematics for elementary and secondary teachers.

GE104 Humanities

Courses in fine arts (criticism, appreciation, and historical significance), literature, philosophy and religion are acceptable. Not acceptable courses include applied courses that teach how to play a musical instrument, perform a dance routine, sculpt or draw an art form, a foreign language and sign language.

GE105 Social Sciences

Courses from the following disciplines are acceptable: anthropology, archaeology, culture, economics, geography, government, history, political science, psychology and sociology designed to impart knowledge, develop skills, and identify goals concerning elements and institutions of human society.

EL200 General Electives

Preferred elective courses cover subjects related to leadership, management and/or airpower. However, students may transfer elective courses that fall under the General Education areas including, but not limited to: Humanities, Social Sciences, English, History, Political Science, Accounting, Business, Economics, Public Administration,

Foreign Languages, and others. The courses should be broad in nature and must not duplicate or overlap another course or test applied to the degree program. The course may not be narrowly focused on skills, techniques, and procedures such as Sheet Metal Fabrication or Fortran Computer Programming, etc. All electives are reviewed individually on a case-by-case basis. If a student has an unmet elective requirement then they must take available CADP electives to meet the requirement.

CADP Elective Course Descriptions

LDR2001 Department of the Air Force Ethics and Leadership

This course is an overview of the role of ethics in leadership emphasizing how ethics impact one's leadership ability and its overall impact in the work center and overall organization. Students will define ethics and identify ethical behavior in various situations in an Air Force organization. The ability to identify ethical and un-ethical leadership behavior will be observed via case studies and scenarios. Case analysis and simulation of problem solving and decision making are used to develop insight into ethical leadership.

APW1001 History and Heritage of the DAF

The purpose of this course is to help prepare civilian Airmen to appreciate the value, history, and heritage of the DAF to help them assume increasingly responsible roles in their personal, professional, and academic lives using this knowledge. It will also provide additional insight and examples of significant contributions to the Air Force mission made by the civilian workforce. This course provides a foundation for Air Force civilian Airmen to understand and value the Air Force's history and heritage through a study of the events, leaders, and technical developments that led to the evolution and employment of USAF airpower. The course covers the period from the first balloons and dirigibles to the space-age systems of the Global War on Terror and the creation of the new military force entitled the United States Space Forces. Historical examples discuss the development of Air Force core functions to demonstrate the evolution of what has become today's USAF. Students will also explore examples of the influence of Air Force Core Values on the evolution of USAF airpower. The course also examines several fundamental truths associated with war in the third dimension, e.g., principles of war and tenets of air power.

MGT1002 Performance Management Coaching

This course is an introductory overview of Performance Coaching related to performance management. Introductory coaching concepts will be explained along with real-world Air Force civilian examples relating to the employee appraisals. The students will learn to identify the coaching elements necessary for improving performance.

MGT2005 Organizational Behavior

This course focuses on the basics and framework of individual and group behaviors and processes describing human behavior and organizational motivation. This course will help prepare students to deal with problems and opportunities presented by behaviors

and performance of others that typically arise within the Department of the Air Force setting.

APW1004 Constitutional Literacy

The course will focus on students getting a clearer understanding of the Constitution. Students will learn the importance of a Constitution, its relevance to DAF civilians, the events leading up to it, its ratification, major principles, and each of the amendments to include how they apply today. Students will also gain knowledge on the process of the Electoral College.

COM1003 DAF Professional Writing

This course focuses on DAF workplace writing. This course is designed to help students improve their communication in workplace settings. Students will learn to express themselves clearly, persuasively, and professionally.

LDR2002 DAF Team Leadership

This course will focus on leading smaller groups of people and teams. It will cover more than just working in small groups and the impact on work centers and the overall organization. Students will define small team tactics, techniques, and procedures and be able to identify small team dynamics and behavior in various situations. Small team leadership and larger group leadership behaviors will be compared. Students will be observed via case studies and scenarios. Examples and non-examples scenarios will be provided and/or constructed by students.

1.6.2. GENERAL EDUCATION REQUIREMENTS

This program requires 15 credit hours of general education requirements. General education requirements include: Written Communication, Oral Communication, College Mathematics, Humanities, and Social Sciences.

Students are highly encouraged to take a CADP offered elective or a General Education requirement each academic term, beginning with Term 1. Students transferring in previously completed classes are also highly encouraged to begin their remaining General Education/Elective courses in Term 0. These can be completed via CLEP/DSST or students may choose to take online (or local resident) classes. Classes and tests will be coordinated with the student academic advisors.

1.6.3. ELECTIVE REQUIREMENTS

This program requires 15 credit hours of general electives. Elective requirements can be completed by: 1) online courses offered by Air University/CADP that has been identified as courses that fulfill the degree program's elective requirement and 2) credit by exam (CLEP/DSST) or transfer credit that the program has identified as courses that fulfill the degree program's elective requirement. Electives must support the goals of the degree program. A list of elective options will be provided to students during

orientation. If a student has an unmet elective requirement then they must take available CADP electives to meet the requirement.

Students are encouraged to study and attempt to complete one General Education or Elective requirement each academic term, beginning with Term 1. Students transferring in previously completed classes are highly encouraged to also begin their remaining General Education/Elective courses in Term 0. General Education may be completed via CLEP/DSST or students may choose to take online (or local resident) courses. All courses and CLEP/DSSTs must be coordinated with the student academic advisors.

1.6.4. PREREQUISITES

There is no prerequisite coursework for the Civilian Associate Degree Program.

1.6.5. ACADEMIC CALENDAR

See schedule located in SOAR, CADP newsletter or CADP website
<https://www.airuniversity.af.edu/CLDS/CADP/>

1.7. STUDENT EDUCATION PLAN

1.7.1. ACADEMIC ADVISING

Academic advising is a collaborative relationship in which academic advisors and students share responsibility for creating sound educational plans that support student's ultimate academic goals. Students will meet with an academic advisor from Student Services upon entering the degree program. This advising process will identify the courses, transfer credits, or credit by exam that a student will use to fulfill their general education and elective requirements.

General education credits will be accomplished through credit by exam (CLEP/DSST) or transfer credit. Elective credits may be accomplished through the same process. Note: If a student has an unmet elective requirement then they must take available CADP electives to meet the requirement. Students will initially complete registration, orientation, and finalize the admission process into AU and the program. Once this has been completed, the program's Student Services office, in conjunction with the AU Registrar, will coordinate with students to verify whether students have any transfer credits that apply to the general education requirements. The Student Services office will work with students to develop an education plan which outlines the CLEP/DSST exams that the student can take to fulfill all outstanding credit requirements. The Student Services office will also identify study resources available to the student to prepare for the exam. The Student Services office will maintain a current listing of applicable online courses and CLEP/DSST exams. These will be provided to students during orientation and academic advising. During academic advising, the best elective options will be identified, based upon student's learning interests or competencies/knowledge. Elective options will be identified in the student's academic advising plan, which is available to both the student and program faculty and staff throughout the duration of the program.

1.7.2. CREDIT BY EXAM

A maximum of 30 credit hours of credit by exam may be applied to satisfy non-core degree requirements (general education and elective requirements discussed in Sections 1.5.2 and 1.5.3). Credit may be applied for examinations offered by DSST and the College Board (CLEP). To receive credit, official transcripts or score reports must be sent directly from the issuing agency to the AU Registrar. Examination results documented on other college or university transcripts are not acceptable.

AF civilian tuition assistance (civTA) will pay for one credit by exam (CLEP/DSST) attempt for each General Education and elective exam required for degree completion. CivTA will cover exam fees only. Registration fees for CLEP and DSST exams taken at fully funded National Test Centers will be waived by the testing center. At all other test centers, civTA will fund the cost of the exam and the student will be responsible for the registration fee. CLEP testing centers can be found at: <https://clep.collegeboard.org/search/test-centers>. For DSST testing centers, view <http://getcollegecredit.com/institutions/search>. Select the fully funded box to find a list of fully funded test centers. Students will walk through this process during orientation.

Students who fail an attempt at a CLEP/DSST exam funded by civTA will have to pay for additional attempts at this particular exam or arrange to take a class to fulfill this requirement. Air University does not offer any classes online or in-residence to fulfill general education requirements.

There is a variety of free resources available to help students prepare for CLEP/DSST courses, which can be found: online, at base libraries, and at base Education Centers. Since funding for any subsequent attempts will be the responsibility of the student, students are strongly encouraged to take advantage of these resources to prepare themselves appropriately prior to attempting a CLEP/DSST exam.

To request funding for a CLEP or DSST exam, students will submit their request through the Air Force Virtual Education Center (AFVEC). Once initial advising has been completed, Student Services will upload the student's individual degree plan into AFVEC. At that point, students will be able to submit their funding request for civilian tuition assistance. Should students need assistance, both their local base Education Center as well as their academic advisor will be able to provide additional information.

1.7.3. TRANSFER CREDIT

Transferring course credit is also an option if a student would prefer to take a classroom course instead of credit by exam (CLEP/DSST). For general education requirements, students may take a course at a local or online accredited college and transfer the credit into the program. However, students should confer first with their academic advisor prior to taking a class in this manner to ensure the credit hours will transfer. Air University will not fund these courses. However, the student may apply for civilian tuition assistance to supplement the cost of any courses completed in this manner. Tuition Assistance is not guaranteed but if approved, could result in the student paying 0% of the cost of tuition for each course. To apply for civilian Tuition Assistance (civTA), courses must be from a fully accredited college or university listed in the DoD Memorandum of Understanding (MOU) directory at: <http://dodmou.com>.

Should students have prior coursework they believe may fulfill the general education or elective requirements of the degree program, they should discuss this option with their academic advisor. See Section 1.6.3.1 for more information about the process to transfer credits into the program.

Students will only be allowed to transfer credits for general education requirements and electives. Required core classes (those listed in section 1.5.1) cannot be completed with transfer credit or credit by exam.**1.7.3.1. TRANSFERRING CREDITS INTO THE PROGRAM**

The CADP registrar will verify each course requested for transfer credit. If the course hasn't been previously analyzed and approved, the registrar will research the course to ensure it comes from an accredited postsecondary institution or a recognized candidate for accreditation. Only courses completed with a grade of "C" or higher at accredited civilian institutions may apply to the degree program. Transfer courses must not be developmental, preparatory, remedial, refresher or review courses. Courses must be undergraduate collegiate course work taught at the level of and relevant to, the program requirements and cannot duplicate credit previously applied from other sources. The CADP registrar will request the appropriate department head to review each course to ensure it is relevant to program objectives for one of the seven Gen Eds or three program electives as outlined in paragraph 1.5.1.2. The registrar will forward department head recommendation to the Dean or Associate Dean of CADP for approval/disapproval. All courses will be verified by Air University to ensure they meet appropriate standards before credit will be granted. Upon approval by the AU Registrar, the course will be added to our SIS for future reference. General education/elective requirements transferred into the university (not offered by Air University) will not count towards a student's GPA within CADP.

Courses completed at foreign institutions are considered on an individual basis when submitted with a course-by-course evaluation from an American Association of Collegiate Registrars and Admissions Officers or a National Association of Credential Evaluation Services member. For courses taken at foreign institutions, a student must obtain an external (commercial) evaluation of the course work. AU cannot evaluate and interpret foreign academic credentials.

Transcripts should be electronically sent to: AU.admission@us.af.mil If transcripts are unable to be sent electronically then send physical copy to:

Air University Registrar

ATTN: Civilian Associate Admissions

60 Schumacher Ave

Maxwell AFB, AL 36112-6337

Students will complete a Request for Transfer Credit form and submit it to Student Services to begin the process. Once a student's official transcripts have been received and reviewed, a determination of credit eligibility will be made. Students will then receive notice from Student Services regarding this determination. If student's

credit is eligible for transfer, student will also see this documented on their updated academic advising sheet.

1.7.4. FRAUDULENT DOCUMENTS

The Air University Registrar will ensure the authenticity of each document. The Registrar will take appropriate actions regarding fraudulent documents that can include disenrollment and/or legal action. A student disenrolled for fraud will have his or her transcript annotated with "student was disenrolled for submitting fraudulent documents."

1.7.5. COURSE CREDIT RETAINED

Students who withdraw from the program and return may retain credit for previously completed Civilian Associate Degree Program courses as long as those completed courses are current courses in the most recent AU course catalog.

1.7.6. TRANSFERING CREDITS OUT OF THE PROGRAM

Students who desire to transfer credits to a civilian institution should consult with the receiving institution for guidance. It is up to the receiving institution to determine how much credit is allowed, and which courses are applicable in its own degree programs.

1.7.7. SUPPORT FOR STUDENTS WITH DISABILITIES

CADP is a fully distance-learning program offered to employees of the Department of the Air Force, the Chief of Student Services will hold primary responsibility for working with students requesting reasonable accommodations for health conditions that may have an impact on student attendance, and academic performance. This degree program will own primary responsibility solely for providing support to documented learning disabilities covered by federal law (i.e., Section 504 of The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as amended), that would not otherwise affect the student's (DAF employee's) ability to fulfill his or her daily job. (i.e. those areas which would not fall under the responsibility of the base/location at which the employee works, yet which still affect the student's ability to succeed in the program.) Should a student believe they have a disability that impacts their ability to successfully function in the program, students must submit documentation of the qualifying condition to the Chief of Student Services. The documentation will include: a) The diagnosing professional's name, title and contact information, b) the diagnosis and date of diagnosis, c) the description of the condition, to include nature and severity, d) potential effects on the student in an academic setting, e) the test(s) used for diagnosis and evaluation along with test administration date, f) identification of recommended academic accommodation(s) based upon the qualifying condition. Once the student submits full documentation of the qualifying condition, the Chief of Student Services will verify the request, working with the Department Head of Academic Advising as necessary. Once the disability has been verified, the Chief of Student Services will provide faculty with a formal notice to provide a particular student with an identified academic accommodation(s). However, no further information regarding the situation will be disclosed. At the start of each term, the Chief of Student Services will provide the instructor with a letter requesting reasonable accommodations per the student request.

2. ACADEMIC POLICIES AND PROCEDURES

2.1. COURSE CONTENT DELIVERY

The Civilian Associate Degree program uses Canvas as the online learning management system (LMS) to host asynchronous course activities and distribute course materials and related information. The degree program uses Microsoft Teams or Zoom to host its synchronous online webinars. Students will receive detailed information on system access during the student orientation process, and will have the opportunity to verify connectivity prior to course start during the initial student orientation seminar.

2.1.1. COURSE MATERIALS

All course materials listed in the course syllabi are available in the LMS or through online links. Instructors use the LMS to guide asynchronous discussions, accept assignments, provide feedback, post grades, communicate course information, and answer questions. Direct any course content related questions, or the administration of course content, to the course instructor. Some of the material in courses may be protected by copyright. AU and/or DAF has purchased rights to use this material in its courses in lieu of establishing a requirement for students to purchase textbooks. Some of these materials may only be used while a course is available online, and not for purposes outside of the Civilian Associate Degree Program.

2.1.2. COURSE AVAILABILITY

Students will receive access to their course no later than the first day of the course. Courses may remain available on the LMS for two or more weeks following the course offering. Courses will then be archived by AU and no further access to courseware is available.

2.1.3. COMPUTER REQUIREMENTS

Participants must possess at least an intermediate level of computing skills, including the ability to: organize and manage files and folders in the operating system of choice; receive and submit electronic course materials; use a word-processing program effectively; send and receive e-mail (including attachments); download and execute files from the Internet and interact with new graphical user interfaces.

2.2. ENROLLMENT/WITHDRAWAL

2.2.1. PROGRAM ENROLLMENT

Students are required to enroll in CADP and AU prior to beginning any degree requirements. Actions required to enroll will be completed prior to student orientation (SOAR) course. Among other requirements, AU/CADP enrollment requires that students have a verified high school transcript on file with the AU Registrar. For additional info, please see section 1.3 and section 2.2.1.

2.2.2. COURSE ENROLLMENT

Student Services will manage student enrollment in the program and for each

course within the program. Students may register for CADP courses within ASU Canvas during registration periods.

Registration Window

The **course registration period window is 60 days**, beginning on the date that **regular registration opens** and ending on the **final day students are permitted to register** for any course offered during that term. All students are expected to complete their course selections within this 60-day window. Departments should ensure that course offerings, schedules, and prerequisites are published before the registration period begins.

Once the registration period ends, the **Chief of Student Services** will compile official enrollment numbers for all course sections. These enrollment reports will be submitted to the **Dean of Academic Affairs** for review and academic planning.

Students who wish to **register for a course after the registration window has closed** must follow the late-registration approval process. **CADP Student Services personnel** (Registrar, Department Head of Advising, Academic Advisors, Education Technicians) must route and coordinate all registration requests directly with the **Chief of Student Services**, who will evaluate the request based on enrollment numbers and forward it to the **Dean of Academic Affairs**. **Only the Dean of Academic Affairs** may grant final approval for late registration.

For any course section that has reached its **maximum capacity of 30 students**. No student may be added without formal approval. CADP Student Services must review the request and consult with the **Chief of Student Services**. The Chief of Student Services will present the request to the **Dean of Academic Affairs**, who holds final authority to approve or deny enrollment beyond the 30-student limit.

All faculty, advisors, and administrative staff must adhere to this policy. **No course additions** after the registration deadline or above the 30-student cap may be processed without documented approval from the **Dean of Academic Affairs**. Exceptions are not permitted unless authorized through the process outlined above.

HOW TO REGISTER FOR A COURSE

Register for Course through ASU Portal

Step #1 Log into the My ASU portal <https://webapp4.asu.edu/myasu/>

Step #2 At the top of the screen click on banner Global College PME portal

Step #3 Select the Course:

Find the course you want to add and click the corresponding "Register" link.

Step # 4 Access Canvas:

After registration, return to My ASU and click "Resume" to open the course in Canvas.

Step #5 Course Visibility:

If it is a facilitated course, it will appear in your Canvas dashboard on the Friday before the course start date.

Step #6 Check for Holds:

Ensure you don't have any registration holds (e.g., **incomplete prerequisite course requirements, academic advising requirements, or have not completed/passed 8 core courses to enroll in Principles of Leadership 2 (POL 2) with one exception, POL 2 may be taken concurrently with POL 1 if it is the final two courses a student needs to complete all core course** that might prevent registration.

Step #7 Utilize ASU Resources:

If you need further assistance, contact CADP Student Support at CLDS.CADP.AdmissionsOrgbox@us.af.mil or the ASU help desk at au.support@asu.edu

Commented [LB1]: 2.2 complete revision; unable to correct indentions

2.2.3 COURSE WITHDRAWAL

2.2.3.1. STUDENT-INITIATED COURSE WITHDRAWAL

Students, under emergency circumstances or situations where an employee may need to request time off for non-vacation situations such as those covered under FMLA, may request a course withdrawal (W) from the Chief, Student Services. The request must contain an explanation of the emergency situation and written documentation of support from the student's supervisor. Students are asked to discuss the situation with Student Services prior to submitting to ensure this is the best option for the student, and if so, that all documentation has been included.

Students must understand that the course may not be available again until the following year. A withdrawal (W) will be available only in the first four weeks of class. After week four, students will have only the option to request an asterisk grade (*). See section 2.7.7, Asterisk Grades, for further information.

Students choosing to withdraw will receive a W for the course grade. Receiving a grade of W will NOT affect the student's grade point average (GPA). A grade of W will require that students re-enroll in the course at a later date and complete the entire course successfully with a grade of C or higher to attain credit for the course.

See Attachment 1 for the Course Withdrawal form.

2.2.3.2. ADMINISTRATIVE COURSE WITHDRAWAL

Students may be administratively withdrawn from a course for excess absences (inactivity) within the course. This occurs when students do not actively participate in course activities and fail to complete assignments without prior coordination with the instructor. An absence/inactivity is defined as not attending a webinar (from beginning to end) or not submitting an assignment by the due date.

Students who receive more than one WN grade will be administratively suspended (see section 2.5.2) from the Civilian Associate Degree Program. Students receiving a grade of WN from the course must repeat the course and receive a grade of C or higher to attain credit for the course.

2.3. PROGRAM WITHDRAWAL

2.3.1. ADMINISTRATIVE RELEASE

Students who came into CADP through the CDE process (before Open Enrollment began in March 2023) who choose not to continue in the program may formally leave the program by requesting an administrative release from AFPC. As identified in AFI 36-2301, Developmental Education, paragraph 18, employees requesting to decline or withdraw from a CDE program, to include CADP, must contact the AFPC CDE office to formally withdraw. Prior to contacting AFPC, students considering this option are required to discuss their situation with the Chief, Student Services. To complete the withdrawal, students must also obtain written documentation of support from their supervisor/mentor.

This disenrollment action, formally labeled an Administrative Release, generally is no fault of the student or of the school and is agreed upon by all parties. Administrative release results from various reasons to include some condition or event beyond the control of the student, a student medical issue or emergency. Students who withdraw and later wish to return to the program will need to reapply through the CDE process. Students who withdraw from the program and later return are subject to the Civilian Associate Degree Program requirements listed in the latest AU catalog.

Students who lose or resign their DAF civilian position will fall under the administrative release policy, since a condition of eligibility for CADP is that the student holds a permanent full-time AF civilian position. Students, foreseeing a

temporary break in full-time AF civilian service due to a move or change in jobs, may request admin hold but must remain in a DAF employee status such as leave without pay (LWOP), see section 2.4.3 for further details and additional policy requirements. Students must recognize that administrative hold must be requested, with a supervisor recommendation, and approval is not automatic. Approval is based upon quality student progress through the program prior to the request, to include (but not limited to) grades, participation, and acceptable progress towards general education and elective completion.

Students may not take classes with CADP or request AF civTA funding during the administrative hold. Students who do not obtain a new full-time AF position before the end of the administrative hold will be administratively released from the program. As noted above, all completed CADP credits will remain on the student's transcript. At that point, the student would have to reapply to enter CADP once again. Previous credits may apply to the subsequent entry into CADP, provided the course catalog requirement/course description identifies that course as still eligible for credit within the program.

2.3.2. DISENROLLMENT

Program-initiated student withdrawals fall under the category of Disenrollments. Please see section 2.5 for additional information.

2.4. STUDENT STATUSES WITHIN THE PROGRAM

2.4.1. PROVISIONAL STATUS: No longer authorized.

2.4.2. ACTIVE STATUS

Active status represents that students have formally completed all enrollment requirements for Air University and the CADP program. This includes providing registration information (online application, Supervisor Student Learning Agreement, and an official high school transcript that has been verified by the AU Registrar). Once enrollment requirements are completed, students are designated "Officially Enrolled" with active status within the CADP program. Active status is required prior to students "self-registering" for program orientation (SOAR). Students will not be allowed to enroll in any program major courses prior to completing Term 0 courses (SOAR and Department of Air Force (DAF) Academic Writing) with a passing grade for each. Students may be exempt from the DAF Academic Writing course if the student submits a copy of their college transcript verifying that they have had an acceptable Writing/Composition course that is validated by CADP (see section 1.6.1). Most other student statuses (administrative hold, academic probation, academic suspension) will not take effect until a student completes Term 0.

2.4.2.1. EXTENSION TO ACTIVE STATUS

Students are not expected to remain in the CADP program indefinitely. The CADP graduation path expects students to complete all academic requirements, including general education, elective and program major courses, within two years of the beginning of Term 1 for his/her cohort. Student enrollment in CADP is set to expire shortly after the tenth program major course has been completed. If a student is not

ready to apply for graduation at this point, then the student can apply for a one-year extension to this time limit.

2.4.3. ADMINISTRATIVE HOLD

In the event of long-term emergency situations or serious unforeseen life challenges, students may request time off, from one term up to one year. This provision is for documented, long-term emergency situations, such as divorce, a major change in job responsibilities, adoption, family care issues or other situations for which an employee might request time off under FMLA. The situation must be verified and the request approved in writing by the student's chain of command prior to submitting the request through Student Services for approval to the Dean of Academic Affairs.

Students may not request administrative hold during Term 0. Administrative hold status is only available once students begin the formal segment of CADP, which begins with the program major courses starting in Term 1.

In order to be an active student in CADP a person must also be a full-time DAF Civilian employee. Students, foreseeing a temporary break in full-time AF civilian service due to a move or change in jobs, may request admin hold but must remain in an Air Force employee status such as leave without pay (LWOP). This admin hold, which is available for up to one year, provides students the opportunity to re-establish themselves as AF civilians. Should students return to full-time AF civilian status before the end of administrative hold, they can then resume CADP classes without having to reapply for the program. Students should note that, upon returning the active CADP status, they may experience a long pause until the needed classes are available for registration, since classes are currently offered only once a year.

Entering into an administrative hold period is not automatic. Students must request this status and be approved prior to leaving DAF employment. Approval is based upon quality student progress through the program prior to the request, to include (but not limited to) grades, participation, and acceptable progress towards general education and elective completion.

During administrative hold, students will not take classes with CADP. If students have passed the withdrawal date in the term, which is week five or later in the term (see section 2.2.3.1 for additional information), then students may complete the current term, but will not be registered for any further terms until the student returns to full-time DAF civilian employee status. Based upon current AF civilian tuition assistance rule, students will not be eligible for AF civTA to work on gen eds/electives while not a full-time DAF Civilian employee (to include LWOP status).

Once student returns to DAF employment, the student will need to coordinate with their new supervisor and have the supervisor sign the CADP learning agreement.

Should a student not obtain full-time DAF civilian status by the end of the admin hold, the student will be formally withdrawn from CADP. However, all courses successfully completed while in the program remain as credits for the student. Should the student later return to DAF civilian employment, the student could reapply for the program and apply all completed credits, provided they are still current under the AU Catalog. See section 1.6.5. "Course Credit Retained" for additional information.

2.4.4. ACADEMIC PROBATION

Students whose cumulative GPA falls below 2.0 or fail to pass 2 classes (earn a grade lower than a C) will be placed on academic probation. Students have the next two 9-week terms in which they earned credit hours to bring their cumulative GPA up to 2.0 during the academic probationary period. They must also pass the next two classes with a C or better grade.

Students may be academically disenrolled for failing to achieve a 2.0 GPA by the end of the academic probationary period and successfully pass the next two classes with a C or better grade. See section 2.5.2 for additional information on academic disenrollment.

When placed on academic probation, the Dean or Associate Dean of Academic Affairs will notify the student in writing informing them of their academic standing and request an appointment with the student and their supervisor. Prior to this meeting, students should have a discussion with their supervisor on what factors may have contributed to the student being unable to meet minimum standards. The student will be asked to identify which of the below areas (one or more) were contributing factors:

- Time management challenges
- Writing skills
- Difficulty with Academic Concepts
- Other (please specify)

Based on the student's response, we will connect them with CADP, Air University or other AF resources that can support their ability to succeed in CADP. Connecting with additional resources to support the student's academic success in CADP is a requirement while on academic probation.

2.4.5. ACADEMIC SUSPENSION

Students are expected to uphold Air University standards of professional and academic conduct. The purpose of academic suspension is to review a student's conduct within the program.

Students may be put on academic suspension for:

- Violating AU's integrity policy
- Cheating on an evaluation
- Acts of plagiarism

2.5. DISENROLLMENT

Disenrollment is the administrative removal of any enrolled AU student from a CADP course or program prior to the completion of course or program requirements.

Disenrollment will occur following AUI 36-2602. Students who are disenrolled from the program will be notified in writing of all decisions.

There are three general reasons for disenrolling a student from an AU program:

2.5.1. ADMINISTRATIVE DISENROLLMENT

Administrative disenrollment is typically no fault of the student or of the school and is the result of a mutual agreement by all parties (the school, the student, and the student's unit). Administrative disenrollment may result from various reasons including recall by the unit, some condition beyond the student's control, medical issue, emergency, failing to meet eligibility requirements, separation or retirement. The AU Form 747, Record of Administrative Action, is used to document disenrollment decisions made by Center or School Commanders or their designees.

Per AUI 36-2602, Center Commanders and School Commandants will consult as required with AU/A3, the appropriate legal counsel, AU/RF and AU/IA before initiating action that could result in the disenrollment of students from their programs. Center Commanders and School Commandants will recommend appropriate options to the AU/A3 in accordance with governing DoD and Air Force policies for allowing students who are administratively disenrolled to continue pursuing force development education with minimal impact to their careers. AU Registrar will ensure transcripts accurately reflect contact hours or credit hours earned to the point of administrative disenrollment.

2.5.2. ACADEMIC DISENROLLMENT

Academic disenrollment typically occurs when a student fails to meet minimum performance standards established for a program. Inherent in any decision involving academic disenrollment is the assumption that (1) academic performance standards are articulated by the school/college, and (2) failure of the student to meet standards have been thoroughly documented by faculty. In cases of academic disenrollment, Center and School leaders must indicate whether the academic disenrollment is "with prejudice" (allowing for no return to the academic program), or "without prejudice" (return permitted in some form). The AU Form 747 is used to document disenrollment decisions made by Center Commanders or School Commandants.

Students may be recommended for academic disenrollment when they:

- Receive two WN grades
- Failure to bring their GPA to a 2.0 or higher by the end of their academic probationary period

Per AUI 36-2602, Center Commanders and School Commandants will consult as required with AU/A3, the appropriate legal counsel, AU/RF and AU/IA before initiating action that could result in the disenrollment of students from their programs. Students who fail to make satisfactory academic progress (e.g., fail to fulfill academic requirements within allotted time) may be academically disenrolled. Students may appeal academic disenrollment decisions following established procedures for the program in which they are enrolled. The student may submit written documentation appealing the disenrollment decision to the Commander issuing the disenrollment decision. The student also may submit a written request for a personal appearance before the Commander. AU Registrar will ensure transcripts accurately reflect contact hours or credit hours earned to the point of disenrollment.

2.5.3. DISENROLLMENT DUE TO MISCONDUCT

Misconduct disenrollment occurs when there is sufficient evidence of violations of standards of integrity, professionalism, character, or ethics for the School or Center Commander to remove a student from a program. Center Commanders or School Commandants will comply with AETCI 36-2909, Recruiting, Education, Accessions, and Training Standards of Conduct, for policies on identifying violations of academic integrity. The AU Form 747 is used to document disenrollment decisions made by Center Commanders or School Commandants or their designees.

When the nature of a student's misconduct violates standards of behavior and/or integrity expected of DoD and Air Force professionals, Commanders will pursue misconduct disenrollment with prejudice (no return to academic program) in accordance with AETCI 36-2909. When warranted, commanders will pursue other appropriate disciplinary actions, concurrently with disenrollment. Violations by students enrolled in AU non-resident (Distance Learning) programs shall be reported by Center Commanders and School Commandants to the student's Commander for appropriate disciplinary action.

Per AUI 36-2602, Center Commanders and School Commandants will consult as required with AU/A3, the appropriate legal counsel, AU/RF and AU/IA before initiating action that could result in the disenrollment of students from their programs. Pending disenrollment proceedings, Center Commanders and School Commandants may suspend students being considered for disenrollment. Students may appeal disenrollment-with-prejudice decisions following established procedures for the program in which they are enrolled. The student may submit written documentation appealing the disenrollment decision to the Commander issuing the disenrollment decisions. The student also may submit a written request for a personal appearance before the Center Commander or School Commandant.

Commanders who elect to disenroll students from a program must choose whether or not to revoke credits earned for individual courses prior to the misconduct leading to disenrollment. Revocation is the process of rescinding academic credit, program completion, and/or degree status. Revocation is appropriate when the misconduct or other deficiency occurred during the program's term but was not discovered until after program completion. Center Commanders and School Commandants will consult as required with AU/A3, the appropriate legal counsel, and AU/IA before initiating action to revoke credits for students who are disenrolled. The AU/CC is the sole authority for revoking a conferred AU degree. Center Commanders and School Commandants will submit a recommendation for revoking the degree through the AU/A3 to the AU/CC. Center Commanders and School Commandants will submit requests to revoke credits earned prior to degree completion for award to AU/A3. AU/A3 will coordinate with AU Registrar to ensure official transcripts reflect revoked credits.

2.6. GRADUATION

2.6.1. GRADUATION AND COMMENCEMENT

Students must coordinate with Student Services throughout the program to update the student's academic advising plan and ensure that all degree requirements are met. Students must complete the 60-credit hour Civilian Associate Degree Program and must achieve a grade of "C" or higher on each academic course with an overall

grade point average of at least 2.00 on a 4.00 scale to earn the Associate of Science in Department of the Air Force Leadership and Management Studies degree.

2.6.2. DIPLOMAS

Diplomas will be mailed to the address listed on the graduation application approximately two months after all graduation requirements have been completed. ***It is imperative students keep their graduation application information current and notify Student Services of any changes to avoid any delays in processing diplomas.***

2.6.3. AU TRANSCRIPTS FOR CADP

Official transcripts can be requested at any time during the program. Official transcripts can be requested by any student who has earned AU course credit through the AU Registrar's Office, using the AU Transcript Request form found at: <https://auservicedesk.af.edu/education> See website for additional information.

2.7. GRADING

2.7.1. CRITERIA

Assessing student success in attaining learning objectives in the online environment is based on an instructor's professional judgement. However, to assist course instructors in the important task of grading, the Civilian Associate Degree Program employs assignment rubrics. The grading criteria contained in these rubrics serve only as guidelines for instructors. Instructors use their best judgment when determining the appropriate grade for assessments, threaded discussions, and other postings that may be evaluated. The instructor may include other course-unique grading criteria when appropriate. For purposes of "letter grade" evaluation of student academic performance, instructors will assign one of the following: A, B, C, D, or F.

2.7.2. SCALE

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 69.5, 79.5, or 89.5. (Example: 89.4 and lower will be recorded as 89 - B; 89.5 and higher will be recorded as 90 - A)

Grade (in AU SIS)	Percentages in LMS	Final Grade Conversion (AU Registrar)
A	89.5 – 100%	4.0
B	79.5 – 89.4%	3.0
C	69.5 – 79.4%	2.0
D	59.5 – 69.4%	1.0

F	59.4 and below%	0
---	-----------------	---

A = Student's work clearly stands out as outstanding. Has unusually sharp insight into material and initiates thoughtful questions. An A-student sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates next steps in progression of ideas. Example: "A" work should be of such a nature it could be put on reserve for all students to review and emulate. The "A" student is, in fact, an example for others to follow.

B = Student's work demonstrates grasp subject matter at a level considered to be very good to excellent. This student an active listener and participant in webinar discussions. Speaks and writes well. A "B" student's work accomplishes more than the minimum requirements. Their work in and out of the webinars is of high quality. Example: "B" work indicates a high quality of performance and is given in recognition for solid work; a "B" should be considered a high grade.

C = Student's work demonstrates a satisfactory comprehension of the subject matter. "C" students accomplish only the minimum requirements, and displays little or no initiative. Their communication, orally and written, is at an acceptable level for a college student. These students have a generally acceptable understanding of all basic concepts. Example: "C" work represents average work for the students in a program or webinars. A student receiving a "C" has met course requirements, including deadlines.

D = Quality and quantity of work in and out of webinars is below average. Example: "D" work is not considered passing in this program.

F = Quality and quantity of work in and out of webinars is unacceptable. Example: "F" work does not qualify the student to progress to a more advanced level of work.

2.7.3. POSTING OF GRADES

Student grades will normally be listed in Canvas up to 3 business days after the assignment is due. Once final grades are computed, they will be reviewed and approved by the CADP Dean of Academic Affairs.

2.7.4. GRADE REQUIREMENTS/COURSE REPEAT POLICY

Students are required to achieve a minimum grade of “C” or 70% to receive academic credit for the course. Students who receive a “D” or lower will be required to repeat the course, since all program requirements must be met for graduation.

Students should be aware that D or F grades in AU courses will be part of the computation of the cumulative grade point average prior to replacement with a repeated course. Grades associated with transfer credit are excluded from this policy. If a student’s GPA falls below 2.0, students will be placed on academic probation. See section 2.4.4 for additional information.

Because the program is designed to offer each class only once per year, students will likely have to wait a year to repeat the course. During the term in which the class is offered next, the student may need to enroll in two classes simultaneously.

To avoid this situation, program faculty rely heavily on immediate feedback and remediation to support student learning long before the student reaches this situation. For additional information on feedback and remediation, please see section 2.3.5.

Note: students who fail to pass a course with a C or better grade will be contacted by the Chief of Student Services or Department Head of Student Advising who will request a meeting with both the student and supervisor to discuss how CADP and AU can best assist the student moving forward (see Academic Probation section 2.4.4).

2.7.5. FEEDBACK AND REMEDIATION

Should any student fail an assignment or otherwise identify as not achieving a proficiency on any objectives of the course, the student will receive immediate feedback and remediation from the instructor. Feedback and remediation will be ongoing throughout the course for as long as the student requires this assistance.

Should the student, even after feedback and remediation, not achieve a ‘C’ on the final course grade, policy requires that the student repeat the course. Please see section 2.7.4 for further information.

2.7.6. GRADE APPEALS

Instructors assign a grade to each assessment according to the student’s demonstrated mastery of the objectives being evaluated. Instructors submit grades for their courses(s) via Canvas during the grade submission window. Students who wish to obtain further explanation or review of a grade may initiate an appeal through their instructor. Students must wait at least 24-hours after grades are posted before initiating a grade appeal and have up to 3 business days to initiate an appeal. After 3 business days, no student may begin a grade appeal. Only graded assignments may be appealed. Exceptions to the time policy may be made on a case-by-case basis. In the event the instructor is unavailable, students should initiate their grade appeal with the faculty of record. Following this conference, if the issue remains unresolved, the student may appeal the grade using the process described below.

Documented evidence must be submitted to support an appeal. The documented evidence will be a concise written summary of the student’s position, including relevant facts, desired resolution, arguments supporting the desired solution, and relevant supporting documentation. The evidence should be submitted with the Grade Appeal Application Form (see Attachment 3) and e-mailed to the instructor. Note: The

burden of proof in a grade dispute lies with the student. The instructor (or Faculty of Record as appropriate) will review the student's appeal, provide comments, and submit it to the Faculty of Record for adjudication within 24 business hours of receipt. The Faculty of Record will respond to the student and instructor by e-mail within three business days of receipt of the submission, providing a decision and brief justification. Students must understand that the resulting grade may be lower, higher, or may remain the same.

A second appeal is permitted with additional justification to the Associate Dean for review after being coordinated through the instructor and Faculty of Record. This second appeal must be made within 10 business days of receipt of initial decision. Appeals are only accepted for individual graded assignments. Appeals for final grades are taken on a case-by-case basis, but must be submitted within 90 days of receipt of official final grade.

In the event that a student desires to appeal the decision of the Associate Dean, the student may then appeal to the Dean of Academic Affairs. The decision of the Dean of Academic Affairs will be the final decision in this grade appeal process.

2.7.7. ASTERISK GRADES

In the event of extenuating circumstances, there may be a limited opportunity to reschedule missed work within a course. Therefore, students will need to contact their instructor in a timely manner and request an "Asterisk Grade." **Requests must be made NLT the last day of the course. NOTE: Requests for an Asterisk Grade is NOT automatic.** Final approval of the Asterisk Grade Status will be at the discretion of the Faculty of Record in coordination with the instructor. The instructor is responsible for working with the student and faculty of record throughout the asterisk grade process and tracking student completion. This provision provides students' the opportunity to make up work not to exceed three weeks after the course end date. Asterisk grades are not standard practice. Students are expected to plan accordingly to mitigate potential scheduling conflicts before making the decision to register for classes.

All "Asterisk" grades must **not exceed 3 weeks past the end of term date**, or the grade will automatically be calculated as the final grade for the course.

Step 1: Student Request

- Student emails the instructor to request an Asterisk Grade.
- Requests must be made **by the last day of the course**.

Step 2: Instructor/FOR Review

- Instructor and Faculty of Record (FOR) review the student's situation and determine eligibility.

- If eligible, the instructor and/or FOR sends the **Asterisk Grade Request Form** to the student and cc: CADP Registrar and Academic Advisor

Step 3: Student Submission

- Student completes and returns the form **within 1 business day** of receipt to the instructor and cc the FOR.
- The request must include supervisor support and documentation of the extenuating circumstance
- Final approval is at the discretion of the FOR and Instructor.

Step 4: Decision & Assignment Deadline

- Instructor and FOR sign the form and notify the student of approval or denial via email. The email must include the new assignment deadline if approved NLT (**3 weeks after the end of the term**) or reason for denial. The CADP Registrar and Academic Advisor are cc'd on the email.
- FOR informs the Associate Dean and Dean of Academic Affairs of all approved Asterisk Grades when submitting term grades.

Step 5: Final Grade Submission

- After the student submits all outstanding work, the instructor and/or FOR grades the assignments and submits the final grade.
- FOR notifies the Associate Dean and Dean of Academic Affairs of any grade change within **2 duty days**.
- The Dean of Academic Affairs notifies the CADP Registrar of any grade change to update the student's record in the system.

2.7.8. LATE ASSIGNMENT POLICY

Students who anticipate being unable to complete coursework assignments on time must communicate and coordinate with their course instructor to ensure their continued success in the course in the Civilian Associates Degree Program (CADP). CADP instructors and program leaders expect that, barring unforeseen or unusual circumstances, students will submit all course assignments and comply with other course requirements within the established schedules. Students who fail to coordinate with the course instructor risk receiving a failing grade for the assignment or the course. Ideally, students will anticipate conditions that could affect their ability to meet assignment deadlines and coordinate modifications to those deadlines with the instructor well before the scheduled assignment due date. Although instructors are available through several communication methods, emergency situations may prevent students from coordinating prior to assignment deadlines. In such situations, students must contact the course instructor as soon as possible to explain why she or he could not comply with the assignment deadline. Persistent failure to meet

assignment deadlines without communicating with the instructor beforehand could have negative consequences for the overall course grade.

Discussion Board and Learning Lab assignments are an important part of the CADP learning experience. They require student and faculty interaction to enhance the learning experience. Students who fail to engage in the discussion posts during the assigned time for that discussion, deprive themselves and their classmates of opportunities to exchange ideas in the context of the course flow. Students are normally required (check course syllabus) to respond to the Discussion Board and Learning Lab assignments by Friday, 11:59 pm (Central Time) and comment on two other student's responses by Sunday, 11:59 pm (Central Time). Instructors may award partial credit to students who submit late discussion posts. If, after evaluating the student's request to submit late discussion posts, the instructor believes the student and the rest of the class may benefit from the late submissions, students may receive 80% credit for their late discussion posts. Persistent late discussion posting by a student, particularly without prior communication or coordination, may result in more severe grading penalties.

For students unable to complete assignments before the end of the course, see asterisk grading policy in par. 2.7.7.

Students will use the guidance below when encountering situations that prevent them from meeting assignment deadlines:

Late Assignment Submissions *with* Prior Approval by the Course Instructor:

1. Contact the course instructor as soon as possible prior to the assignment deadline and inform the instructor of the need for an assignment extension. Provide documentation, if available, to the instructor to inform the instructor's decision regarding whether to grant an extension. NOTE: Simply failing to manage the available time is typically not a valid excuse for submitting late assignments.
2. Instructors will evaluate the student's request and establish a revised due date for the assignment taking into consideration the student's assessment of when he or she will be able to submit the product(s).
3. An approved late submission does not apply to subsequent assignment due dates. Instructors will advise the student that delays in submitting coursework can increase the workload and pressure because of subsequent assignments. The student will be responsible for complying with all subsequent course timelines.

Late Assignment Submissions *without* Prior Approval by the Course Instructor:

1. Students who fail to meet assignment due dates without prior coordination with the instructor may receive a failing grade for the assignment. Students must contact the instructor as soon as possible to request approval for submitting a late assignment without prior approval.
2. Instructors will evaluate the student's explanation for the late submission and apply the point deduction procedure below, as applicable, for any uncoordinated late submissions.

- One day late –5% deduction

- Two days late –10% deduction
- Three days late –15% deduction
- Four days late –20% deduction
- Five days late –25% deduction

2.8. PROFESSIONAL BEHAVIOR

The Civilian Associate Degree Program expects students, as professionals, to be fully committed to their personal and professional development and to take full advantage of their admission to the Civilian Associate Degree Program.

Student conduct that disrupts the successful achievement of the AU mission is intolerable. Students who exhibit unprofessional or inappropriate behavior that disrupts class activities may be subject to disciplinary action, ranging from a reduction in the course grade to permanent dismissal from the program. Civilian Associate Degree Program instructors and staff members have laid out in the CADP Handbook, syllabi, class and student/instructor discussions what is and is not acceptable conduct. Instructors noting unprofessional behavior will notify the Faculty of Record, Associate Dean and the Dean of Academic Affairs immediately.

2.8.1. ATTENDANCE

Students attend this program's courses primarily in an asynchronous manner. Although "attendance" is mandatory, students may "attend" at the time and place of their choosing (with the exception of synchronous webinars). Students are expected to meet minimum participation requirements in all class activities and complete all class assignments by the assignment due-date. Students failing to meet these expectations may be withdrawn from their particular class or from the program.

An absence/inactivity is defined as not attending a webinar (from beginning to end) or not submitting an assignment by the due date. Students who foresee that they will be absent should coordinate make-up activity ahead of time with the instructor whenever possible. See also 2.7.8. for more information on late assignment policy.

Students may request up to 2 webinar excused absences, in advance, per term, from their instructor. In order for students to receive credit for the excused absence, they should view the missed webinar(s) and send responses to the instructor for questions asked during the session(s). Any future webinar absences will result in a grade of a zero for webinar participation for that session.

2.8.2. ACADEMIC FREEDOM & NON-ATTRIBUTION

AU faculty, students, and staff must be free to pursue knowledge, speak, write, and explore complex, and often controversial concepts and subjects. Academic freedom

applies within the context of AU's military and academic character. The Civilian Associate Degree Program may include discussions, slides and other materials from instructors and other leaders across the Department of Defense as well as speakers from US Government agencies and from the civilian sector. Students in the Civilian Associate Degree Program share an important responsibility concerning Air University's Academic Freedom and Non-attribution policies.

To meet this responsibility, all students must adhere to academic freedom and non-attribution policies as described in AU Instruction 36-2602. Explanatory notes on these policies include:

1. Academic freedom allows students, guest speakers, contributing authors, instructors and participants in classes to state opinions openly and to support or challenge ideas without concern their remarks will be attributed to them. Freedom to discuss within a classroom (physical or virtual) any material or ideas relevant to the course, to include controversial, unusual or unpopular topics, within the confines of applicable DoD and AF Instructions. Responsibility to pursue excellence, intellectual honesty, and objectivity in teaching. Responsibility to encourage faculty, students, and colleagues to engage in critical thinking, free discussion, publication, and inquiry on relevant subjects. The time-honored tradition of free speech carries with it profound individual responsibility as well. In short, academic freedom must be tempered by good judgment so that individuals refrain from making unreasonably offensive or irresponsible statements either verbally or in writing. Examples of statements that are not protected by the University policy on academic freedom include the denigration of any person's age, race, color, ethnic group, religious beliefs, sexual orientation, or gender. This is not meant to restrict discussions of controversial subjects; however, good judgment and discretion must be a guiding standard. Faculty and staff may exercise academic freedom and candor in accordance with provisions of DoD Directive 5230.09, Clearance of DoD Information for Public Release, and DoD Directive 5500.7, Standards of Conduct, in written and oral products.
2. Non-attribution is the principle that protects open expression and discourse within the academic environment. Non-attribution establishes trust relationships by assuring that thoughts and opinions are treated as privileged information not to be shared in other forums nor attributed to a specific individual without prior permission. AU faculty, staff, and students are prohibited from attributing any statement, comment, or remark to participants (i.e., faculty, staff, students, or guest speakers) by name in public media or forums, or knowingly transmitting such to persons who will enter statements into the public arena, unless specifically authorized to do so. Guest speaker presentations at AU will not be recorded by attendees, by any means, without express, advance written permission from the guest speaker or their designated representative. To facilitate candid expression and learning, the non-attribution policy applies to all AU programs, sessions, and distributed materials in which guest speakers participate.
3. As an academic institution, AU recognizes and encourages the free and open discussion and/or debate of appropriate topics within the classroom and under

the umbrella of non-attribution. However, faculty, staff, and students are limited in the manner in which they may publicly criticize senior officials. Consequently, such criticism and debate must be delivered respectfully in accordance with UCMJ, U.S.C., and AFI.

Note: Individuals who violate the academic freedom policy are subject to adverse administrative and/or disciplinary actions as described in AUI 36-2602.

2.8.3. ACADEMIC INTEGRITY

Academic integrity is the belief in honesty and an intolerance of acts of falsification, misrepresentation, or deception. It is one of the key ways that the Air Force core value of integrity is applied within the AU academic environment.

AETCI 36-2909, Recruiting, Education, Accessions, and Training Standards of Conduct, Chapter 4, establishes prohibitions against cheating, plagiarism, misrepresentation, and other violations of academic integrity. AU students, faculty, and staff must comply with the specific definitions, responsibilities, and policies in AETCI 36-2909.

Values such as 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 allows for civility in public discourse. These values are fundamental elements sustaining the reputation and credibility of this institution's students and faculty, and the value of the education it delivers and the degrees it awards.

Collaboration and discussion in the online environment among students in the same class are highly encouraged, but each student is expected to do his/her own work. It is a breach of integrity to use, receive, or give work to another student or someone outside of the program.

If a student, faculty or staff member alleges a member makes a decision based significantly on actions that violate academic freedom, academic integrity, or non-attribution, the member making the allegation may present the allegation in writing to the Director of the Civilian Leadership Development School. The Director will render a decision to the complainant. If the complainant disagrees with the Director's decision, he or she may appeal the decision up to the AFGC/CC. All violations of academic freedom will be reported to AU/A3 to ensure consistent and comprehensive application of AU policies.

2.8.3.1. ORIGINAL WORK

Student work submitted for a grade must be composed solely by the student (or identified group of students for a group assignment) except where clearly documented in accordance with citation requirements, and it must be composed specifically for the current assignment. Additionally, students are prohibited from using the work of other students (current or former) in any way, to include the formulation of ideas or outlines, to complete assignments.

The act of appropriating, or stealing, the literary composition of another, or parts or passages of another's writings, ideas or language, and passing them off as one's own work constitutes plagiarism. Every student must ensure quotations or paraphrased passages are properly cited within any written work submitted.

Plagiarism is a serious offense and a legal problem that is not tolerated. Students must cite, in an appropriate manner, sources and/or references used in papers, examinations, or speeches. All papers, exams and other written documents must comply with AU-1, Air University Style and Author Guide which is based on the *Chicago Manual of Style*, when using someone else's work. Quotation marks with an accompanying footnote and bibliography entry will be used when quoting directly, while a footnote and bibliography reference are used to acknowledge a source when paraphrasing ideas or concepts. Oral presentations must acknowledge sources in an equivalent manner.

To assist students and instructors in identifying potential acts of plagiarism, the Civilian Associate Degree Program uses a plagiarism tool called TurnItIn. This tool helps students identify areas of written work that require proper sourcing. Civilian Associate Degree Program policy requires students to submit their draft work to the plagiarism tool prior to submitting their work for grading (Instructors will notify students which assignments are required). All essay and paper assignments are required to be submitted through TurnItIn. Students are expected to review the TurnItIn report for their assignments and make any adjustments needed and re-submit to TurnItIn until there are no issues.

2.8.3.2. CHEATING

Cheating is defined as the act of giving or receiving improper assistance such as, but not limited to:

- Uploading and/or downloading study aids or notes (also known as "dirty purples," "gouge," or "the pony") to or from websites; or providing or receiving such notes via any other method
- Copying material from another's assessment
- Using notes and issued materials, or other references not authorized for use during an assessment, or other assigned work
- Knowingly permitting another to copy work or presentation materials, or excerpts/ideas/answers from an assessment
- Collaborating with other persons on individual assignments, except as permitted
- Sharing study materials or any assessment information after completing an assessment. This is to preserve the integrity of the assessment and ensure that all students have an equal opportunity at success in the program

Cheating is a violation of academic integrity standards. Further, unauthorized discussions, disclosure, or possession of distance learning assessment materials constitutes a violation of Academic Integrity. Unless instructed otherwise by a Civilian Associate Degree Program faculty, assessment materials may be discussed only with Civilian Associate Degree Program instructors and staff.

2.8.3.3. Use of Artificial Intelligence (AI) in CADP

All students are to follow the Air University (AU) and Air Force Global College (AFGC) AI policies available in ASU Canvas. Following is additional guidance on AI use within CADP: Generative artificial intelligence (AI) tools, such as ChatGPT, OPEN AI, DALL-E, Bard, etc, must not be used as a substitute for critical thinking and logical communication. Writing is thinking, and the reliance on AI to produce written communication dulls the development of critical thinking skills. At the same time, CADP prepares students for future assignments where AI literacy will be beneficial when properly linked with human critical thinking. CADP emphasizes classic, human-only critical thinking and writing mixed with some assignments (expressly authorized in the syllabus and assignment instructions within the LMS) where the use of AI tools is encouraged and appropriately documented. Submitting the work of an AI tool as if it were the author's ideas or language without attribution constitutes plagiarism, as defined in AUI 36-2602.

Students may not use generative AI tools to prepare or to edit drafts or final submissions for assignments unless explicitly permitted in the syllabus and assignment instructions and properly documented in the submission.

Students may use generative AI tools to assist with internet searches, library database searches, online dictionaries, and other research aids. Note: be aware that some AI may not represent research accurately.

Classified information, Controlled Unclassified Information (CUI), and personally identifiable information (PII) will not be entered into generative AI tools.

The use of AI paraphrasing tools such as Grammarly/WordTune for refining instead of generation is also cautioned. Every suggested change should only be edited by the student and not the AI-paraphrasing tool. Edits made by these refining tools will be considered AI-generated.

The use of AI tools does not excuse students from adhering to established academic integrity policies, including properly attributing sources, avoiding plagiarism, and producing original work.

Misuse of AI tools, such as generating complete written assignments without proper engagement with or understanding of the material, is a violation of academic integrity and will be subject to referral to the Plagiarism.

2.8.4. PROCEDURES FOR HANDLING ACADEMIC INTEGRITY ISSUES

If a faculty member believes there may have been plagiarism or any form of cheating or Academic Integrity issue, they will use the following steps. Confidentiality will be maintained throughout the process; the matter will not be discussed beyond the individuals noted below:

1. The instructor will notify the faculty of record and Department Head (if different person). The faculty of record will report the incident to the CADP Associate Dean and CADP Dean of Academic Affairs immediately, but no later than 1 business day after detection. Faculty will assume the student is innocent and allow the student to continue in the course.
2. If the CADP Dean of Academic Affairs believes the student product to be a case of plagiarism, he/she notifies the faculty of record and instructor of that

finding. At the same time, the CADP Dean of Academic Affairs informs the Director of the Civilian Leadership Development School of the possible plagiarism.

3. The faculty of record and instructor meet with the student to inform the student a problem exists with his/her paper or exam. The student is informed there is a potential case of plagiarism. The instructor also informs the student he/she will receive an "Incomplete" for the product and the product has been forwarded to leadership for further investigation. The faculty of record and the instructor should ensure the student understands the nature of the possible investigation and, if necessary, provide counseling to the student. This discussion should be informative only and not intended to start or elicit a discussion with the student about the circumstances or issues involving the case. The student can engage in a conversation if he/she chooses, but if the student voluntarily begins to discuss any wrongdoing, then the instructor and faculty of record must stop the conversation immediately and remind the student of his/her applicable legal rights. The student can continue the discussion as he/she desires at that point. However, in all cases, the faculty of record and instructor must take care to ensure that the student's legal rights are protected and not seek to elicit or undertake a separate investigation or series of interrogations.
4. The CADP Dean of Academic Affairs submits a letter for the Director of the Civilian Leadership Development School signature appointing an investigating officer. Beyond this point, the newly appointed investigating officer follows procedures outlined under AUI 36-2602. If at any point, the student admits to plagiarism, the faculty member or CADP Dean of Academic Affairs will notify the Director of the Civilian Leadership Development School of the student's admission. The Director of the Civilian Leadership Development School will notify the AFGC commander, AU/A3 and AU/JA. Based on recommendations from AU/A3 and AU/JA the Director of the Civilian Leadership Development School renders the final 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.

2.8.4.1. SEXUAL HARASSMENT

As a military institution, AU upholds the highest standards of professional and personal conduct at all times. Individuals must be treated with dignity and respect. Any form of sexual discrimination or mistreatment will not be tolerated. Sexual harassment is forbidden.

AU's goal is to maintain an environment free from sexual harassment. No one may make comments, remarks, or take actions of a sexual nature that would be considered by a reasonable person to offend or disparage others. Such remarks are NOT protected by Academic Freedom. In addition to not engaging in this behavior themselves, students, instructors, and staff share an obligation to inform others if they are aware of comments, remarks, or actions that would be considered by a reasonable person as offensive.

2.8.4.2. TOLERANCE

Ethnic or racial jokes, slurs, mistreatment or other discriminatory behaviors are not acceptable and will not be tolerated at AU. This applies to all communications, spoken or written. As with sexual harassment, this behavior is NOT protected by Academic Freedom, and anyone aware of such behavior is responsible for reporting it to proper authorities.

2.8.5. ELECTRONIC MAIL AND THREADED DISCUSSION DECORUM

Students are expected to use common sense and good judgment when using the Canvas message system, discussion boards, and forums. Note: for documentation purposes, messages (including any associated attachments/files) and all threaded discussion transmissions are automatically monitored, tracked, recorded, *and archived*.

The Discussion boards and message system are not the correct forum for venting grievances or complaints. Students have the ability to provide suggestions for improvements directly to instructors, staff and CADP program leadership or may use the student surveys (see section 5.1).

2.8.5.1. CHAIN OF COMMAND

In Civilian Associate Degree Program, the instructor is the primary focal point for all student matters within a course. In most situations, students should not circumvent their chain of command by communicating directly with higher levels without first coordinating with their instructor. If the issue involves the instructor themselves, students should first contact the faculty of record (if not the same person) and if not resolved then contact the Associate Dean (if not the same person), or if not resolved, then contact the Dean of Academic Affairs.

2.8.5.2. OFFICIAL VERSUS PERSONAL COMMUNICATION

The Canvas message system is for official communication only. Civilian Associate Degree Program instructors, staff, and students are restricted from using this system for personal gain (i.e., advertising for sale of goods or services, etc.) or for personal communications unrelated to the educational program for which it was purchased.

2.8.6. FRATERNIZATION AND UNPROFESSIONAL RELATIONSHIPS

DAF policy advises against any personal relationships deemed unprofessional, whether pursued on- or off-duty, when they detract from the authority of superiors or result in, or reasonably create the appearance of, favoritism, misuse of office or position, or the abandonment of organizational goals for personal interests. Fraternalization is an aggravated form of unprofessional relationship. Air Force Instruction (AFI) 36-2909, Professional and Unprofessional Relationships, provides specific guidance related to educational situations.

2.8.7. INFORMATION PROTECTION

2.8.7.1. PRIVACY OF INFORMATION

As a federal military education institution, AU must adhere to established federal and services policies and guidelines on records. Air University adheres to the guidelines of the Privacy Act of 1974 to protect the confidentiality and integrity of student records. Though not mandated by law, AU also complies with the basic tenets of the Federal Family Educational Rights and Privacy Act (FERPA). However, the Department of Education, Family Policy compliance Office, views AU as a DOD Section 6 school that is solely funded by the DOD under Title 10 United States Code (USC) Section 2164, and is therefore exempt. The security and confidentiality of student records are central to the academic integrity of AU. AU protects, to the maximum extent possible, the privacy rights of all individuals about whom it holds information, records, and files.

Grades on examinations or in courses may not be publicly posted using students' names or social security numbers. If a faculty member wishes to post grades, it must be done in such a manner that an individual student cannot be personally identified by others. Grades cannot be shared with individuals other than the student without the student's permission.

The Privacy Act imposes civil and criminal penalties for disclosing personal information from a "system of records" to someone not entitled to that information. "Systems of records" include personnel records, medical records, and other official records that are retrieved by an individual's name, social security number, or other personal identifier. Therefore, the use of Canvas message system to distribute home addresses, home telephone numbers, number and gender of dependents, home of record, age, date of birth, and other personal information without first getting the consent of the subject is prohibited. If consent is requested and received, it is important to ensure any electronic correspondence reflects the fact that approval was received from the subject. Posting your own information implies your consent; this does not extend to family members – their consent must be documented.

2.8.7.2. INFORMATION RELEASE

It is AU's policy that a student must authorize release of his or her educational record to a third party. An exception to this policy is when the requester is an Air Force organization authorized to collect such records for official purposes. In all other cases, students must submit a release letter (with an original signature) to the university registrar. The student must state what information to release and to whom the information may be released. Though not required by law, AU complies with the intent of the Federal Family Educational Rights and Privacy Act of 1974, 5 USC 301, 10 USC 8013, and Executive Order 9397, which dictate the policy regarding release of student data. These directives specify that an educational record may not be released without the student's written consent specifying which records are to be released and to whom.

2.8.7.3. FOREIGN DISCLOSURE OF INFORMATION

Air Force Policy Directive 16-2, *Disclosure of Military Information to Foreign Governments and International Organizations*, states that disclosure of information, documents, or training materials to foreign governments or international organizations is not allowed unless approved by the Secretary of the Air Force/International Affairs Disclosure (SAF/IAD) section. In accordance with this policy, Civilian Associate

Degree Program educational materials (including syllabi, instructional narratives, multimedia presentations, and all interactive communications that are part of the Civilian Associate Degree Program) may not be distributed to foreign visitors without expressed approval coordinated through SAF/IAD via the Civilian Associate Degree Program and the AU Foreign Disclosure Office. Refer inquiries on such information or documents to your instructor who will submit a request for approval through the Associate Dean to the Dean, Academic Affairs to AU and SAF/IAD.

2.8.7.4. INFORMATION SECURITY IN PROFESSIONAL PAPERS

Student papers and reports must be written at the unclassified level. In some cases, a compilation of unclassified sources could result in a classified report/paper. If a student has doubts as to whether information is classified or releasable, they are instructed to contact a DAF security manager prior to uploading the document into Canvas. **Under no circumstances** will students place information on the Civilian Associate Degree Program learning management system that has the potential to be classified or could be of possible intelligence value. This includes sensitive or restricted types of information such as "For Official Use Only" information and proprietary information.

2.9. AWARDS

Students have the opportunity to earn a variety of awards within the Civilian Associate Degree Program. CADP 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:

2.9.1. LEADERSHIP AWARD (TERM)

Presented to a student in each class (section) to recognize student achievement. Award criteria is 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.

2.9.2. LEADERSHIP AWARD (PROGRAM)

Presented to a student in each section to recognize sustained student achievement. Award criteria is 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) and not had any academic integrity issues or received a grade of lower than a "C" for any course. The student with the most term Leadership Awards (student grades will be used for tie-breaking) will be recognized.

2.9.3. WRITING AWARD (PROGRAM)

Presented to a student at the end of the program to recognize their contributions towards writing excellence. Award criteria will be major papers within the Capstone Course. The student with the highest average among qualifying papers will be recognized.

2.9.4. PEER AWARD (PROGRAM)

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 votes by their peers at the end of the program.

3. LIBRARY, TEACHING & LEARNING CENTER AND OTHER STUDY RESOURCES

3.1. MUIR S. FAIRCHILD RESEARCH INFORMATION CENTER & AU's TEACHING & LEARNING CENTER

Air University's Muir S. Fairchild Research Information Center (the "MSFRIC" – also known as the Air University Library) <http://www.au.af.mil/au/aul/ane.htm> promotes the use of library technology and resources, teaches library research classes, and provides access to a variety of library resources. Dedicated reference librarians are available to assist students with research needs. Also, reference assistance is obtained by contacting these librarians at the email address and/or phone number that appears at <http://fairchild-mil.libguides.com/customer>.

The Air University (AU) Teaching and Learning Center (TLC) is the focal point for activities related to the enhancement of teaching and learning at AU. Our mission includes resources, expertise, guidance and facilities to increase the ability of faculty to teach and students to learn. The TLC advances the AF Continuum of Learning and promotes an environment that encourages active learning across all of AU. The scope of the TLC includes all AU faculty and students in any resident, distance-learning or blended-learning courses or programs along with any airmen who may take advantage of our online resources to enhance their lifelong learning. See the TLC website at: <https://www.airuniversity.af.edu/tlc/>

3.2. ONLINE LIBRARY RESOURCES

Throughout the program, students will use several online educational resources, provided by the Air Force free of charge to all employees, including:

Air Force e-Learning, to include Skill soft training courses and videos
<https://usafprod.skillport.com/skillportfe/main.action> (CAC required for access.)

Students may also find additional supplemental online resources through the AF Portal <https://www.my.af.mil>, under the Library and Resources tab at the top of the page. Additional resources will be discussed during student orientation (SOAR).

3.3. CREDIT BY EXAM RESOURCES

To find study material for CLEP and DSST exams, explore the:

- Credit by Exam resources tab in the SOAR course in Canvas
- Local public and/or base library
- Learning Express Library DoD Test Prep

3.4. WRITING RESOURCES

There is a substantial amount of writing required in the Civilian Associate Degree Program. For writing assistance, see the above website for the Teaching and Learning Centers and their "Writing Commons". See the TLC website at: <https://www.airuniversity.af.edu/tlc/>.

Additionally, an Air Force Academic Writing Course will be provided during Term 0 to assist students and writing tutoring may be available on a limited basis throughout the program.

4. STUDENT SUPPORT – FACULTY, STUDENT SERVICES, AND COURSE SUPPORT ROLES

From initial enrollment through program completion, Civilian Associate Degree Program faculty and staff are available to assist students. Whether selecting and scheduling classes, obtaining assistance with class assignments, resolving Canvas access issues, or clarifying program policies, the primary mission of the Civilian Associate Degree Program faculty and staff is to assist students in achieving their academic goals.

As a general rule, your primary point of contact will be your instructor for any course-specific information and Student Services for all administrative issues, and Student Support for any IT issues. All degree program faculty and staff will normally respond within one business day. Please see Attachment 6 for the Faculty and Staff Directory, listing names and contact information.

4.1. FACULTY

4.1.1. DELIVER COURSE INSTRUCTION

Course instructors are the leaders in the online classroom environment. Credentialed experts in their fields of study, they are selected, trained, and assigned to:

- Deliver quality instruction of course materials
- Provide clarification and assistance to students on academic issues
- Facilitate and enhance learning through innovated teaching methodologies
- Help students achieve desired levels of learning
- Assess student performance
- Provide substantive, qualitative feedback to improve both student performance and the program itself
- Observe students' online "classroom" interaction, helping them to meet course requirements while maintaining a supportive, professional online learning environment
- Be responsible for instruction and student evaluation and consult with appointed academic advisors to assist students placed on academic probation
- Assist or refer students to Student Services for help with administrative matters

4.1.2. ADVISE STUDENTS ON PROBATION

Students placed on academic probation will have a faculty academic advisor to aid them in improving their performance. An advisor's responsibilities while a student is on academic probation period are to:

- Analyze students' weak areas and determine courses of action to return students to good academic standing
- Discuss strategies and provide resources for students to return to good academic standing in minimum time

- Provide support to students by reviewing study habits, assessing writing ability, organization and logic skills, and referring students with demonstrated limitations to available resources

4.2. STUDENT SERVICES

4.2.1. ACADEMIC DEGREE PLAN ADVISING

The CADP academic plan offers some flexibility for students with regard to both the subject's students can choose to fill elective and some general education requirements, as well as the way in which those requirements will be filled (credit by exam or transfer credit or available AU online classes). Each student's education plan will be individually developed, based upon the choice of classes and/or credit by exams that best: 1) complete the requirements towards the award of an associate degree, 2) meet the student's interest area or current area of expertise, and 3) meet the student's learning preference for completing credit by online courses or credit by exam. Once completed, the education plan articulates the student's specific plan of study and ensures the student knows what specific courses, credit by exams or transfer credit the student must complete to graduate from the program.

Upon completion of SOAR class (see 4.2.2), academic advisors will contact each student individually for academic advising and completion of the student's education plan. The individual advising session(s) will also provide an opportunity for students to ask any questions they may have about the program or their role in it.

4.2.2. RESPONSIBILITIES

Degree-seeking students are responsible for providing accurate and timely input to develop their education plan (through academic advising) and maintaining the currency and accuracy of their education plan with guidance from an academic advisor. The Student Services office is responsible for providing accurate and sound advice to each student regarding his or her graduation requirements.

4.2.3. EDUCATION PLAN DEVELOPMENT

Students will discuss and develop their individual education plan with an academic advisor upon completion of program orientation. Upon completion of advising, the advisor will upload the student's individual degree plan into the Air Force Virtual Education Center (AFVEC) system where students can view at any time.

4.2.3.1 EDUCATION PLAN REVIEW

The student and his/her academic advisor will periodically review the education plan to assure the course of study is well-defined, accurate, and will meet the graduation requirements for the program. Changes should only be made after student has consulted with his/her advisor.

4.2.4. STUDENT ORIENTATION, ADVISING AND READINESS (SOAR) COURSE

Student Services will manage the majority of orientation processes for all incoming students through a six-week online course entitled Student Orientation, Advising and

Readiness (SOAR). SOAR will include: an overview of the degree program and what students should expect while in the program, discussion of the roles of the offices within the program, access to the learning management system used by the school, information on how to access online library support throughout the duration of the program, contact resources in case students have questions, initial academic advising information, exploration of academic program resources and an assessment of personal and academic skills that will support success in the degree program.

Orientation through the SOAR course occurs after students are initially accepted into the program and before students begin their first class, normally during the October to December time frame.

4.2.5. CREDIT BY EXAM SUPPORT

Student Services will identify links to resources to enhance student success in credit by exams. This will include study guides, local or online study sessions, exam preparation courses, or other valuable resource materials. Student Services will also discuss, during academic advising, which exams students are more likely to successfully pass based upon student's skills and knowledge. Students will be asked to pass a practice test in the credit by exam content area before the student attempts the actual exam.

4.2.6. STUDENT ACADEMIC SUCCESS PROGRAMS

Student Services will provide resources to support student academic success throughout the duration of the program. This support will begin upon entry to the program when students are enrolled in the SOAR class. SOAR is a combination program orientation and student success class. One of the goals of SOAR is to help students identify any areas where students may need additional resources or guidance to increase a student's chances of being successful in the program. Support may encompass subjects such as computer skills, writing skills, study skills, time management or stress management skills. Access to the individualized learning sessions will be available to students at any time throughout the duration of the program. See 4.2.2 for additional information.

Support will continue with credit by exam preparatory study sessions. These study sessions allow students from across the Air Force to come together to peer mentor, explore available resources, and ask questions of guest lecturers recognized for their experience in the particular field of study.

4.2.7. STUDENT SUPPORT

ASU's version of Canvas and Zoom provides a fully integrated education experience for students to access their program status, course registration, and course content through a single sign-on within the ASU system, which also includes help desk services. If you experience technical issues related to ASU's Canvas and/or Zoom, please contact au.support@asu.edu. For additional support, contact the Civilian Associate Degree Program Student Support staff via email at CLDS.CADP.AdmissionsOrgbox@us.af.mil or (478) 535-9765

4.3. TERM 0

All CADP students will attend a term 0 prior to beginning program major courses (Terms 1 – 10). Term 0 classes include: orientation (SOAR), DAF Academic Writing, and two CLEP/DSST prep classes. SOAR and DAF Academic Writing are pass/fail courses.

Student Orientation, Advising and Readiness (SOAR) provides an overview of the degree program, to include policies and processes. For more information, see section 4.2.4.

DAF Academic Writing is designed to deliver writing instruction and provide opportunities for writing practice for students in the Civilian Associate Degree Program. The central premise is that writing is a skill to be acquired through practice and feedback rather than lecture only. The expectation is that students will understand writing as a process. Students will receive both written and verbal feedback to guide the development process. The written assignments will mimic the products required during their regular courses.

The CLEP/DSST prep classes will walk students through the process of requesting AF civilian tuition assistance, identifying resources to support studying for CLEP/DSST exams, registering for the exam, and ensuring the exam score is sent to the AU Registrar so that the student receives academic credit for all passing scores. Students may work on the assigned credit by exam or, if the student has already completed the corresponding CADP requirement, may work on a credit by exam still outstanding in the student's academic degree plan.

Students must complete SOAR and DAF Academic Writing with a passing score in order to move forward into the program major courses. Students who do not pass both courses may be recommended for disenrollment from the program.

5. STUDENT RIGHTS, RESPONSIBILITIES & GRIEVANCES

Students should review the information below to become aware of their rights as students in Air University programs. AUI 36-2602 outlines student rights, responsibilities, and the policies and procedures for making formal complaints. This policy does not replace or supersede procedures that guide disciplinary or administrative actions provided for in other DOD directives, DAF instructions, or AETC instructions.

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

- Freedom from discrimination on the basis of race, gender, color, religion, sexual orientation, age, and national origin.
- Freedom from sexual harassment.
- Freedom to engage in intellectual discourse and scholarship.
- Freedom to submit formal written complaints on AU policies, procedures, or actions through the AU chain of command.
- Access to due process in accordance with AFI 90-301, Inspector General Complaints Resolution, and applicable DoD and AF instructions.

Students enrolled in AU programs have a responsibility to:

- Abide by appropriate military, department, or agency rules, regulations and standards of conduct.
- Abide by AU academic policies and procedures, and those of the school or course in which they are enrolled.
- Respect the opinions and rights of other students.
- Adequately prepare for each class.
- Comply with AU academic integrity policies.

A complaint is defined as a formal written submission by a student related to a grievance against a school, a program, or the University. Before making formal written complaints, students are encouraged to seek resolution by discussing grievances or complaints informally at the lowest appropriate level within the organizational chain of command. Students who are uncertain about how to resolve concerns may seek advice from AU/A3. AU personnel do not have to maintain official records of informal complaints. To pursue a formal complaint, students must notify the appropriate level in the chain of command in writing using the AU Form 6, Student Complaint/Grievance Application. Formal written complaints must be submitted within one month of the occurrence of the action or matter in question. Students may choose to submit complaints through the AU/IG, but are encouraged to work within the program to resolve academic program related issues. Center Commanders and School Commandants are responsible for answering all complaints or grievances originating within their program(s). Students may appeal decisions to the AU/CC. Disciplinary issues and professional conduct issues must be adjudicated through the appropriate disciplinary or legal processes rather than through academic complaint and grievance processes.

5.1. INFORMAL FEEDBACK

AU students are expected to provide constructive feedback about the programs they attend using the mechanisms provided by their school or course. A student can offer feedback through a number of avenues. Following the chain of command, including discussing concerns with instructors, affords students the most expedient course to resolution of issues. However, students also have the opportunity to provide classroom feedback in the form of online surveys. At the end of each lesson and course, students can provide feedback on the course content (including assessments), instructor, student services, and technical support.

In accordance with AU SUP-1 to AFI 38-501, Air Force Survey Program, http://static.e-publishing.af.mil/production/1/au/publication/afi38-501_ausup/afi38-501_ausup.pdf, participation in any survey administered to students is voluntary. Surveys offer an excellent opportunity to provide thoughtful criticism that will be used to improve AU programs. We encourage all students to participate in our improvement program through survey participation. AU surveys are anonymous, so responses cannot be provided to you unless you identify yourself in a comment block and ask for feedback. There is no requirement for leadership to provide a written response to informal complaints made through surveys or any other method of informal communication.

Student participation is integral to the future development and continuous improvement of the college. This feedback is incorporated into every phase of the program's strategic planning

process that continually impacts policies and procedures, course and program reviews, affiliated school operations and educational support services.

5.1.1. RESPONSIBILITIES

5.1.1.1 STUDENT RESPONSIBILITIES

It is the student's responsibility to initiate grievances and appeals in writing and encouraged to begin with the lowest level of appeal authority at the school.

5.1.1.2 DEGREE PROGRAM RESPONSIBILITIES

Leaders and faculty members at each level of appeal are responsible to respond to appeals initiated by students in a timely manner and to document the outcomes of decisions. Documentation should be retained for five years to demonstrate evidence of compliance to external reviewers, including documenting the complaint in the official school/center log for student complaints/grievances.

6. CADP OPERATIONS MISSION

Provide Air Force civilians quality professional development to include an Associate of Science degree in Department of the Air Force Leadership and Management Studies.

6.1. RESPONSIBILITIES

In this segment, only responsibilities directly related to the Civilian Associate Degree program will be addressed.

6.1.1. DIRECTOR, CIVILIAN LEADERSHIP DEVELOPMENT SCHOOL

Establishes administrative policies and procedures for accomplishment of CADP in coordination with Headquarters AF Force Development Directorate requirements (HAF/A1D). The Director executes the academic policy established by the Air Force Global College Commander. The Director will:

- Provide administrative and budgetary oversight for the development of faculty and the execution of academic systems to include facilities, learning/content management system, necessary webinar connectivity resources, and IT course support.
- Serve as the final approval authority, based on advice of the Dean of Academic Affairs, for student issues such as integrity (to include cheating and plagiarism), student-initiated and administrative withdrawals, administrative holds, academic probation and suspension, and academic dismissal.
- Coordinate student selection policy with Air Force Personnel Center, Headquarters AF Force Development Directorate, and AU Registrar.
- Affirm each graduating student has met all academic requirements for award of a diploma.

6.1.2. DEAN, ACADEMIC AFFAIRS FOR CADP

Note: anytime this handbook refers to Dean, Academic Affairs it is referring to this position. The Dean, Academic Affairs will:

- CADP's Chief Academic Officer, responsible for the creation and implementation of the academic priorities.
- Recruit, retain, encourage and support an outstanding and diverse faculty who will make positive contributions to the university and their discipline in the areas of teaching, scholarship and service.
- Provide academic oversight of faculty who hold primary responsibility for the content, quality and effectiveness of the curriculum (SACSCOC Standard).
- Coordinate, monitor, and evaluate overall academic and research programs.
- Oversee the undergraduate program instructional system design requirements and methodologies.
- Review academic program objectives and individual courses to ensure they are meeting program outcomes established by AF/A1D and comply with regional accreditation standards.
- Responsible for validating the program to regional and Air University accreditation processes, to include preparing undergraduate program for accreditation visits from the accreditation body and serving as the host for such visits.
- Establish, develop, and maintain effective working relationships with stakeholders (AF/A1D, AF/A1X, Air Force Personnel Center, etc.).
- Review student transfer credit requests for courses or CLEP/DSSTs to apply toward General Education or Elective credit (see par. 6.9).
- Recognize faculty for superior performance through a variety of ways including the performance feedback process, appraisals, and awards.

6.1.3. ASSOCIATE DEAN

The Associate Dean will:

- Coordinate with faculty to accomplish the educational objectives of all CADP courses
- Coordinate monthly internal faculty development sessions and budget resources for a robust faculty development program
- Select faculty in accordance with policy and advice and review from the Dean of Academic Affairs.
- Coordinate and/or provide training and education to other staff in educational technologies and methodologies.

- Troubleshoots issues with educational methodology or accreditation and provide plans and enact them to fix issues in coordination with AU academic and distance learning leaders.
- Resolve complex issues involving integration of learning methodology and learning systems.
- Evaluate faculty credentials for accreditation purposes
- Coordinate civilian research proposals with stakeholders to determine research topic scope, problem(s) to solve, and method of reporting research. The result of this research will be focused on Civilian Development.
- Develop goals and objectives that integrate with input from stakeholders.
- Execute policies and procedures for accomplishment of AF Civilian Undergraduate Degree Program.
- Identify any need for changes in priorities and take action to implement such changes.
- Identify requirements and initiate requests for additional resources including personnel, credit hours, equipment, supplies, and space to ensure success in meeting goals and objectives.
- Provide advice to director of significant issues and problems related to work accomplishment.
- Establish metrics and analysis systems to ensure actions are timely and reviewed at critical points.

6.1.4. CHIEF, STUDENT SERVICES

Responsible for developing and enacting the overarching plan to provide necessary support to the non-traditional students attending CADP and Civilian PCE courses. Support includes: orientation program, policy guidance for students, welcoming students into program, coordinating with supervisors to help transition both supervisors and students into the program, engaging with and supporting students as needed with non-academic issues, and marketing CADP to ensure applicants make sound academic decisions when applying to the program. Student Services will:

- Develop 5-yr overarching plan for Student Services, including developing Student Services goals and priorities
- Provide Student Services effectiveness stats as needed
- Oversee onboarding of new cohorts
- Oversee processing of overarching student status changes, such as academic releases and disenrollments as needed
- Provide inputs into overarching CADP policy regarding Student Services issues, gathering data and/or conducting research as necessary

- Develop and implement a CADP marketing plan
- Develop and implement a Supervisor Engagement plan
- Develop and implement a referral protocol to ensure Student Services provides opportune support services addressing students' academic needs
- Coordinate with the Department Head of Student Advising and academic advisors on providing student advising as needed to address student academic issues and providing appropriate recommendations and resources
- Work collaboratively with Faculty of Record and Instructors on referrals to student services
- Follow up with Faculty of Record and Instructors as needed to provide feedback on the status of student services referrals, including services and resources provided to the student
- Monitor and track student services referrals and outcomes of services provided to promote student academic success. CADP Early Alert Progress Report (EAPR), will be used to assess student learning and progress.
- Ensure students are connected to tutoring resources available through Air University and Department of Defense to enable students' academic success with completing post-secondary education course work, for instructions in mathematics, reading, writing, study skills, science, etc.
 - Tutor.com
 - Writing lab
- Oversee tutor.com program roll out and track metrics on usefulness to students
- Research current student services trends in community colleges and universities

6.1.5. GENERAL EDUCATION (FOUNDATIONAL) & ACADEMIC ADVISING

Responsible for assisting students to complete the General Education and elective requirements of CADP, to include: prep classes which teach civTA, test registration, and study processes; processing of student transcripts in completion of these foundational studies requirements, and enacting policy and processes associated with this activity. General Education and Academic Advising will:

- Oversee Academic Advisors
 - Ensure advisors are routinely communicating with students and providing appropriate, clear, and accurate information in a timely manner
 - Ensure advisors provide metrics to track student progress
 - Ensure advisors build transfer credit packages to support transfer credit process
 - Ensure student advising records kept

- Train academic advisors on all aspects of advising duties
 - Develop processes, checklists, how to-guides, report formats and due dates as necessary
- Review transfer credit packages built by advisors. Update/correct as necessary and then forward
 - For processing/approval to all applicable personnel
- Provide a comprehensive report each term on student completion of gen eds/electives and transfer credit acceptance.
- Identify which CLEP/DSST and transfer courses are accepted for credit in CADP
 - Publish a student advising guide listing a chart of approved CLEP/DSST for each foundational student's requirement and a paragraph explaining what types of transfer courses would be acceptable for transfer
 - Review CLEP/DSST websites yearly for updates (new and/or discontinued exams) and update guide appropriately
- Academic Advisors will:
 - Connect with all assigned students by phone and email each term to support and guide them through successful completion of all foundational studies requirements
 - Be familiar with AFVEC, civTA process, and CLEP/DSST registration process, providing students with accurate, useful information
 - Teach in SOAR, CLEP/DSST prep courses
 - Develop initial draft of transfer credit request packages for each student
 - Work with students to develop/update advising sheet as needed
 - Use the CADP Early Alert Progress Report (EAPR), to identify and track academic advising and resources provided to students with academic issues on caseload
 - Provide advising as needed to assist students with academic issues such as, attending class, missing assignments, and low academic achievement. Contact students by email or phone to discuss academic status and remediation
 - Follow up with instructors to provide feedback on the status of referral, including services and resources provided to the student

6.1.6. CADP REGISTRAR

Responsible for overseeing all aspects of CADP registrar functions including registration, scheduling, grade recording, transcript production, records archiving, graduation planning and execution and maintenance of AF Civilian academic records repository. CADP Registrar will:

- CADP Registrar oversees and/or obtains student transfer requests and transcripts prior to the end of Term 0 and submits for approval normally within 30 days of the beginning of Term 1 (see par. 6.9 for full procedures)
- Oversee the accurate grade recording of all students normally within 2 weeks of a course ending
- Follow-up as needed with other internal and external AU departments (Registrar, AU/CAA, etc.) to facilitate approval of student transcripts
- Plan and execute an annual graduation for CADP students on a date approved by leadership
- Maintain student records IAW applicable policy

6.1.7. STUDENT SUPPORT

Student Support will:

- Manage and verify course registration and course rosters
- Manage and verify cohort registration and rosters, to include ensuring student and supervisor contact info is up-to-date on all rosters (main and class)
- Manage CADP Early Alert Progress Report, to include ensuring student and supervisor contact info on the main roster is update-to- date
- Coordinate with AU Registrar regarding transcripts. Ensure HS, college and CLEP/DSST transcript info is tracked/updated and copies kept in student folder
- Update grades/course credit (program major) with AU Registrar and AFVEC and foundational studies grades in AFVEC
- Keep records of all program major grades and term leadership awards, by cohort, for verification purposes
- Develop term newsletter
- Provide basic IT support and answer general student questions
- Assist instructors, Student Support with projects/materials as needed

6.1.8. DEPARTMENT HEAD

Department Heads serve as team lead for contingent contract faculty currently teaching in their courses. They will:

- Develop and execute a coherent program of study for the assigned discipline of the undergraduate degree program.
- Develop departmental priorities for research.
- Develop the design plan to achieve the overall program outcomes for the assigned discipline.
- Oversee departmental research areas.
- Review research for academic appropriateness and suitability for publication.
- Ensure research supports an educational program that is original to the Air Force and may be applied to Air Force level force development policy research and formulation.
- Implement AU, AFGC, and school instructional methodologies and policies.
- Consult with peers in AU, AF, DoD and academia and participates in AU governance through the faculty senate and other academic organizations.
- Review student transfer credit requests for courses or CLEP/DSSTs to apply toward General Education or Elective credit (see par. 6.9).

6.1.9. FACULTY OF RECORD

Responsibilities of the Faculty of Record for course development, course delivery and assessment:

- Develop Syllabi and ensure all objectives align with the CADP Program Design Plan, is at the appropriate level of learning and meets all applicable standards (SACSCOC, AU, AFGC, etc.). The syllabus includes: purpose and description of course, course objectives, listing of graded learning activities, and weekly lesson objectives, student learning outcomes, overview, learning activities and assignments. Note: use the CADP Syllabus template (see Attachment 8).
- Develop lesson plans. Note: use the CADP Lesson Plan template (see Attachment 9). Ensure all course content has been reviewed/approved to prevent copyright issues.
- Develop Curriculum Plan. Note: use the CADP Curriculum Plan template (see Attachment 7).
- Infuse DAF Civilian centric learning throughout all content.
- Use data mining from other DAF Civilian Courses to inform content.
- Design appropriate student engagement and delivery methodologies.
- Use a learner centered approach for course design (see par. 6.6).
- Update and complete a new Course Hour Tracker each time the course is taught to ensure it meets the appropriate standards for credit hours.
- Follow the timeline for faculty of record and ISD for course development (see par. 6.8).

- Ensure Student Feedback links are in each section/course.
- Ensure all course content, learning activities, etc. are uploaded and designed as intended within Canvas. The faculty of record for each course has full responsibility to ensure Canvas is ready for students and address any challenges within Canvas that may arise or submit tickets for resolution.
- Orient contingent faculty to course materials.
- The Faculty of Record will oversee contingent faculty in three ways: 1) Along with the Associate Dean, the Faculty of Record may conduct an initial evaluation of contingent faculty during the first course the member teaches using the AETC IMT 620 Academic Instructor Monitoring Checklist or a similar locally developed product tailored for the online environment. Additional evaluations will be conducted periodically not to exceed 1 year. 2) Review the weekly feedback provided by students and address any potential improvement areas. 3) Review the end of course feedback provided by students and address any potential improvement areas.
- Coordinate with instructors to provide course specific student advising as needed to mitigate academic issues with appropriate remediation or referral recommendations. Counsel students in the areas of performance, deportment, attitude, or participation. If the instructor is unable to connect with the student or supervisor after following the appropriate steps under “instructor responsibilities” they should notify you. Review the student issue and if unable to resolve within 2 weeks of the original date the student missed an assignment/webinar, notify the Associate Dean and the Dean, Academic Affairs.
- Ensure instructors complete the CADP Early Alert Progress Reports and return the reports back to the Associate Dean at the end of week 3 and end of week 7 of every course. Review the CADP Early Alert Progress Reports for awareness of all students’ academic status.
- During Week 9 of the course distribute “Team Leadership Award” criteria and provide criteria/voting process to faculty. Collect award winner data from faculty and provide to Associate Dean, Dean, Academic Affairs and Student Services. Also submit certificates to supervisors of “Term Leadership Award”.
- Within 5 days of course completion, notify CADP Dean of Academic Affairs and Associate Dean when all grades within the LMS are final. For any failures identified, work with the instructor to describe the circumstances surrounding the failures and what was done to work with the student and their supervisor to help them be successful. Notify the Dean of any students requesting an asterisk grade provision which allows them to potentially make up missed work (see par. 2.7.7 and 2.7.8). If students are authorized to make up work after the course ends and their grade is changed, notify the Dean, Academic Affairs immediately. Note: The Dean will notify the CADP Registrar of when to send the grades to the AU registrar.

- After the course has been completed, conduct a thorough review of the course to include direct measures, indirect measures, student feedback and instructor feedback survey results (provided by AFGC/IE 5 days after course completion). Complete a Student Learning Outcome report and provide to the Associate Dean and Dean of Academic Affairs within 10 days of the course completion.
- Meet with the curriculum committee to provide the results of the comprehensive review. The committee will use the program assessment plan as part of their review. The assessment plan identifies two areas that will be used for the review:
 - A. Reaction data – student and faculty beliefs, attitudes, and opinions regarding the suitability of the educational effort, the quality of its delivery, and perceived value of the education.
 - B. Learning - whether or not students demonstrate the cognitive changes expected in the educational experience.
- The curriculum committee will document this review in their minutes to include identifying any improvements that may need to be made. The faculty of record will address the findings of the curriculum committee. Normally, within 180 days the faculty of record will address any improvement areas that may have been identified.

6.1.10. Instructors

Responsibilities of Instructors are:

- Review the syllabus and all lesson plans to include course objectives, student learning outcomes, PowerPoint presentations, main points and learning activities. Additionally, complete all student readings/videos (before or during course). Note: instructors may personalize the slides/content but should follow all course objectives, student learning outcomes, main points and learning activities. Contact the faculty of record for any clarification needed when personalizing content.
- Identify technology tools and become familiar with Learning Management System your live synchronous collaboration classroom (MS Teams, Zoom, etc.). Determine hosting platform compatibility/integration with your desktop, laptop, and or tablet.
- Analyze student data (e.g., what you can learn about the student, student goals in program student's organization and job function). Note: Student Services and Course Support may have files that can be useful to obtain this data.
- Ensure welcome letters submitted to students at least 5 business days prior to the course start date that includes a link to your live synchronous collaboration classroom (MS Teams, Zoom, etc.). Also post the link to your live synchronous collaboration classroom (MS Teams, Zoom, etc.) classroom in Canvas and send a copy of the link to Student Support.
- Under the Faculty of Record oversight, conduct on-line classroom instruction for courses.

- Set-up virtual classroom at least 30 minutes before the webinar and test all slides, sound, etc. Open up the virtual classroom to students at least 20 minutes prior to the scheduled class. Welcome the students to the class, start on time and use a learner centered approach for course delivery (see par. 6.5).
- Record all lessons and post the links in the learning management system.
- Review the weekly feedback provided by students and address any potential improvement areas with the students the following week and the faculty of record, if necessary.
- Prepare and administer formal and informal tests or quizzes, reviewing for accuracy and appropriateness of material covered and student understanding of the material. Assess student performance and assigns grades.
Note: grading must be completed within three duty days of an assignment being due.
- Provide guidance to students. Respond to student questions and concerns in a timely manner, within 24 hours of being aware of the request (read all emails, texts, etc. from students each business day). Ensure that the Canvas welcome page for each course includes your preferred contact information (email, phone #, etc.).
- Identify students with academic concerns. Complete the CADP Early Alert Progress Reports at the end of week 3 and end of week 7 of every course and return back to the Associate Dean.
- Provide appropriate remediation to student to mitigate academic issues. Counsel students in the areas of concerns: academic performance, department, attitude, participation and attendance. If a student does not turn in an assignment or misses a webinar, immediately contact the student by email or phone to inquire about the missed work/webinar. If the student does not respond to you within a week of reaching out by phone notify Student Services for support. Note: work with the faculty of record as needed in this area.
- Maintain accurate attendance information.
- Respond to the Faculty of Record or other CADP faculty within a duty day of receiving a message.
- Contact the faculty of record to address technical or content issues within Canvas, syllabus, lesson plans, etc.
- For any unusual student issues (academic freedom concerns, potential plagiarism, etc.) contact the faculty of record as soon as able.
- If there is a federal holiday/non-working day on the scheduled webinar day then pre-record the lesson and post it for students to watch (prior to the Federal holiday/non-working day) and ask students to notify you when they have watched the recording and provided answers to questions you asked during the lesson so you can update their grade.

- During the final week of the course, work with the faculty of record to solicit students for "Term Leadership Award": and provide winner to faculty of record. Note: during the final week of the Principles of Leadership 2 course, instructors will also need to solicit input from students on the Program leadership Award and Program Peer Award.
- Complete an End of Course instructor feedback survey on the effectiveness of the course within 3 duty days after course completion. Note: Survey results will be sent to the Faculty of Record.
- Within 3 days of course completion, notify Faculty of Record when all grades within the LMS are final.

6.1.11. Instructional Systems Design (ISD)

Responsibilities of ISD professionals are:

- After Faculty of Record identifies specific assessments for a course, the ISD may be requested to assist the Faculty of Record to develop the assessments (primarily tests, quizzes, etc.) to include developing rubrics.
- Provide a technical review of the syllabus, lesson plans, curriculum plan and verify it aligns with the CADP or Civilian PCE Program design plans, is at the appropriate level of learning and meets all applicable standards (SACSCOC, AU, AFGC, etc.).
- Verify End of Course Surveys from AFCG/IE are present for each section/course.
- Review the comprehensive report on both direct and indirect measures developed by the faculty of record and provide feedback within 3 business days of receiving it.
- Follow the timeline for faculty of record and ISD for course development that starts 120 days before a course begins (see CADP Handbook par. 6.6).
- Update audit reports by course as needed.
- Review Academic Design Plan to propose any changes that may be needed.
- Maintain a current crosswalk of Program Learning Outcomes, Program Student Learning Outcomes, Course Objectives, Lesson Objectives and Lesson Student Learning Outcomes all the way to assessment questions to ensure alignment.
- Review and track content from various courses to recommend any adjustments that may be needed in level of learning, repetition of concepts, etc.
- Complete a Program Assessment based on the design plan to determine program effectiveness. The report is due 30 days after completing the last core class (Term 10).

6.1.12. Curriculum Committee

The Curriculum Committee is a Standing Committee of the CADP. The Curriculum Committee is responsible for:

- Recommending for approval curricular proposals concerning new courses, and additions, deletions, or changes to existing courses and reviewing course assessments.

- Recommending for approval policies concerning curriculum, academic standards, and related matters.

The Curriculum Committee shall consist of:

- A Chair, the current Dean, Academic Affairs, responsible for CADP. This person is selected by the Director of the Civilian Leadership Development School.
- A Vice Chair, CADP Associate Dean.
- Full-time CADP faculty members appointed by the Dean, Academic Affairs and serve in the following departments:
 - Leadership
 - Management
 - Airpower Studies
 - Behavioral Studies
 - Communication Studies
 - Foundational Studies
 - Student Services

Note: Full-time equivalent faculty, contingent contract faculty/ISD and contract support are invited to attend meetings and provide valuable input.

The Curriculum Committee normally meets each quarter to discuss any regular business and review course assessments from the previous term and make recommendations for any adjustments. The committee may meet in person or virtually, as needed.

6.2. FACULTY AND ISD EXPECTATIONS

Faculty will contribute to mission accomplishment in the following three areas: teaching, research, and service. Faculty are expected to place their primary emphasis on teaching. The second priority is research. The third category is service.

AUI 36-2602 indicates faculty members must demonstrate successful service to the school, the community and the students. This same document requires a demonstrated commitment to publishing and other professional activities in the faculty members' fields. These requirements find embodiment in the work plans and evaluations of civilian faculty members. Faculty members will develop an annual work plan with their supervisor. Work plan development will usually occur in conjunction with the normal appraisal cycle for the individual. The work plan will serve as one of the inputs for the faculty member's annual evaluation and as the basis for follow-on work plans.

6.3. PROFESSIONAL GROWTH

The Civilian Leadership Development School is committed to faculty professional development in accordance with governing policies and guidance from higher headquarters. AUI 36-2602 outlines the requirements of faculty development, enrichment, and responsibilities. It provides for in-service education and training; faculty workshops; attendance at conferences; local faculty enrichment through forums and on Department of the Air Force issues.

6.4. CRITERIA AND PROCEDURES FOR EVALUATION

Air University colleges and schools conduct annual observations (externally and internally generated) of all faculty members, military and civilian, in accordance with AUI 36-2602. Both internal and external observation evaluation instruments have specific criteria to serve as basis for evaluation of faculty members. The evaluation process includes instructor competencies (see below) and annual work plans that establish the criteria upon which each faculty member will be evaluated. The criteria within the evaluation instruments directly relate to the knowledge and skills required to teach in the areas of the curriculum as established in the Continuum of Education Strategic Guidance (CESG) and to the areas of faculty responsibility outlined in appropriate civilian and military regulations as well as AUI 36-2602.

Faculty of Record Competencies

1. Demonstrate/possess subject matter expertise in a relevant field.
2. Demonstrate skill in instructional methods appropriate for the instructional environment.
3. Demonstrate skill in providing timely and effective feedback to students.
4. Ability to develop curriculum IAW appropriate guidance and at the appropriate level of education.
5. Ability to develop assessments IAW principles of instructional system development (ISD) and IAW appropriate guidance ensuring validity between objectives, student learning outcomes and assessment instrument.
6. Ability to communicate effectively orally and in writing.
7. Ability to conduct original research and produce material of publishable quality.

6.5. RESEARCH

Research and publishing are duties listed in faculty position descriptions. Faculty assigned to the Associate Degree program are expected to research pertinent Air Force topics, including those supporting both Air Staff priorities as well as those supporting development of quality courses within the degree program. Faculty are provided time to devote to curriculum development, research and publishing of pertinent Air Force topics IAW rules and regulations guiding Air Force Civilian employment.

Faculty assigned to CADP are expected to:

- Research, publish and present complex scholarly (non-scientific) studies and analyses, evaluating information and presenting divergent professional opinions affecting significant USAF Civil Service roles, responsibilities, and impact.
- Create a new knowledge base in the newly emerging field of civilian airpower, leadership, management and behavioral disciplines.
- Use research findings in planning, developing, and installing new or modified courses in their assigned academic area.
- Integrate research on civilian employee leadership and management disciplines with other Air Force organizations.
- Research may include complex Air Force level management issues to include organizational culture, civilian airpower, management, and leadership areas of study.

- Develop research focused on Civilian Development which may result in Air Force level policy or educational outcome changes.
- Apply research by conducting lectures in AF organizations.

AU Press (<http://www.au.af.mil/au/aupress/>) supports our scholars through editing, printing and publication services. The AU Press publishes books, monographs, and occasional papers authored by AFRI researchers, military authors and civilian scholars. Its publications are consumed by sister-service personnel, national leaders and policy makers, academicians, military historians, and other analysts.

6.5.1. RESEARCH PRIORITY

- Note: All faculty of records are required to develop original AF Civilian Centric course books for all courses (except Principles of Leadership 2 that is a capstone course) which will serve as content for your classes and align with the course syllabus.
- Book Requirements:
 - Develop original content that is well researched in the discipline with an Air Force Civilian context.
 - Each book is required to use a learner centered approach (see par. 6.6).
 - The book will have a chapter for each week of the course that aligns with the course outcomes/objectives for that week. A chapter will be a minimum of 30 pages and not more than 50 pages (keep in mind the 135-contact hour requirement). For each chapter, approx. 50% should include content that is well researched within the discipline. The rest of the chapter (approx. 50%) should represent your research with Air Force Civilian sources, and should include Air Force Civilian vignettes, case studies, focus group interviews, surveys, etc. with an emphasis of integrating the concepts into the Air Force Civilian work place.
 - Each chapter will have a minimum of 10 thought questions/statements at the end of the chapter. The thought questions/statements are to guide the student to take the theory/examples from the readings and integrate them into their work place. Students will spend about 15 minutes on each question and will be asked to share as part of the webinar discussion by the instructor.
- Priority order for creation of books (by department):
 - Leadership Department: Foundations of Leadership and then Principles of Leadership 1.
 - Management Department: Introduction of Management, Thinking, Logic and Decision Making and then Process Improvement.
 - Airpower Department: Professionalism in the Air Force and then History and Heritage of the Air Force.
 - Behavioral Studies Department: Conflict Resolution and then Organizational Culture.

6.6. ASSESSMENT

The overall goal of the assessment program is to promote learning and enhance the value of the learning. Assessments are based on the three program learning objectives.

6.6.1. ASSESSMENT OF STUDENT PERFORMANCE

Rubrics for Graded Activities. For all writing and oral presentation assignments, instructors will use the appropriate rubric and enter feedback in the LMS to provide specific feedback to students.

Exams. In addition to written and oral assignments, essay exams will be used when appropriate.

Exam Security. Any individual who participates in exam review, development, or delivery is responsible for securing exam materials.

Grading. Performance on course deliverables and overall course grades use letter grades to identify superior to unsatisfactory levels of performance. To graduate, students must achieve a minimal cumulative GPA of 2.00 for the program, achieve a grade of "C" or higher in each course.

Grade Documentation. Documenting grades and providing narrative feedback is accomplished using rubrics which are integrated in the LMS. Through the LMS, students have access to their grade record and grade feedback. Grades are due to students no later than three working days after an assignment is due (Paper, Presentation, or Assessment) from the instructor, or three duty days after the last instructional period for the computed final course grade.

6.6.2. ASSESSMENT OF FACULTY PERFORMANCE

Two goals of faculty evaluation are: 1) to provide analytical information for faculty members, and 2) to enhance faculty professional growth and development. To facilitate these goals, assessment of faculty performance in the classroom consists of student, supervisory, and peer assessments.

The department head is responsible for the assessment of courses sponsored by the department. The purposes of these evaluations include assessment of instructor performance, curriculum design, student participation, indirect and direct measures and seminar dynamics.

Student Feedback. Students, as part of course surveys, provide feedback to faculty concerning. Instructors are expected to review weekly student feedback and address comments with students and review end of course student feedback and direct measures and address ways to improve the course.

6.7. LEARNER CENTERED APPROACH

All faculty will use a learner centered approach for course design and delivery. All Air University programs to include courses are required to be learner centered per AUI 36-2602 par. 3.1. Learner centered education includes: The eradication of the teacher student contradiction whereby the teacher teaches and the students are taught; the teacher knows everything and the students know nothing; the teacher talks and the students listen; and the teacher is the subject and the students are mere objects. Promotes a problem-posing dialogue (instead of a banking/lecturing style) that emanates from the lived experiences of the

learners. Fosters epistemological curiosity in both teachers and learners. Strives for praxis: reflection and action of the Air Force in order to transform it. Teaching and learning occur relationally through the reciprocal exchange of teacher-student discourses. Such an approach mandates that instructors construct learning opportunities that honor students' voices. In respecting what students know, we can help them link knowledge from the curriculum with the concrete reality of their Air Force work environment, and facilitate adventurous curiosity, risk-taking, and openness to new thoughts and ideas. We need to constantly create and recreate courses based on the students, the state of current affairs within the Air Force, and our own development. Education is much more than just the transmission of knowledge. Instead of merely inculcating students with "objective" and "value-neutral" facts, figures, and theories, we must recognize that education as a specifically human experience, is a form of intervention within and shaping of the Air Force (informed by Fobes & Kaufman, 2008).

6.8. TIMELINE FOR FACULTY OF RECORD AND ISD COURSE DEVELOPMENT

Note: this timeline does not include all the time required to develop curriculum content but rather focuses on when specific deliverables are due by the faculty of record and ISD.

- 120 days from start of course: draft the syllabus and new or updated Course Hour Tracker and provide to the Dean, Academic Affairs, Associate Dean and ISD.
- 119 days from start of course: ISD conducts a preliminary technical review of the syllabus and verifies it aligns with the CADP Program design plan, is at the appropriate level of learning and meets all applicable standards (SACSCOC, AU, AFGC, etc.) and provides feedback to the FOR.
- 119-61 days from start of course: refine course content (faculty of record) and design/review course assessments (faculty of record may request assistance from ISD). Ensure all course content has been reviewed/approved to prevent copyright issues.
- 60 days from start of course: faculty of record complete/review all course content and assessments.
- 59 days from start of course: ISD provides a technical review of the syllabus, lesson plans, curriculum plan and verifies it aligns with the CADP Program design plan, is at the appropriate level of learning and meets all applicable standards (SACSCOC, AU, AFGC, etc.)
- 47 days from the start of the course: faculty of record makes any changes needed after the ISD technical review
- 44 days from the start of the course: faculty of record ensures the Blueprint in Canvas for the course is fully ready (content, assessments, end of course survey links, etc.) and notifies Deans when complete.
- 38 days from start of course: Dean for Academic Affairs and Associate Dean reviews content, assessments and Canvas.
- 33 days from the start of course: faculty of record makes any changes needed after the Dean for Academic Affairs and Associate Dean reviews
- 14 days from the start of the course: faculty of record works with POCs to take Canvas blueprint/template to make required number of modules/sections
- 14 days from the start of the course: all course curriculum made available to faculty instructing in the course

- 5 business days from the start of the course: all students will have access to course content no later than this date. Note: work with course support to obtain a final roster of students
- 5 business days from the start of the course: ensure welcome letters submitted to students by each instructor

6.9. PROCEDURES FOR CADP APPROVAL OF GEN EDS AND ELECTIVES

Note: this process is for CADP internal approval of student transfer requests for Gen Eds and Electives only and does NOT include the process for the AU Registrar to conduct their potential review of any CADP Student Transfer Requests

- CADP Registrar oversees and/or obtains student transfer requests and transcripts prior to the end of Term 0 and submit for appropriate levels of approval normally within 30 days of the beginning of Term 1.
- CADP Registrar conducts an initial review of all student transfer credit requests. CADP Registrar identifies which of the transfer credit requests have been previously approved, should be rejected based on applicable policy or should be reviewed by the Department Heads and Dean, CADP for potential approval.
- CADP Registrar submits the CADP Transfer Course Analysis form (Attachment 13) to the appropriate department head to review each course or CLEP/DSST to ensure it is relevant to program objectives and is not overly duplicative to a core course in CADP. The registrar will forward department head recommendation to the Dean, CADP for approval/disapproval. If approved by the Dean the CADP Registrar will file the approval appropriately and then work with the AU Registrar for their review/approval (if applicable).

6.10. CADP EARLY ALERT PROCEDURES

Note: The CADP Early Alert Progress Report will assist Faculty and Student Services with providing appropriate remediation and referrals to resources promoting student success.

- Instructors identify students with academic issues. The instructor will document student intervention and complete the CADP Early Alert Progress Reports at the end of week 3 and week 7 of every course and email the report to the Faculty of Record. The Faculty of Record will post the report in the Associate Dean's shared folder to ensure awareness of student academic status.
- The Associate Dean will give access of the CADP Early Alert Progress Reports to the Academic Advisors, Chief of Student Services and Department Head of General Education and Academic Advising to ensure awareness of student academic status.
- Academic Advisors will contact students via telephone AND email during week 4 and week 8 of the course to discuss challenges impeding student academic progress and connect students to available resources to promote student success. The Academic Advisor will coordinate with the Chief of Student Services and the Department Head of General Education and Academic Advising with the status of providing student advising as needed to address academic issues and providing appropriate recommendations and resources. If the student does not respond to Academic Advisor within 3 business days of reaching out by phone AND email, the student will

be referred to the Chief of Student Services and Department Head of General Education and Academic Advising for follow up.

- The Chief of Student Services or Department Head of General Education and Academic Advising will contact students referred by Academic Advisor via email or by phone. If the student does not respond within 3 business days of the Chief of Student Services or Department Head reaching out, the supervisor will be contacted via email or by phone. (See 2.2.3.2, student inactivity).
- The Chief of Student Services or Department Head of General Education and Academic Advising will follow up with the instructor and Faculty of Record to provide feedback on the status of the referral, including services and resources provided to the student. Additionally, Student Services will provide a report to the Dean and Associate Dean of Academic Affairs by the end of week 4 and Week 8 of each course.

6.11. Practices for Awarding Credit

CADP follows Air University Instruction 36-2602 (par. 6.9) when developing courses within CADP for credit. After the faculty or record designs the course a thorough review of each course is reviewed by the CADP Dean of Academic Affairs with input from the CADP Curriculum Committee before being submitted to AU Academic Affairs for final review. Faculty of records are also required to use a content hour tracker when submitting a course for review so the proper amount of contact hours can be determined for potential awarding of credit.

ATTACHMENT 1 - CADP COURSE WITHDRAWAL REQUEST FORM

Student Name: _____

Email: _____ Phone Number: _____

Course title/academic year from which you wish to withdraw: _____

Reason for withdrawal request:

_____ a severe illness or other debilitating condition that affects the student's ability to satisfactorily complete the course

_____ student's responsibility for the care of a sick, injured, or needy person affects the student's ability to satisfactorily complete the course

_____ a change of the student's work schedule that is beyond the control of the student, and that affects the student's ability to satisfactorily complete the course

_____ Other (please identify): _____

Initial below to indicate understanding and agreement with each statement.

_____ I understand that this course may not be offered again until a year from now.

_____ I also understand that it is my responsibility to be ready to return at the start of the next class.

_____ I will return to classes on _____ (term/first day of class).

Student's Signature

I have discussed this decision with the student and concur that this is best for the student and the USAF.

Supervisor's Name

Supervisor's Signature

____ Approved ____ Disapproved Date: _____

Signature of Chief, Student Services

ATTACHMENT 2 - GRADE APPEAL APPLICATION FORM

**AIR UNIVERSITY CIVILIAN ASSOCIATE DEGREE PROGRAM
GRADE APPEAL APPLICATION**

Students wishing to appeal a grade issued by their instructor are encouraged to first confer with the instructor by phone, email or through messaging system in Canvas and attempt to resolve the dispute informally. This should be done no earlier than 24-hours and no later than three working days after the instructor posts the grade. Only graded assignments may be appealed. Following this conference, if the issue remains unresolved, the student may appeal the grade using the process described below.

Per the AU Civilian Associate Degree Program Student Handbook, documented evidence must be submitted to support an appeal. The documented evidence will be a concise written summary of the student's position, including relevant facts, desired resolution, arguments supporting the desired solution, and relevant supporting documentation. The evidence should be submitted with this Grade Appeal Application Form and e-mailed/faxed to the instructor.

Note: The burden of proof in a grade dispute lies with the student.

The instructor will review the student's appeal, provide comments, and submit it to the Faculty of Record for adjudication within 24 hours of receipt. The Faculty of Record will respond to the student and instructor by e-mail within three working days of receipt of the submission, providing a decision and brief justification.

I _____ (Student Name), _____ (Last 4 of SSN #), have informally discussed the disputed grade with my instructor and am not satisfied with the resolution. Therefore, I am submitting a formal appeal for review by my instructor and for final decision by the Faculty of Record (or immediate higher-level authority, should the instructor be the Faculty of Record). I understand the resulting grade may be lower, higher, or remain the same and that the Faculty of Record's (or equivalent) decision is final.

Course name and section: _____

Instructor name: _____

Date course was taken: _____ Assignment Grade received: _____

Assignment Grade sought: _____

Student Signature _____ Date: _____

Date/Time Appeal Received by Instructor: _____ Instructor Initials _____

ATTACHMENT 3 - CADP ADMINISTRATIVE HOLD REQUEST

Student Name: _____ Cohort: _____

Length of time requesting (one term-one year): _____

Date request admin hold to begin: _____ Date request admin hold to end: _____

Reason requesting administrative hold (Please review section 2.4.3 of CADP Handbook, Administrative Hold, for examples of acceptable reasons for admin hold to be granted):

Is request due to a temporary break in AF civilian service (military spouse, etc)? Yes or No

If Yes, please provide new base location: _____

If Yes, please provide last day on AF civilian status (does NOT include LWOP): _____

Should your request be accepted, you must be available for contact and respond as necessary.

Phone number during admin hold request time: _____

Email address during admin hold request time: _____

_____ I understand that, should this waiver be approved, extension of my status in the program is contingent upon continued communication from me to CADP staff.

_____ I understand that I will not be registered for any CADP classes while on administrative hold.

_____ I understand that, should this hold be granted due to a break in service, I will be administratively released from the program should it not return to AF civilian service prior to the end date listed above.

Signature of CADP Student Date

I, _____ (Name of Supervisor), verify that I have discussed the situation with the above-named employee. I believe the individual is experiencing an unusual circumstance (work and/or personal) of a significant enough nature that would validate the need to be granted an administrative hold (Please review section 2.4.3 of CADP Handbook, Administrative Hold, for examples of acceptable reasons for admin hold to be granted). I believe that the administrative hold would be in the best interest of both the employee and the AF.

Signature of Supervisor Date

Request is: _____ Approved _____ Disapproved

If approved, date admin hold will begin: _____ Date admin hold will end: _____

Chief, Student Services Date

Date Student notified of Approval/Disapproval: _____

ATTACHMENT 5 - FAQ's

Frequently Asked Questions for the

Associate of Science Degree in Air Force Leadership and Management Studies

Q1. What is the purpose of this program?

A1. The Associate of Science Degree in Department of the Air Force Leadership and Management Studies also known as the Civilian Associate Degree Program (CADP) is designed to meet mandatory by-law requirements (5 CFR 412.202, 5 CFR 412.201 & 5 U.S. Code 9902) and DAF requirements (DAFI 36-2687). This course of study, focuses on Department of the Air Force Foundational Competencies, prepares graduates to be effective in the exercise of their unique responsibilities as current or future civilian DAF Leaders. The degree program develops essential skills and competencies through solid knowledge and practical experience based on leadership and management principles and incorporating professional communications, behavioral sciences, and critical thinking skills that develop DAF civilians as employees, supervisors, managers, and leaders.

The program is built upon four distinct content categories: airpower, behavioral, leadership and management studies. By incorporating Foundational Competencies and Core Values with the general education requirements for an associate degree, this experiential learning program provides the DAF with a new generation of civilian leaders who:

- a. Demonstrate comprehension of theories and competencies that support the development of DAF civilian leaders. (Program Learning Outcome 1)
- b. Demonstrate comprehension of management principles, processes and practices within the DAF organizational environment. (Program Learning Outcome 2)
- c. Demonstrate an understanding of concepts, values and actions that define professional civilian Airman and Guardians. (Program Learning Outcome 3)

This program enhances students' career development and prepares students for more advanced academic study.

Q2. How does this program work?

A2. This 60-credit hour program is designed to be completed in a fully online format in approximately 2.4 years: 5 months for orientation and general education requirements, and two years for AU program major classes plus any remaining general education and elective requirements.

Students will complete program major requirements by completing:

- 30 credit hours of **program major courses** (10 classes) taught online through Air University
- 30 credit hours of **general education/elective coursework** (electives are offered by AU but Gen Eds are completed independently by students)

The **program major courses** consists of:

- A 1 hour to 1.5-hour webinar each week per course. Upon selection to the program, students will select one of several webinar (online class) session times (early morning, middle of the day, or early evening) to best accommodate both the student's and their work center's schedules,
- Two hours of discussion boards,
- Three hours of assigned readings weekly,
- Two hours of a work-centered learning lab (will not take time away from your primary duties), and
- Two hours of class projects.

To complete the 15 credit hours of **general education courses**, students will be provided guidance on applying for DAF civTA and accessing DAF-provided study resources once in the program. To

complete General Education, CADP students can use DAF civ TA in two ways:

- The Air Force will pay for one attempt at a CLEP/DSST test for each of the general education/elective course requirements. If the student does not pass on the first attempt, the student may be responsible for funding additional attempts of the same CLEP/DSST test.
- Alternatively, students may elect to take a course from a local or online university and transfer those credits into the program. DAF civTA is available for this. CADP students receive 100% civTA for general education and elective requirements. However, students are responsible for all other fees, including but not limited to books, registration fees, and transportation.

Some other key items to know about this program:

- Students are expected to continually attend every term until graduation is achieved.
- While it is hoped that students will receive limited duty time (approximately 1 hr per week for each course enrolled) to attend webinars, this program can be completed entirely during off-duty time.
- Students must arrange to receive 10-15 minutes per week of mentoring from their supervisor (or another identified mentor) to help solidify the classroom learning and apply it to his/her individual career field.
- Because AU courses are normally offered only once a year, the earliest a student can graduate is 2.4 years after program entrance.

Q3. Is this degree program accredited?

A3. Yes. This program has received regional accreditation from the Southern Association of Colleges and Schools (SACS). The degree will have the school's name "Air University."

Q4. What is E-learning?

A4. E-learning, or online learning, means that you participate in the course in a virtual setting. This program is designed to be completed entirely online by interacting with faculty and peers through remote computer access. You will never have a need to go TDY or attend class in a formal classroom setting as a result of this program. You will find that you can complete many of your readings and assignments at the library after duty hours, or at home if you prefer. This format gives individuals the opportunity to learn at the time and location that best fits their hectic schedule.

Q5. Who is this program geared towards?

A5. This program is specifically for Department of the Air Force civilians who desire to enhance their career, but who do not currently possess a college degree. The primary audience will be full-time permanent appropriated fund employees, who do not currently possess an Associate or Bachelor's degree from a regionally accredited college or university. Successful students:

- Have 10-15 hours a week of off-duty time available in their daily schedule to devote to CADP – to read assigned textbooks, complete assignments, write papers, and attend courses.
- Are comfortable with computers and interacting in an online environment.
- Coordinate routinely with their academic advisor and their faculty and are comfortable doing so via email, phone, or online chat.
- Are proactive in attending class, turning in assignments on time, and keeping up with assigned readings.
- Take initiative to keep themselves on schedule. General education and elective requirements are done by the student individually, not in a CADP class. While there is no requirement for students to have any general education or elective credits to transfer into the program, some students with three or more credit hours of general education transfer credit work find the work load a bit easier, since they have less to accomplish in the two-year period.

Q6. Who is eligible to apply?

A6. Employees must have, as of the application deadline:

- Status as a full-time permanent appropriated fund Air Force civilian in all grade levels

- An acceptable rating on most recent performance appraisal
- High school diploma, GED or equivalent
- no post-secondary degree from a regionally accredited 2 or 4-year college or university; however, you may have some college credit
- A signed Learning Agreement. Supervisor's signature on the learning agreement represents supervisor's:
 - 1) approval to apply
 - 2) agreement to provide mentoring throughout the program
 - 3) assistance in gaining access to a government computer for webinar attendance and coursework completion
 - 4) support to take 3 hours per week of online classes during duty hours.

*NOTE: If mission requirements are such that the supervisor cannot authorize 3 hours a week of duty time for the webinars, this should **not** prevent civilians from applying. Arrangements can be made to have student attend online classes either early morning, early evening, or possibly during their lunch hour, as best fits the scheduling requirements of the student's office/unit.*

Q7. Who should consider applying?

A7. DAF civilians who are considering making the DAF their career and desire additional knowledge in the areas of leadership, management, and airpower service should consider CADP. Ideal applicants are eager to learn and have time available to dedicate quality effort to this program. CADP is a time commitment for over two full years. For the majority of the program, students have only one week off between terms and about three weeks off at the end of each calendar year. This program is designed to be completed without breaks.

If you are not sure you have the time to devote continuously for two years or if you are unsure of your readiness for college, beginning basic general education requirements at a local college may be the better choice initially. (These include a freshman or sophomore-level English, Public Speaking, Math, American Government, Humanities, Social Science, and Computer courses. Please know that preparatory or remedial classes will not transfer into CADP.) With this experience, civilians may be in a better position to decide whether college and the CADP program specifically is right for them. Basic General Education classes can be transferred into CADP, requiring a bit less of a time commitment for students once accepted into CADP.

Some DAF civilians may alternately wish to take advantage of DAF civTA with a local or online university to achieve their degree. DAF civilians who currently possess a large number of college credits should spend time exploring whether attending a civilian university would allow them to achieve their degree sooner. CADP currently offers each class only once a year. Ten of the required classes cannot be transferred in and must be taken from AU. As a result, the shortest amount of time in which students can graduate is approximately 2.4 years (5 months for orientation and potentially a prep course (if not transferring in a writing course), and two years for AU Core Courses.

Q8. Why can't military members apply for this program?

A8. Enlisted members already have access to an Associate Degree program through the Community College of the Air Force (CCAF) and officers already possess an undergraduate degree when they are commissioned. This program has been designed to fill a gap in Air Force civilian professional development. The program teaches the same leadership and management concepts to civilians that military members already receive through their various commissioning education and professional military education (PME) courses. Consequently, military members are not the target population for this program and are ineligible to apply.

Q9. Is there a cost to attend this program?

A9. There are no tuition or book fees associated with the core program curriculum provided by Air University. The Force Support Professional Development School at Air University will offer the 10 program major classes in a completely online format at little to no cost to the student or their unit. All learning resources will be provided through the school or through Air Force eLearning. Students will be responsible for providing supplies as needed to accomplish their course work.

Supplies may include: internet access, computer, printer, paper, CAC card reader or other items to support interaction in an online learning environment

Additionally, students can complete their general education/elective course requirements through funded credit by exams (CLEP/DSST). If a student fails their first attempt at a credit by exam, students will be responsible for the cost of subsequent tests in the same subject. Should a student choose to attend a course (in class or on-line) versus completing by credit by exam, the student may request civilian tuition assistance (civTA) from the AF to cover tuition costs. Currently, CADP students can request 100% civTA for classes fulfilling program degree requirements. In accordance with civTA policy, students will be responsible for paying all fees and book costs associated with the course and/or application fees to enroll in the school.

Q10. How many class seats are available?

A10. CADP is now open enrollment and will adjust class availability based on demand and faculty to student ratio.

Q11. How do I apply?

A11. Open enrollment may be accessed at: <https://www.airuniversity.af.edu/CLDS/CADP/> and then click "Application Process"

Q12. When will classes begin?

A12. Orientation and DAF Academic Writing courses are offered year around. Program major courses and electives are offered at least once per year. See CADP Website and Newsletter for more information.

Q14. What equipment do I need?

A14. Because this is a fully online program, full-time computer access and comfort/knowledge in using a computer are essential. Students will need:

- A computer with reliable, quick internet access and up-to-date web browsers, such as Chrome and Edge
- Access to Microsoft Word & PowerPoint
- Ability to open/read pdf documents on their computer
- CAC access at times, especially during initial set up of accounts
- May need a headset to participate in online interactive sessions as well as watching videos without disrupting coworkers
- Access to a back-up computer – at home, the base library, AFRC, or other location – in the event that their primary computer has connectivity issues

Students must ensure they have reliable, consistent computer access after duty hours, either at work or at home, to complete assignments. Computer access throughout the duration of the program ensures there is no disruption in the student's ability to complete course requirements on time.

Q15. How much of a time commitment will this degree require?

A15. Students can expect to spend up to 15 hours per week working on course requirements. This includes: webinars (online classes), readings, discussion board postings, responding to peers and instructors online, working on class projects, writing short papers, and preparing for oral presentations. Students are also encouraged to take one AU elective course or CLEP/DSST test per term, so they will need to spend some additional time preparing for those tests as well.

Q16. Will I accomplish the course during duty time or off-duty time?

A16. Both for some students. However, the majority of course requirements will be accomplished off-duty. Students will be required to attend one 1-1.5 hour webinars (online class) each week (for each course they are taking). Webinar times will be offered throughout the day, from early morning to lunch time to early evening hours, depending upon time zone of the student, to help accommodate both student work center requirements and those students working overseas. At times, students will also be required to complete class projects whose focus is related to the work environment. Time to accomplish activities in support of these projects may be necessary during duty hours, but these activities should be work-related and in support of the work center's mission.

This may require up to 2 additional hours each week. All remaining course requirements will be completed during off-duty time. However, supervisors are authorized to allow some time for coursework during the duty day, should the mission allow, in accordance with AFI 36-816, *Civilian Telework Program*, para 3.1.2.1, AFI 36-807, *Scheduling of Work, Holiday Observances and Overtime*, para 3.1.3 and the AFI 36-815, *Absence and Leave*, para 10.11. Time spent beyond duty hours on class work (unless related to the work center's mission) is not eligible for overtime/compensatory time (under 5 CFR 551.423 and 5 CFR 550.111).

Q17. What is the Learning Agreement that I have to turn in with my application?

A17. The learning agreement is an agreement between the student, the supervisor, and the school. It is the supervisor's opportunity to express his or her support for the student and their ability to complete this program by agreeing to provide a small amount of time (for most courses it will be about 15 minutes a week) mentoring the employee in discussions on class concepts and how they relate to the Air Force and/or the individual's work center, as well as reviewing and discussing major class projects or reports. The program has been designed that way to increase the student's learning. A mentor brings knowledge and understanding of the Air Force and leadership; a mentor should be, but is not required to be, the student's supervisor. Because the mentor will at no time affect the student's academic grade, there is no degree requirement for the mentor. Additionally, the learning agreement ensures the supervisor's commitment to provide the student with up to 3 hours per week during duty time (subject to mission requirements) for online class participation as well as access to a government computer.

Q18. The schedule appears to be non-stop for 2 years. Are there "breaks" built into the schedule?

A18. The schedule for this program is rigorous. Students will receive a one week break between terms and approximately three weeks off during the late-December/January holiday time frame. However, there will be no summer break as in a traditional college schedule. For students to complete this program within two years, students must continue to take courses every term. Because of the small size of the college and the limited number of faculty, each year courses will be offered only once a year. There are provisions built in for emergency situations for students to request a term off, or a year off if necessary. However, these are for documented emergency situations, which must be verified and approved by the student's chain of command prior to submitting the request for approval to the Chief, Student Services.

Q19. What if I want or need to withdraw from the program?

A19. Students should assess their ability to commit the time required for this important program before applying. Students are not expected to withdraw from this program as one might from a regular college program. It is the school's goal that all our students succeed, and faculty advisors will work closely with students to ensure they have the support they need. However, we realize that emergency situations do happen, and there are provisions for temporary or permanent withdrawals.

Q20. What happens if I fail a class?

A20. Students who fail to obtain a grade of at least a "C" on a course will be required to retake that course.

Q21. How does the CLEP/DSST testing process work?

A21. DAF has arranged, through this program, to pay for one CLEP/DSST attempt for each general education course required for completion of the program. The DAF will cover exam fees for CLEP/DSST exams. Students testing at "fully-funded" National Test Centers will have registration fees waived. Students testing at all other sites will be responsible for registration fees. If selected, the student's academic advisor will walk the student through this process.

Q22. What happens if I fail a CLEP/DSST?

A22. Students who fail an initial attempt at a CLEP/DSST to fulfill their general education requirements may have to fulfill this requirement at their own cost. Students will be required to pay for additional attempts at a failed CLEP/DSST exam which was initially covered by AF civTA. There are a variety of free resources available to help students prepare for CLEP/DSST courses, which can be found online, at libraries and base Education Centers. Students are strongly encouraged

to take advantage of these resources to prepare themselves appropriately prior to attempting a CLEP/DSST exam. Academic advisors will discuss these resources with students during initial student orientation.

Q23. What if I would rather take a classroom course instead of a CLEP/DSST test?

A23. Air University does not offer any classes to fulfill general education requirements. For general education requirements, students may take a course at a local or online accredited college and transfer the credit into the program. However, students must confer first with their academic advisor prior to taking a class in this manner to ensure the credit hours will transfer. The student may apply for Air Force civilian tuition assistance to supplement the cost of any courses completed in this manner. Even when tuition assistance is approved, students are still responsible for paying fees and book costs for each course.

Q24. What courses can I transfer into the program?

A24. Students will be able to transfer up to 30 credit hours into the program to satisfy the general education and elective requirements. These requirements include: Written Communication, Oral Communication, College Math, Social Science, Humanities, and 5 general electives. Students should not register for or take any courses prior to being accepted into the program and coordinating with their academic advisor.

Q25. How does this compare to the Community College of the Air Force (CCAF)?

A25. Like CCAF, this program is sponsored by the Air Force and awards a degree at the Associate level. However, because current law does not allow civilians to attend CCAF, this program has been created in a separate organization of Air University under a completely different authority that allows for Air Force civilians participation. Consequently, only Air Force civilians are eligible for this program. While military members receive some credits for their technical training and OJT/upgrade training (training specifically related to their job) through CCAF, civilians will not have that option in this program. Unlike CCAF, this program will offer only one degree, the Associate of Science in Air Force Leadership and Management Studies. Students will be required to take courses related to the discipline and will not get credit for any work-related training previously offered by the USAF. Students, however, may get transfer credit for equivalent courses taken previously from any regionally accredited college or university to include CCAF.

Q26. Will the credits/degree I receive in this program be transferable to another school?

A26. This degree is regionally accredited by the Southern Association of Colleges and Schools. Because of this, the program's courses are eligible for transfer credit to other colleges and universities if students desire to continue their education by pursuing a Bachelor's Degree. Just like any accredited school, acceptance of transfer credit by other colleges and universities is outside our control and subject to each specific college or university's policies on transfer credit. Therefore, this question would have to be answered by the school you hope to transfer into. Most schools will recognize transfer credits from a regionally accredited college or university; however, the amount of credit that may transfer varies based on each school's transfer policy. CADP expects to be added to the AU ABC program in the Summer of 2024. See website for more information.

Q27. Why did CADP move to ASU Canvas?

Arizona State University (ASU), a distinguished and highly selective regionally accredited higher education institution, has proudly held the title as one of the most innovative school in the nation according to U.S. News & World Report. With an impressive history of strategic partnerships, ASU is dedicated to transforming student learning through cutting-edge digital education. In a powerful collaboration, Air University and ASU are joining forces to elevate the learning experience for CADP distance learning students, ensuring they receive an unparalleled education that prepares them for the future.

Q28. Are CADP Students required to transition to the ASU learning management system?

Yes, CADP is transitioning to the ASU distance learning and management system. There will be no courses offered on AU systems after the transition is complete.

Q29. What changes can we expect during the transition period?

During the transition period, the following information will be transferred from AU to ASU to initiate account creation for CADP students: your name, email address (as listed in the AU Portal), AU ID, and completed course grades. ASU will use the email address you have on file in the AU Portal to contact you to complete your account creation process. To ensure you receive this communication, we recommend logging into the AU Portal to update your contact email to a personal email address, as this will help reduce the chance of DoD firewalls blocking your onboarding message. You can update your email address at: <https://aueems.cce.af.mil/sap/bc/ui2/flp#Shell-home>

Q30. How do I log into ASU?

You will receive an email from the following ASU address: noreply-ulis@asu.edu. This email will provide a link to complete your onboarding at ASU. **NOTE: the SSN field in ASU onboarding is shown by default, but you are not required to fill it in.**

- Before submitting a help desk issue (au.support@asu.edu), please check your personal junk email folder to ensure that your email was not marked as spam.
- ASU recommends you use Chrome to complete the onboarding process (if it is not your default browser, you can paste the URLs from the email into Chrome). Older browsers, such as Internet Explorer, may not work properly with ASU's website.
- Some DoD email security systems insert "no click" or "CAUTION" into URLs in emails from non-DoD sources. You may have to copy the URLs and manually remove this text to load ASU's onboarding page.

Q31. Does ASU use a different version of Canvas?

No, however, ASU's version of Canvas provides a fully integrated education experience for students to access their program status, course registration, and course content through a single sign-on within the ASU system, which also includes help desk services.

Q32. Will I be able to access registration and courseware from a NIPR computer?

Yes.

Q33. Will I be able to access registration and courseware from a personal computer?

Yes, and neither a CAC nor the DoD Root certificates will be required.

Q34. What personal information will be transmitted to ASU?

Only your name, email as listed in the AU Portal, and AU ID will be transferred to ASU to initiate account creation. ASU complies with federal regulations for the protection of personal information.

Q35. Will I lose progress in the program by transitioning to ASU?

You will not lose program progress for CADP courses already completed. CADP **term 5 (May 27, 2025, to July 28, 2025)** courses will be transferred to ASU after the grades are finalized.

Q36. Where will my program records be stored?

Air University will continue to be responsible for maintaining official transcripts and records for student program and course completions. CADP course materials, student progress, and submissions, including basic student account information, will be stored in the ASU learning environment.

Q37. Will I need to access both AU and ASU systems?

Current students: You will not need to access AU systems once you have an ASU CADP student account. CADP students will be able to register for courses and complete all coursework within the ASU environment. **See FAQ question 4** for details on how this process will work. You will not need to return to AU systems except to request official transcripts.

New students: All new applicants must apply to the program via the AU portal <https://aueems.cce.af.mil/sap/bc/ui2/flp#Shell-home> using a CAC. Once you are enrolled in the CADP program and have an ASU CADP student account (see FAQ question 4), you will not need to return to AU systems except to request official transcripts.

Q38. How do I get a transcript after I complete the program?

Air University transcripts are available for all students who have completed courses/programs within Air University. Students may request an official AU transcript via Parchment. To request transcripts from Air University using Parchment, if you already have a Parchment account, go to: <https://www.parchment.com/u/registration/32882/institution>. If you do not already have a Parchment account, please go to: <https://www.parchment.com/u/registration/individual> and create an account. **Note: We recommend you use a personal email address due to firewall issues.**

Q39. Will my program deadline change by moving to ASU?

No, program deadlines will not change. You will still have **2.5** years from the time you enrolled in the program to complete the CADP.

Q40. Currently, I have separate logins/accounts for AUSIS, AU Canvas, and AU Service Desk. Am I now going to have to deal with a fourth account for ASU, or fifth or sixth?

An AU Portal account (CAC login) will be required to enroll in CADP. However, once enrolled in the CADP program, you will not need to return to the AU systems. ASU's system will feature a single sign-on for course registration, access to courseware for completing all coursework, and help desk services.

Q41. How do I enroll as a new CADP student?

The CADP application process remains unchanged. All applicants must apply to the program via the AU portal.

All applicants must apply to the program via the AU portal <https://aueems.cce.af.mil/sap/bc/ui2/flp#Shell-home> using a CAC. Once you are enrolled in the CADP program and have an ASU CADP student account (**see FAQ question 4**), you will not need to return to AU systems except to request official transcripts.

Q42. Do I need to load additional software on my computer?

No, you will not need to load additional software on your computer. However, you may have better user experience if you install and use a modern browser such as Chrome or the latest version of Edge.

Q43. May I use my old ASU login account?

Yes. If you have previously been or currently are an ASU student, you will use your existing ASU account. You will need to "switch" programs to access your CADP registration portal.

Q44. If I still have questions about the CADP transition, who do I contact?

You may submit an email to au.support@asu.edu to answer any questions you may have.

Q45. don't have a personal email address. May I use my .mil email?

Yes, you may use your .mil email address. If you have any issues receiving the ASU

onboarding message, we ask that you check your personal junk email folder first before sending an email to au.support@asu.edu .

Q46. Does this mean my degree/diploma comes from ASU?

No. Your degree is still conferred by Air University. ASU is only hosting our courseware for a better student experience.

ATTACHMENT 6 - FACULTY AND STAFF DIRECTORY AND BIOS

FACULTY AND STAFF DIRECTORY	
Title/Position	Name and Contact Information
Dean, Academic Affairs	Dr. Andrew Bowens andrew.bowens.1@us.af.mil
Associate Dean	Dr. LeNetta Banks Williams lenetta.banks_williams@us.af.mil Faculty of Record for: Principles of Leadership II, DAF Team Leadership
Leadership Department Head	Mrs. Jamichael Beard jamichael.beard.1@us.af.mil Faculty of Record for: Foundations of Leadership, Principles of Leadership I, DAF Ethics and Leadership
Airpower Department Head	Mrs. Lorrie Carter lorrie.carter.2@us.af.mil Faculty of Record for: Professionalism in the DAF, History and Heritage of the DAF, Civilian History of the DAF, Constitutional Literacy
Management Department Head	Mrs. Shelia Knox shelia.knox.2@us.af.mil COMM (334) 202-0764 Faculty of Record for: Introduction to Management; Thinking, Logic and Decision Making; Process Improvement
Behavioral Studies Department Head	Dr. Doris Sartor Doris.sartor@us.af.mil Faculty of Record for: Conflict Resolution, Organizational Culture, Organizational Behavior, Performance Management Coaching
Communications Department Head	Dr. Victor Mbodouma Victor.mbodouma@us.af.mil Faculty of Record for: DAF Academic Writing, DAF Professional Writing
Instructional Systems Design / Instructor	Vacant
Instructional Systems Design / Instructor	Dr. Stephen Harris stephen.harris.21.ctr@us.af.mil
Instructional Systems Design / Instructor	Mr. Jose Surita jrsurita@gmail.com
Instructor	Mr. Darius Donte' darius.kersh.1.ctr@au.af.edu
Instructor	Mr. Martin Rameau martin.rameau.1.ctr@au.af.edu COMM (210) 803-1910
Instructor	Mrs. Jamie Pfeifer jamie.pfeifer.1.ctr@us.af.mil COMM (703) 826-5433

Instructor	Mrs. Vanessa Williams vanessa.thomas@ccgifederal.com
Student Services Department Head	Dr. Demetra Anderson demetra.anderson@us.af.mil Focus area: Student Services Goals, Marketing, Research/coordinate agreements with other colleges, and <u>engagement programs</u>
General Education and Academic Advising Department Head	Mr. Gordon Talbot gordon.talbot.4@us.af.mil COMM (334) 953-7245 DSN 493-7245 Faculty of Record for SOAR; Focus Area: Academic Advising
Academic Advisor	Ms. Azure Thomas azure.thomas.ctr@us.af.mil COMM (334) 953-5792 DSN 493-5792
Academic Advisor	Ms. Chiquita Bankhead chiquita.bankhead.ctr@us.af.mil COMM (334) 953-5803 DSN 493-5803
Academic Advisor	Ms. Mary Anderson mary.anderson.23.ctr@us.af.mil
Registrar/Academic Support	Ms. Juanita (Susi) Shover juanita.shover@us.af.mil Focus areas: CADP Registrar functions, graduation, course grades, and registration for CADP
Student & Course Support	Mrs. Ebona Reed and Ms. Jaylin Shuford CLDS.CADP.AdmissionsOrgbox@us.af.mil COMM (478) 535-9765 Focus areas: coordinate transcripts, CLEP/DSST scores with AU Registrar, process student information and update student records, register students for classes, basic IT/Canvas/MS Teams/Zoom support, and field basic questions about CADP

Full-time CADP GS Faculty Biographical Information



DR. ANDREW BOWENS

Dean, Academic Affairs

Dr. Bowens has over 30 years of experience in leadership, management and education with an emphasis in traditional and online learning, building teams and strengthening organizations at the strategic, operational and tactical levels. He has served as an Air Force enlisted, officer and DAF civilian in numerous key positions from leading small teams to managing large global organizations as he was based in the United States, Asia, Europe and the Middle East. Dr. Bowens is directly responsible for the creation and implementation of the academic priorities for a 22-person team that delivers DAF civilian undergraduate education and serves up to 660 students per year to further their

educational goals and equip them to be more effective Department of the Air Force leaders. Additionally, he serves in an Academic Dean role for the DAF civilian professional continuing education program that serves up to 31,000 students annually.

Education: Ph.D. Leadership Studies, Ed.S. Curriculum and Instruction

Quote: "I am honored to serve our world class DAF faculty and students. My priority is to deliver academically grounded and relevant undergraduate education and help our valued students achieve their educational goals and recruit, retain and develop accomplished and talented faculty and staff."



DR. LENETTA BANKS-WILLIAMS

Associate Dean

Faculty of Record: Principles of Leadership 2

Dr. LeNetta Banks Williams has 20 years of leadership experience and a passion for training. She began her career at the U.S. Air Force Academy leading professional development training in the area of human relations which led to a career in Human Resource Management and Chief of Equal Opportunity. A sought after speaker and executive coach, her efforts have led to research professor opportunities in psychology, human services, entrepreneurship, communications, sociology and other courses. Dr. Williams has taught various courses at Air

University to include the Emerging Leader Course, Performance Management Coaching, and is currently the Associate Dean of Academic Affairs for the for the Civilian Associate Degree Program.

Education: Ph.D. Human Services

Quote: "I am proud to be a part of an amazing team of servant leaders who continue to advance the DAF mission and enhance the lives of our greatest asset...the people. Supporting faculty, staff, and students to achieve their personal and professional goals is my passion. We encourage you to continue this journey and elevate your life to the next level!"



MRS. LORRIE CARTER

Department Head, Air Power Studies

Faculty of Record: Professionalism in the AF, History and Heritage of the AF

Mrs. Carter has 21+ years of military experience as an enlisted member and officer and 12+ years teaching in an academic environment. Mrs. Carter is a knowledgeable instructor with extensive experience in traditional and online learning. She got her start teaching during her enlisted years as a medic. Early in her AF career, she became a certified CPR instructor. From there, she transitioned to an officer role and one of her assignments was as an instructor for the Air and Space Basic Course. There she executed curriculum consisting of 270 academic hours, joint doctrine, field leadership exercises and physical readiness training. After retiring from the Air Force, she became an instructor for key USAF supervisory courses at the Civilian Leadership Development School. There she was responsible for the online/distance learning of up to 2000 students per year.

Education: MBA with a concentration in Health Care Management

Quote: "Vince Lombardi once said, "There is only one way to succeed in anything... and that is to GIVE IT EVERYTHING."



DR. DORIS SARTOR

Department Head, Behavioral Studies

Faculty of Record: Conflict Resolution and Organizational Culture Courses

Dr. Sartor previously served as the SARC and SAPR VA Course Director. In this role, she planned, developed, and evaluated Sexual Assault Response Coordinators (SARC) and Victim Advocates courses. Dr. Sartor also directed and conducted the courses; prepared guest faculty to teach the courses; maintained professional contacts with Air Staff and other organizations; and evaluated the courses to ensure they were tailored to satisfy requirements. She also conducted curriculum review and evaluation for continuous improvement. She has served as the Course Director for the GS-15 Leadership Seminar, Basic and Advanced Mediation Courses, EEO Managers, Manpower, and Family Support courses.

She was also the project manager for the following publications: *Voter Plan of Action*; *Report on Discrimination and Solutions Summit*; *Racism and Disparate Treatment in the Public Sector*; and *Affirmative Action and Beyond*.

Education: Ed.D. Counseling Psychology

Quote: "Being a part of the Civilian leadership Development School allows me to live my dream of making a difference and creating positive change. Education has the power of changing lives."



MRS. JAMICHAEL BEARD

Department Head, Leadership

Faculty of Record: Introduction to Management, Thinking, Logic, and Decision Making, Process Improvement

Mrs. Beard hails from Mobile, Alabama and has been a resident of Montgomery, Alabama since 2016. Her graduate studies provided her with invaluable experience in working with diverse learners, data measurement and evaluation methods. Before coming to the Civilian Associates Degree Program, she was a Program Coordinator and Instructor for STARBASE, a DoD funded

S.T.E.M. program, on Maxwell AFB. During her tenure, she spearheaded the start of an extracurricular S.T.E.M. program for at risk youth in the tri-county area. This afforded her the opportunity to design new curriculum aligned with Nation S.T.E.M. standards; an area of both personal and professional interest. Prior to STARTBASE, Jamichael worked as an educator in the local school system, serving as both a Department Head and a Teacher Mentor. Jamichael inherited her passion from her mother, an educator and remains devoted to being a life-long learner.

Education: Ph.D. Education Leadership (projected 2025), M.A. Education

Quote: "It is my desire to inspire all students to overcome and succeed. I strive to spread my passion for learning to all those I have the pleasure of instructing and advising."



DR. SHELIA KNOX

Department Head, Management

Faculty of Record: Introduction to Management, Thinking, Logic, and Decision Making, Process Improvement

Mrs. Knox has 27+ years of military experience and 12+ years in education and training in the Civilian Leadership Development School. As a retired Chief Master Sergeant, she brings a wealth of leadership experience and knowledge to the Civilian Associate Degree Program.

While previously assigned at the Air Force Senior Non-Commissioned Officer Academy (AFSNCOA), the highest level of enlisted Professional Military Education; Shelia instructed and led

as Vice-Commandant/Director of Education. She is a passionate and knowledgeable instructor with extensive experience in traditional and online learning.

Education: Doctor of Education with a focus in Educational Leadership, M.A. Management and Leadership,

Quote: "I love bringing high energy into the classroom. I thrive on getting students engaged and participating in webinar discussions; using effective questioning to facilitate critical thinking and real-world application of the course material."



DR. VICTOR MBODOUMA

Department Head, Communications Studies

Faculty of Record: AF Academic Writing Course

For over 25 years, Dr. Victor Mbodouma has been wearing multiple hats in training and education. He started his journey in education as a Trainer of Trainers with the US Peace Corps in Gabon, Central Africa. Upon returning to the US and still very young, he joined the US Army and served his country as a personnel manager for several years. He later joined Defense Language Institute Foreign Language Center (DLIFLC) in Monterey, CA, to develop, design, and implement the Defense Language Proficiency Test (DLPT). He taught French at DLIFLC.

While completing his doctor of education degree in educational leadership and management, he was asked to lead, develop, and implement the French language and culture program at DLIFLC Language Training Detachment at AU as an assistant professor. He has published in academic peer-reviewed journals (e.g., *Language, Culture and Curriculum*, v12 n1 p23-30 1999) and speaks several languages, including French, Schiweu, Spanish, and Japanese. He accepted a position as a Communication Skills professor and curriculum developer with International Officer School, where he created, developed, implemented, and executed the resident and online Communication Skills Program of the Squadron Officer School (SOS), Air Command and Staff College (ACSC), and Air War College (AWC). Dr. Mbodouma is joining the CADP from AU Press, where he was the Editor in Chief of the Strategic Studies Quarterly journal.

Education: Ed.D. Educational Leadership and Management, M.A. English & French Education

Quote: "We now accept the fact that learning is a lifelong process of keeping abreast of change. And the most pressing task is to teach people how to learn." - Peter Drucker.



DR. DEMETRA ANDERSON

Chief of Student Services

Faculty of Record: Student Orientation & Academic Readiness

Dr. Anderson formerly served as the Supervisory Education Services Specialist "Education Services Officer" at Marine Corps Air Station Miramar in San Diego, CA. As the Education Services Officer, she managed, supervised, coordinated, and inspected; the full range of student services and activities affiliated with active-duty service members, military spouses, military dependents, veterans, and DOD civilians' access to post-secondary education. She led a comprehensive Continuing Education System & Credentialing/Licensure Program and provided oversight of the

Tuition Assistance Program, Associate, Baccalaureate, & Graduate Degree programs, General Studies program, elective course requirements, Military Academic Skills Program, SkillBridge Program, & Leadership Scholar Program. Dr. Anderson also served as a facilitator for the Performance Coaching Courses, Change Element Courses, Higher Education Faculty & Staff Orientation Program, Accessing Higher Education Track (AHE), Military TA Program Training, FAFSA Workshop, and Spouse Transition.

Education: Ed.D. Higher Education Leadership; Education Specialist Curriculum Instructions Management & Administration; M.A. Secondary Education Endorsement Guidance & Counseling

Quote: "Encouraging individuals to invest in Personal and Professional Development, and witnessing their accomplishment of unimaginable goals is time well spent."



MR. GORDON TALBOT

Department Head, General Education and Academic Advising

Mr. Talbot is responsible for over 170 Department of the Air Force Civilian students pursuing their first post-secondary degree. He provides customer service in the form of student counseling, academic advisement, and professional development to the students. Mr. Talbot also mediates between students, Air University (AU) Faculty, and the AU registrar in ensuring academic records, transfers, and student progress are tracked in real time.

Education: M.A., Family Psychology

Quote: “Our students bring a wide variety of experience to our program that usually translates well as they start this milestone in their lives. It’s truly an honor to learn from each of them as we navigate degree plans and life to achieve something they can be so very proud of.”



MS. SUSI SHOVER

Registrar, Air Force Civilian Associate Degree Program

Ms. Shover has 40+ years of Air Force experience in personnel, education & training. She has deep experience in learning management systems, student information management systems and as a course director, and registrar for professional continuing education for the Force Support Professional Development School. She is retired active duty (20 years) and has served as a DAF civilian (20+ years).

Education: M.A., Adult Education with a concentration in online learning

Quote: “My goal is to support you and your educational endeavors so that your future remains bright and limitless.”

CADP Contract Faculty and Staff Biographical Information



DR. STEPHEN HARRIS

Instructional System Design and Instructor

Dr. Harris served in the USAF as Electronic Warfare Officer in the B-52G/H models and completed both a military and a civil service career with a total of 42 years of Federal service. In his final civil service position, he served as the Dean of the Community College of the Air Force. Dr. Harris serves as an adjunct faculty member for Pennsylvania State University and has served in adjunct positions at the Air Command and Staff College, and Troy University.

Education: Ed.D. Career Technology. MS in Adult and Vocational Education

Quote: "I consider it a privilege and honor to be able to continue my service in a program dedicated to helping provide our USAF civilian workforce the opportunity to earn an accredited college degree. Education is a force multiplier and will prepare our graduates to take on greater leadership positions and opportunities."



Mr. Jose Surita

Instructional System Design and Instructor

Mr. Surita is a United States Air Force veteran who retired from active duty after a distinguished career in leadership, training, and education. Following his military retirement, he continued serving the Department of the Air Force as a civilian, applying years of experience in developing leaders and advancing military training and education programs.

During his career, Mr. Surita held several leadership and instructional roles. He served as an AFROTC instructor at the University of Wisconsin–Madison and as the Commandant of the United States Air Force Academy Preparatory School. In addition, he commanded a squadron at Basic Military Training, overseeing the development of new Airmen entering military service.

After retiring from active duty, Mr. Surita served as the Executive Director and Chief Learning Officer for the 37th Training Wing at JBSA–Lackland, where he provided strategic leadership for training initiatives and professional development programs supporting one of the Air Force's largest training organizations.

Education: Doctoral Candidate, MS – Leadership & Counseling, MAS – Space Studies



MR. DARIUS DONTE'

Instructor

Mr. Donte' is a retired Air Force Master Sergeant, who brings over 20 years of military experience and 12+ years in education and training to the Civilian Leadership Development School, where he currently serves as contractor contingent faculty with the Civilian Associate Degree Program. While previously assigned at the Air Force Non-Commissioned Officer Academy (AFNCOA) as a Professional Military Education Instructor, in Joint Base-San Antonio, TX; Darius has educated thousands of Airmen in the areas of: Leadership and Management. He is a passionate and knowledgeable instructor with extensive experience in traditional and online learning.

Education: M.S. in Leadership



MRS. JAMIE PFEIFER

Instructor

Mrs. Pfeifer is a 21-year Air Force Veteran whom recently retired from active duty as an Affiliate School Manager at the Community College of the Air Force. Her military background is in the medical field as an Aerospace Medical Service craftsman. She served multiple leadership, mentoring, and instructional roles such as NCOIC MDG Education and Training, Flight Chief Family Health Clinic and NCOIC First Term Airman Center.

Education: Master's in Management w/Human Resources and Organizational Development

Quote: "Education is the foundation upon which we build our future". - Christine Gregoire



MR. MARTIN RAMEAU

Instructor

Martin Rameau is a 20-year Air Force Veteran. He has spent the past 12 years in different forms of adult education and leadership/management training. Mr. Rameau has received a Master Instructor certification, CIC levels I, II, and III certifications, and Instructional Systems Development Certification. He retired from active duty as an instructor in the Non-Commissioned Officer Academy in 2017. Since retiring he has taught leadership and development courses at a fortune 500 company, taught new military members critical thinking and life skills, and developed a micro-badging certification program for Air University. Allowing

military and civilians the ability to quantify their talents, skills, and experience.

Education: Masters of Business Administration

Quote "I believe in education that encourages community service. Focusing on personal budgeting, decision making, and life skills training. I believe that focusing education on the middle 80% of performers is the best way to achieve lasting results for individuals, families, and society."



MRS. VANESSA THOMAS

Instructor

Mrs. Vanessa Thomas is a U.S. Air Force veteran with a background in dental and administrative roles at Lackland AFB. After her military service, Vanessa transitioned into high school teaching in North Carolina and Virginia, where she taught English and Leadership with an emphasis on mentorship. Before joining CADP, Vanessa served as Campus Director for Embry-Riddle Aeronautical University's largest overseas campuses at Ramstein Air Base and Kaiserslautern, where she managed extensive operations. Vanessa is deeply committed to mentorship, education, and empowering others. She is also a dedicated Air Force spouse and mother who loves spending time with her

family, especially enjoying activities that keep her son active.

Education: M.S. in Leadership

Quote: "I was once told that education can be addicting, as it leads to growth. As you continue to learn, you realize it's a continuous and evolving process. You begin to see not just changes in your resume, but progressive growth in yourself as a person, your contributions to your community, support for your family, and in the impact you have on humanity."



MS. CHIQUITA BANKHEAD

Academic Advising/Instructor for SOAR Course

Since starting with the Civilian Leadership Development School in 2017, she has served as an Education Tech Assistance, Registrar Coordinator and Performance Management Coaching Instructor and now as an Academic Advisor and Instructor. Chiquita has over 10 years of management experience and over 5 years of online experience as a Learning and Leadership Development Trainer and Team Leader.

Education: MBA in Business Administration (Management)

Quote: "I am honored to be a part of the CADP staff. My priority is to help the students achieve academic success by having a caring attitude, being transparent and ready to help."



MS. AZURE THOMAS

Academic Advising/Instructor for SOAR Course

Ms. Thomas began her career in education as an elementary school teacher, eventually joining the CADP program as a Registrar Coordinator. Currently her duties have shifted over into an academic advisor role. She continues to assist students on their educational journey through guidance and encouragement.

Education: B.A. Marketing

Quote: "As an Academic Advisor, I get to see the greatness in my students that they have yet to discover."



MS. MARY ANDERSON

Academic Advisor

Mary Anderson currently serves the Civilian Associate Degree Program as one of the Academic Advisors. In 2004 she earned her bachelor's degree in psychology from Nova Southeastern University, graduating with honors. She went on to earn a master's degree with a dual major in Mental Health and School counseling in 2006 from Webster University. Over the past twenty years she has served as a School Counselor, both domestically and internationally. She has also served as an adjunct professor where she taught Psychology 101.

Education: M.S. Mental Health & School Counseling



MS. EBONA REED

Student Support

Ms. Reed is a native of Montgomery, Alabama. She holds both a Master's in Public Administration and in Elementary /Special Education with a background in Sociology. Ebona has worked as an adjunct professor focused on sociological theories and as a program coordinator with the Montgomery Education Foundation. More recently, she served as the office manager at STARBASE Maxwell, a Department of Defense S.T.E.M. initiative serving the tri-county area. Ebona is a wife and mother of two

and enjoys spending quality time with her family. In her free time, she enjoys shopping, organizing and helping others

Education: Master Public Administration & Elementary/Special Education, Alt A

Quote: "“If you are not willing to learn, no one can help you. If you are determined to learn, no one can stop you.” -Hilary Hinton Ziglar



MS. JAYLIN SHUFORD

Student Support

Ms. Shuford is a native of Montgomery, Al. She has over 10 years of experience in supervising teams, training employees, and managing daily operations across multiple industries. Since starting with the Civilian Leadership Development School in 2024 as Student Support for PME, Ms. Shuford currently serves as an Education Technician for CADP. She is the mother of one son and enjoys spending quality time with family.

Education: Projected to graduate with a B.A. in Psychology (2027)

Quote, "Success comes from dedication, growth, and making a positive impact on others every day."

ATTACHMENT 7 - CURRICULUM PLAN TEMPLATE

Associate of Science Degree in DAF Leadership and Management Studies also known as the
DAF Civilian Associate Degree Program (CADP)

CURRICULUM PLAN

Course Title

Course No: **

Course conducted by:

Air Force Global College

Civilian Leadership Development School (CLDS)

Air University
(Air Education and Training Command)
Maxwell AFB AL 36112-6429

CLDS Director: Mr. Barry Waite
CADP Dean, Academic Affairs: Dr. Andrew Bowens
Faculty of Record: **
Functional Manager: HAF/A1D

Course Number and Title: **

PART I - COURSE DESCRIPTION

1. GENERAL:

- a. Location: Online eLearning managed through a Learning Management System platform.
- b. Length of Course: 9 Weeks
- c. Total Scheduled Hours: 135
- d. Student Quota: Primary – Students selected for the AU Civilian Associate Degree
- e. Administration: Degree program executed by Air Force Global College

2. CADP DESCRIPTION: The Associate of Science Degree in Department of the Air Force Leadership and Management Studies also known as the Civilian Associate Degree Program (CADP) is designed to meet mandatory by-law requirements (5 CFR 412.202, 5 CFR 412.201 & 5 U.S. Code 9902) and DAF requirements (DAFI 36-2687). This course of study, focuses on Department of the Air Force Foundational Competencies, prepares graduates to be effective in the exercise of their unique responsibilities as current or future civilian DAF Leaders. The degree program develops essential skills and competencies through solid knowledge and practical experience based on leadership and management principles and incorporating professional communications, behavioral sciences, and critical thinking skills that develop DAF civilians as employees, supervisors, managers, and leaders.

CADP Mission: To provide DAF civilians mission-focused education through the Associate of Science degree in DAF Leadership and Management Studies and fulfil the by-law candidate and supervisory requirements, fostering a robust succession management pipeline.

CADP Program Objectives and Student Learning Outcomes:

1. Demonstrate comprehension of theories and competencies that support the development of DAF civilian leaders.
 - 1.1. Explain leadership theories and principles relevant to the DAF.
 - 1.2. Discuss the competencies and skills for effective civilian leadership in the DAF.
 - 1.3. Illustrate the concept of effective decision-making relevant to DAF leadership issues.
2. Demonstrate comprehension of management competencies and practices used in the Department of the Air Force.
 - 2.1. Explain concepts and principles that support efficient management of the Department of the Air Force organization.
 - 2.2. Summarize practices for efficient management to support the Department of the Air Force organizational culture.
3. Demonstrate an understanding of concepts, values and actions that define a professional civilian.

- 3.1. Describe the concept of professionalism for civilians in the DAF. 84
- 3.2. Describe how DAF civilians contribute to mission success as leaders who exemplify the Air Force Core Values of integrity, excellence and service before self.

**** (Insert Course #) ** Course Objective(s) and Student Learning Outcomes:**

**
**
**

3. FACULTY:

Faculty includes those assigned to the course by the CADP Dean, Academic Affairs. The faculty are selected based on faculty qualifications and department which include education, experience, performance, and teaching ability. All faculty will use a learner centered approach for course design and delivery.

4. TARGET AUDIENCE:

Students: This course targets Air Force civilians without a degree who are selected for deliberate development through an Associate in Science in Leadership and Management Studies. The course will require support and some participation from the student’s supervisor or a senior mentor. The student and supervisor should have a signed learning agreement on file.

PART II - COURSE OF STUDY - SUMMARY

1. COURSE ASSESSMENT

Methodology. This course seeks to capitalize on the strengths of on-line 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 journaling assignments, and live class webinars. The course includes the following graded events:

Graded Learning Activities

ACTIVITY	% OF GRADE

To complete the course, students must achieve a minimum score of 70% for the graded learning activities.

Expectations of Students

Attendance: Students are expected to attend and participate (graded) in all the weekly webinars. 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 a 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.

Expectations of Faculty

Faculty are actively engaged with student instruction and learning through the LMS. Faculty will monitor student progress in the LMS lessons and lead synchronous webinar sessions. Faculty will provide individual and group feedback on assignments and are available to clarify curriculum issues and other student questions via telephone or email Monday through Friday. If the primary faculty instructor is not available, the student may contact the faculty of record for the course or the Associate Dean or the Dean of Academic Affairs.

Assignments

ACTIVITY	DUE DATES

2. 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. Students are encouraged to use peer collaboration on their major capstone paper. 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 weekly webinars 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.

3. COURSE DEVELOPMENTAL OUTLINE:

4. CURRICULUM BY HOURS

Academic Contact	Hours
Total Curriculum Hours	

PART III - COURSE OF STUDY - DETAILS

ADMINISTRATION (1.5 Hours)

- a. Period (001-0.5W) Administrative Processing.

Review course syllabus on AU Learning Management System to become acquainted with course requirements. Ensure Student/Supervisor Learning Agreement has been signed and sent to the instructor of record.

EVALUATION/FEEDBACK: (0.5 Hours)

- a. Period (050-1.5W) Feedback and End of Course Survey.

Provide an opportunity for students to offer constructive comments and feedback directly to the Division Chief and the instructor of record to enhance the overall quality of the course.

LESSON 1 – Title (15 hours)

Lesson Objective:

Student Learning Outcomes (the norm is 3 to 5): At the end of this course, students will be able to:

Note: Do the above for each of the other lessons (i.e., Lesson 2, Lesson 3, etc)



Course Syllabus

AIR-951S

Insert Course Title Here

23 March 2026

The course code and title in the syllabus and in the AU Catalogue must exactly match.

*Change the course code, course title, and date to the date of course revision.
Also change footer date on page 2.*

Table of Contents

Course Description	102
Course Learning Outcomes	103
Prerequisites and Requirements	103
Course Organization and Presentation	104
Required Materials	109
Methods of Assessment	109
Course Support	111
Policy Statements	111
Attachment – Other Resources	112

How to use this Syllabus Template:

- *Replace sample text with your own.*
 - *Branding is the AFGC. However, you may reference PME/OLMP/CADP/CLDS within the document.*
- *When complete, delete all remaining yellow comments and sample text.*
- *Remove page breaks between sub-sections*
- *Update Table of Contents (right click table, select **Update Field...Update Entire Table**)*

Important Notes:

- *Syllabi are identified by their date alone. Do not add a version number.*
- *Put parentheses around (acronyms) after using a phrase for the first time anywhere in this document.*
 - *Exception: DO NOT USE acronyms in outcomes nor in objectives.*
- *Changes for September 2025:*
 - *Updated branding to Air Force Global College.*
 - *Updated Getting Started and Prerequisites and Requirements sections.*
 - *Updated course types to reflect A, Y, G, H, B, and S schemes.*
 - *Updated carry-forward assignment guidance.*
 - *Removed pre-TAD formatting guidance.*
 - *Updated assignments guidance, added more examples.*
 - *Updated Assignment Weights tables, added more guidance.*
 - *Adjusted grade scale nomenclature (not scores) to match Canvas display.*
 - *Updated policy statements to reflect proposed simplified AI verbiage.*

- Added CADP and CLDS information.

Course Description

The course description in the syllabus and in the AU Catalogue must exactly match.

Briefly describe the purpose of the course.

- *One paragraph only (< 100 words; target = 50-75 words).*
- *Use clear, concise, third person, student-centric (not course-centric) language.*
- *Address specific course topics (scope, purpose, relevance) and outcomes.*
- *Avoid jargon and repetitive or obvious phrases.*
- *Use active writing... "Learn the fundamentals of xyz..." instead of, "In the ABC course...", and avoid using the course title in the Description.*

Examples

(Good intro) In this course, students examine complex issues confronting national security policymakers, and learn how appropriate policy responses are developed; discover, through systems-based analysis, how to deliberately determine the vulnerabilities and opportunities of specific real-world challenges; and evaluate proposed policy initiatives against the backdrop of US interests and existing national security objectives, and consider how these initiatives might influence the military instrument of power.

(Better intro). Airpower, an essential instrument of national policy, is frequently touted but often misunderstood. In this course, students explore the evolution of airpower from its founding to its coming-of-age during World War II, study its capabilities and limitations from a national security perspective and discover how it shaped American warfighting; and learn about the major actors and influences that facilitated – or hindered – its advancement, and how they framed core conceptual issues and trends that are still important today.

(Best intro) Leadership is about influencing the future, and it occurs in fluid and uncertain environments. For those exercising it, continual learning and deliberate understanding of personal leadership attributes is critically important. Students in this course apply the concepts, competencies, and principles of leadership in scenario-based command settings. Additionally, they develop a personalized leadership philosophy and reflect upon its utility across a variety of leadership challenges.

Course Learning Outcomes

Provide course outcomes.

- *Include level of learning in parentheses after each outcome.*
- *Begin each outcome with an action verb from Bloom's taxonomy that addresses what the student will do or display.*
- *Don't simply repeat the level as the first word of the outcome – make the outcome reflect what the student must actually be/know/do.*
- *From an assessment perspective, the best practice is to have one course outcome per lesson, but this is not an absolute. Use the appropriate number of outcomes to address the program outcomes.*

After completing the course, students should be able to:

Describe how strategic ends align with national interests. (Remembering)

Interpret appropriate national security responses to international crises during an interactive computer simulation. (Understanding)

Compare and contrast the ability of different international relations theories to illuminate specific international events. (Analyzing)

- Assess the efficacy of a proposed Course of Action for a given operational scenario. (Evaluating)
- Compose and facilitate a discussion question based on current events and joint warfare. (Creating)

Prerequisites and Requirements

For courses that have prerequisites and requirements, use the format below.

For courses without prerequisites or requirements, write "None."

Prerequisites for this course include:

- AIR-501S *Foundations of Airpower*

Successfully completing this course is required for enrollment in:

- AIR-502A *Airpower Studies*

Course Organization and Presentation

For instructor-facilitated/instructor-led (“A” or “Y”) courses (any program), update the highlighted text below. Note that “A” and “Y” courses are functionally identical; however, “Y” courses have a significant number of mandatory synchronous events (i.e., in each week of the program).

This course should take approximately 135 hours to complete and includes eight lessons that span eight weeks. The course is presented exclusively online, and students must have internet access to access course materials and participate in activities. Frequent interaction with other students and the instructor is required.

For instructor-graded (“G”) or hybrid (“H”) PME courses, update the highlighted text below.

This course should take approximately 45 hours to complete and includes three lessons. The course is exclusively presented online, and students must have internet access to access course materials and participate in activities. Frequent interaction with other students may be required. Interaction with an instructor will be required at specific times during the course.

This course counts as a “facilitated” or instructor-led course for the purposes of course completion and credit tracking.

For in-person (“B”) courses (any program), update the highlighted text below.

This course should take approximately 45 hours to complete and includes three lessons. The course is presented in both the classroom and online environment, and students must have internet access to access course materials and participate in activities. Frequent in-person and/or online activities with other students and the instructor are required.

This course counts as a “facilitated” or instructor-led course for the purposes of course completion and credit tracking.

For self-paced (“S”) courses (any program), update the highlighted text below.

This course should take approximately 30 hours to complete and includes four lessons. The course is presented exclusively online, and students must have internet access to access course materials and participate in activities.

Note: CLDS and CCAF courses use the term “modules” instead of “lessons.” Modify the above accordingly.

Getting Started

This section is optional.

It should be used if the course has carry-forward assignments from another course that are due on the first day of class (as a prerequisite for accessing course materials), or if the course reveals a course-spanning assignment to students up front. See examples below.

Example of a carry-forward prerequisite assignment. Note: If a carry-forward will be submitted for complete/incomplete/feedback – not graded with a rubric – then use the verbiage “for instructor feedback,” not “for grading.”

Personal Leadership Development Plan (PLDP). In this assignment, students will submit their “Personal Leadership Development Plan” from the LDR-501S course for grading.

- Due on the first day of class

An example of a final exam (multi-part essay constructed over the duration of the course) introduced at the start of a course, usually in the Getting Started section in the LMS. The intent is to set expectations so students may effectively plan.

Final Exam. To successfully complete this course, students will develop and submit a comprehensive, multi-part essay that they will develop as they progress through the course.

- Due Sunday of Week 6 (2359 Central Time)
- This is a multi-lesson assignment.

Lesson 1: [Title]

Lesson Overview

Provide a brief introduction to the lesson.

- *One paragraph only (<75 words – target = 50 words).*
- *Use clear, concise, third person language.*
- *Address specific lesson topics (scope, purpose, relevance) and outcomes.*

Examples

Leadership is a multi-faceted undertaking that, at its core, is about effective decision-making. The symbiotic relationship between these two concepts (leadership and decision-making) is informed through the understanding of their foundational theories, models and competencies.

Joint air operations are planned and tasked through the Joint Air Tasking Cycle (JATC). This process translates national level guidance into tactical instructions and knowing how it does this is central to understanding

“joint air operations.” In this lesson, iterative steps in the JATC are presented as they are executed through each of the Joint Air Operations Center divisions.

War does not exist in a vacuum; rather, it is a social creation and the product of political policy that is subsequently carried out by military forces. This progression, by its very nature, raises the issue of civil-military relations, a particularly important consideration in societies with democratic or representative political systems. Also important to political and military leadership is the notion of “just war;” a concept long studied by theologians and political philosophers. Ethical determinations to enter war – *jus a bellum* – are matched by demands that warfare be conducted ethically – *jus in bello*.

Note: CLDS courses use the term “modules” instead of “lessons.” Modify the above accordingly.

Lesson Objectives

Objectives are done in the Transparent Assignment Design (TAD) format. See DB04 – Assignment Templates for information on TAD.

TAD Format (all course updates and new courses after 01 Jan 25)

- *Lesson objectives are divided into two parts – content and activities. This is to facilitate topic and outcome reporting.*
- *List the lesson topics in the first list. Items should reflect the main topic(s) on each narrative page, including any special topics or requirements that need to be tracked.*
 - *Typically, only self-paced courses have this first main topics list.*
- *List the lesson activities and/or assessments in the second list. Include type of activity, title of activity, and learning level.*
 - *It is possible that facilitated courses only have this second list of activities/assessments.*
- *There is no fixed number of objectives; add as many as are appropriate to describe the desired learning.*

In this lesson, students will explore the following topics (Understanding):

1. Strategic thinking
2. Negotiating
3. Strategic communication

In this lesson, students will complete the following activities and/or assessments:

1. Discussion: Leadership Dilemmas (Analyzing)
2. Written Assignment: Strategic Leadership Essay (Analyzing)

Student Learning Outcomes: At the end of the lesson, students will be able to:

1. Understand the attitudes, behaviors, and cognitions targeted by team development interventions.

2. Determine when to use team building or team training.
3. Explain the conditions needed to support team building and team training.
4. Understand how to design, implement, and evaluate a team training program.
5. Describe various types of team training interventions.

Note: CLDS courses use the term “modules” instead of “lessons.” Modify the above accordingly.

Lesson Assignments

By Lesson – list per lesson throughout entire course:

- Lesson 1 Discussion, Insert Title Here
- Lesson 2 Essay Assignment, Insert Title Here
- Lesson 4 Midterm, Insert Title Here

Each entry consists of a type (activity) identifier, a title, and a description.

Assignment Type and Order

- Each assignment must be clearly identified with an assignment type specifying a particular weighting group (e.g., Discussions, Written Assignments, etc.). These types must match the list of assignment types in the Assignment Weighting section of the syllabus.
- Assignment type identifiers include:
 - Discussions
 - Written Assignments
 - Essay Assignments
 - Group Assignments
 - Peer Review Assignments
 - Midterm Assignments
 - Video Assignments
 - Social Learning Assignments
 - Exercises
 - Etc.
- Assignments must be listed in each lesson sequentially.

Titles and Descriptions

- Each assignment must have a short descriptive title.
- The assignment description should include a brief overview (2 or 3 sentences) and address (1) what (the student will do), (2) how (the student will do it), and (3) why (it is important to the student – the value).
- Do not include assignment instructions (i.e., words, format, readings, etc.).
- **Carry-forward assignments:**
 - Explicitly state the follow-on course where it will be submitted for instructor verification of completion, provision feedback, full-up graded with a rubric, and/or used – Tailor the following verbiage and add it to the assignment description: “This carry-forward assignment is turned in during this self-paced course for assignment

completion. Students will also submit it in the AIR-502A course for instructor feedback and for use in a discussion assignment.”

- **Non-graded but submitted assignment or activity (i.e., recording completion):**
 - Tailor the following verbiage and add it to the assignment description: “This discussion post is not graded; however, completion is required to advance in the course.”
- **Required activity that has no submission/is not graded/is worth no points:**
 - Tailor the following verbiage and add it to the activity description: “This activity is not submitted or graded; however, completion is required to advance in the course.”
(Note: This type of activity will be developed as a “Mark as Done” content page by the LMS Designers – not in an Assignment page.)

Due Dates

- For discussions, we typically use Thursday/Sunday to encourage early discussion participation and provide time for students to respond over the weekend (this was derived from surveying students).
- For all other assignments, use Sunday due dates to maximize student work time over the weekends. Adjust as necessary for a multi-part assignment.

Examples:

Note: The “what”/type of assignment is first. The specific title is second.

Lesson 3 Exercise, Center of Gravity Analysis. In this exercise, students will demonstrate mastery of lesson concepts by identifying targeting centers of gravity in a variety of situations.

- Due by the end of Lesson 3 (typical self-paced course verbiage)

Lesson 3 Progress Check, Know Your Joint Force. This progress check assesses students’ understanding of the unique attributes, organizational structure, and capabilities of each individual U.S. military service.

- Due by the end of Lesson 2

Lesson 3 Video Briefing, Military Decision Briefing. In this video assignment, students will develop and deliver a military Decision Brief to a fictional commander based on the information in their Talking Papers.

- Due Sunday of Week 2 (2359 Central Time) (typical facilitated course verbiage)

Lesson 3 Social Learning Discussion, Dialogue on Strategic Bombing and Leadership in WWII. In this two-part assignment, students will first interact with an AI chatbot to explore the ethical and leadership dimensions of the World War II strategic bombing campaign. Afterward, they will reflect on and discuss their insights from this exercise with their classmates.

- Initial posts due by Thursday of Week 3 (2359 Central Time)
- Comments due by Sunday of Week 3 (2359 Central Time)

Lesson 3 Written Assignment, Ethical Analysis of the Use of Airpower

Background Paper. In this written assignment, students will write a background paper analyzing the military ethics applied in modern and historical air conflicts. This carry-forward assignment is turned in during this self-paced course for assignment completion. Students will also submit it in the LDR-533A course for instructor feedback.

- Due before the end of Lesson 3

Note: Unless graded or assigned points, icebreakers are not listed as assignments.

Repeat the lesson (or modules if a CLDS course) section as required for each lesson.

Required Materials

For most cases, use the boilerplate below.

None. All materials are provided as downloads or linked through the course (see the course Resource List for more information).

If students need to provide anything to complete the course (i.e., buy a textbook), use this format. Citations should be in bibliographic format per AU Style Guide, Appendix B.

Most materials are provided as downloads or linked through the course (see the course Resource List for more information); however, students must obtain their own copies of the following work(s):

Kaye, Sanford. *Writing Under Pressure: The Quick Writing Process*. Oxford, U.K.: Oxford University Press, 1989.

Methods of Assessment

This course uses various methods of assessment. See individual assignment instructions and rubrics for grading criteria.

Assignment Weights

Assignment weights are used to integrate individual assignments into the overall course grading scheme. Weighting groups are based on assignment type. Weights must add up to 100%.

Course events are weighted as shown below.

For graded and point-earning assignments, typical assignment groups and % of grade include the following. Tailor to the course:

Event	% of Grade
Discussions	30%
Written Assignments	25%
VoiceThread Assignments	40%
Midterm Exam	20%

Event	% of Grade
Social Learning Discussions	15%
Final Exam	40%
Other assignment types...	As required (total 100%)

For pass/fail or complete/incomplete assignments, progress checks, or SCORM exercises, typical assignment groups and % of grade include the following. Tailor to the course:

Event	% of Grade
Progress Checks	100%
Exercises	n/a (complete/incomplete)
Carry-forward Assignments	n/a (complete/incomplete)
Other assignment types....	As required (total 100%)

Note: Required activities that are not submissions are *not* captured in the Assignment Weights table. There is no column created in the gradebook as there is no submission to record.

For CADP graded courses:

Overall course grade is assigned according to the following scale. A course grade of "C" is passing but can result in probation or the need to retake the course if the "C" drops the grade point average below 3.0. A course resulting in a grade of "D" or "F" must be re-accomplished.

Grade	Score	Final Grade Conversion
A	89.5% <= 100%	4.0
B	79.5% < 89.5%	3.0
C	69.5% < 79.5%	2.0
D	59.5% < 69.5%	1.0
F	0% < 59.5%	0.0

For CADP and CLDS pass/fail courses:

Overall course grade is assigned according to the following scale. A course grade of Pass is required to successfully complete the course.

Grade	Score	Final Grade Conversion
Pass	69.5% <= 100%	P
Fail	0% < 69.5%	F

Course Support

Insert boilerplate.

Technical, Student Services, and Registrar support are available through the Student Portal online.

Policy Statements

Insert boilerplate.

Student Handbook

For information on student rights, responsibilities, and academic integrity and freedom, see the online Student Handbook located in the Academic Resource Center.

Use of Generative Artificial Intelligence (GAI)

This course adheres to the [Air Force Global College Policy on the Use of Generative Artificial Intelligence](#). In general, GAI tools may be used to support learning activities such as clarifying ideas, organizing thoughts, or refining writing; however, they should not be used to generate substantive content submitted for assessment. Specific assignments may provide additional guidance that expands or further restricts the use of GAI. When GAI tools are used in a permitted manner, their use must be appropriately acknowledged in accordance with Air Force Global College policy.

Disclaimer

Views or opinions expressed or implied in these publications are the views and opinions of the authors and should not be considered officially endorsed by the Department of Defense, Department of the Air Force, Air Education and Training Command, Air University, or the Air Force Global College.

Copyright Notice

All copyrighted material conforms to the copyright laws of the United States. Do not reproduce these documents in whole or in part without written permission from the Air University Staff Judge Advocate, Maxwell Air Force Base, Alabama 36112. Dissemination of copyrighted material is not authorized (i.e., selling the material, providing material to a commercial company for use, downloading, etc.) and may not be further reproduced in whole or in part without the express permission of the copyright holder and notification to the Air University Staff Judge Advocate.

Joint Doctrine Publications

LIMITED DISTRIBUTION - NOT FOR PUBLIC RELEASE: Access to Joint Doctrine Publications is limited to authorized personnel at professional military

education (PME) institutions for their intended use within the PME environment: DoD Personnel, international military students, and international military faculty/staff (representing foreign governments). These publications are not for further dissemination.

Attachment – Other Resources

If you have other things that you need to include in your syllabus, put them here. Otherwise delete this section and refresh the table of contents.

ATTACHMENT 9 - LESSON PLAN TEMPLATE

Course Title and Number

Week ____ Lesson Plan

**PART I
COVER SHEET**

LESSON TITLE:

INSTRUCTOR:

TEACHING METHOD:

TIME:

REFERENCES:

READINGS: (include amount of pages in each reading)

VIDEOS: (include amount of time in each video)

PART IA

COGNITIVE OBJECTIVE:

STUDENT LEARNING OUTCOMES (SLO). By the end of the lesson, students will be able to:

AFFECTIVE OBJECTIVES:

STUDENT LEARNING OUTCOMES (SLO). By the end of the lesson, students will be able

PART IB

ORGANIZATIONAL PATTERN:

STRATEGY:

LESSON OUTLINE

MP 1:

- a. Sub-topic
- b. Sub-topic
- c. Sub-topic

MP 2:

- a. Sub-topic
- b. Sub-topic
- c. Sub-topic

MP 3:

- a. Sub-topic
- b. Sub-topic
- c. Sub-topic

PART II TEACHING PLAN

ATTENTION:

MOTIVATION:

OVERVIEW:

TRANSITION:

BODY

Week's slides w/notes for webinars

Note: include pictures of all slides in the lesson plan and include anticipated student responses for questions.

MAIN POINT 1

Slides and notes

TRANSITION

MAIN POINT 2

Slides and notes

TRANSITION

MAIN POINT 3
Slides and notes

MAIN POINT 4
Slides and notes

SUMMARY:

CONCLUSION

REMOTIVATION:

CLOSURE:

ATTACHMENT 10 - FACULTY OF RECORD CHECKLIST

PRE-CHECKLIST:

	<ul style="list-style-type: none"> • Note: checklist will be tasked out electronically by the Associate Dean to Faculty of Records, briefed routinely by the Associate Dean at CADP meetings & stored in a location accessible by all involved. • Complete and submit to AFGC Resource List (Attachment 13) • Update course content from previous lessons learned • Review syllabus and ensure all objectives align with the CADP Program Design Plan, is at the appropriate level of learning and meets all applicable standards (SACSCOC, AU, AFGC, etc.). Check to ensure the syllabus is based on the template (Attachment 8) and includes purpose description of course, course objectives, listing of graded learning activities, and weekly lesson objectives, student learning outcomes, overview, learning activities and assignments. • Review lesson plans to make sure they are based on the CADP Lesson Plan template (see Attachment 9) and incorporate any changes needed. • Review the course curriculum plan to make sure it is based on the CADP Curriculum Plan template (see Attachment 7) and incorporate any changes needed. • Infuse DAF Civilian centric learning throughout all content. • Use data mining/crossflow/cross curriculum instruction from other DAF Civilian Courses to inform content. • Design appropriate student engagement and delivery methodologies. • Use a learner centered approach for course design (see par. 6.6). • Follow the timeline for faculty of record and ISD for course development • Ensure all course content, learning activities, etc. are uploaded and designed as intended within Canvas. The faculty of record for each course has full responsibility to ensure Canvas is ready for students and address any challenges within Canvas that may arise or submit tickets for resolution.
	<p>Note: this timeline does not include all the time required to develop curriculum content but rather focuses on when specific deliverables are due by the faculty of record and ISD.</p> <ul style="list-style-type: none"> • 150 days from start of course submit updated syllabus and updated Course Hour Tracker and provide to the Dean, Academic Affairs, Associate Dean and ISD. Additionally, submit all updated course content and assessments in the course blueprint within the LMS. • 149 days from start of course: ISD conducts a preliminary technical review of the syllabus and verifies it aligns with the CADP Program design plan, is at the appropriate level of learning and meets all applicable standards (SACSCOC, AU, AFGC, etc.). • 119 – 60 days from start of course: Review and update lesson plans as needed that are in line with the syllabus and submit to ISD by 60 days from start of course. Ensure all course content has been reviewed/approved to prevent copyright issues.

	<ul style="list-style-type: none"> • 59 days from start of course: ISD provides a technical review of the lesson plans and curriculum plan and verifies it aligns with the CADP Program design plan, is at the appropriate level of learning and meets all applicable standards (SACSCOC, AU, AFGC, etc.) • 47 days from the start of the course: faculty of record makes any changes needed after the ISD technical review • 38 days from start of course: Dean of Academic Affairs or Associate Dean reviews content, assessments and Canvas. • 33 days from the start of course: faculty of record makes any changes needed after the Dean of Academic Affairs or Associate Dean reviews • 14 days from the start of the course: faculty of record works with POCs to take Canvas blueprint/template to make required number of modules/sections • 14 days from the start of the course: all course curriculum made available to faculty instructing in the course. Orient contingent faculty to course materials. • 5 business days from the start of the course: all students will be loaded into course sections by Student Support and students will have access to course content no later than this date. Note: work with course support to obtain a final roster of students. • 5 business days from the start of the course: ensure welcome letters submitted to students by each instructor
--	---

EXECUTION (DURING COURSE) CHECKLIST:

	<ul style="list-style-type: none"> • Oversee contingent faculty in three ways: 1) Along with the Associate Dean, the Faculty of Record may conduct an initial evaluation of contingent faculty during the first course the member teaches using the AETC IMT 620 Academic Instructor Monitoring Checklist or a similar locally developed product tailored for the online environment. Additional evaluations will be conducted periodically not to exceed 1 year. 2) Review the weekly feedback provided by students and address any potential improvement areas. 3) Review the end of course feedback provided by students and address any potential improvement areas. • Coordinate with instructors to provide course specific student advising as needed to mitigate academic issues with appropriate remediation or referral recommendations. Counsel students in the areas of performance, department, attitude, or participation. If the instructor is unable to connect with the student or supervisor after following the appropriate steps under “instructor responsibilities” they should notify the Department Head (if Department Head is the instructor then notify the Associate Dean). Review the student issue and if unable to resolve within 2 weeks of the original date the student missed an assignment/webinar, notify the Associate Dean and the Dean, Academic Affairs. • Ensure instructors complete the CADP Early Alert Progress Reports and return the reports back to the Associate Dean at the end of week 3 and end of week 7 of every course. Review the CADP Early Alert Progress Reports for awareness of all students’ academic status. • The faculty of record is responsible to address any Canvas technical issues during the execution of a course (such as speed grader problems, test bank issues, etc.) and responsible for coordinating
--	---

	<p>with a Canvas administrator or submitting a trouble ticket if it is outside of their permissions within Canvas to address.</p> <ul style="list-style-type: none"> • During Week 8 of the course distribute “Term Leadership Award” criteria and provide criteria/voting process to faculty. Collect award winner data from faculty and provide to Dean of Academic Affairs, Associate Dean and Student Services within 5 business days of completing the course. Also submit certificates to supervisors of “Term Leadership Award”
--	---

POST CHECKLIST:

	<ul style="list-style-type: none"> • Within 7 days of course completion, notify Dean of Academic Affairs when all grades within the LMS are final. For any failures identified, work with the instructor to describe the circumstances surrounding the failures and what was done to work with the student and their supervisor to help them be successful. Notify the Associate Dean and Dean, Academic Affairs of any students requesting an asterisk grade provision which allows them to potentially make up missed work (see par. 2.7.7 and 2.7.8). If students are authorized to make up work after the course ends and their grade is changed, notify the Associate Dean and Dean, Academic Affairs immediately. Note: the Dean will notify the CADP Registrar of when to send the grades to the AU Registrar/update the system of record. • After the course has been completed, conduct a thorough review of the course to include direct and indirect measures (provided by AFGC/IE 2 weeks after course completion) and complete a Student Learning Outcome Report to the Associate Dean and Dean of Academic Affairs within 3 weeks of the course completion. • Attend the curriculum committee to provide the results of the comprehensive review. The committee will use the program assessment plan as part of their review. The assessment plan identifies two areas that will be used for the review: <ul style="list-style-type: none"> • A. Reaction data – student and faculty beliefs, attitudes, and opinions regarding the suitability of the educational effort, the quality of its delivery, and perceived value of the education. • B. Learning - whether or not students demonstrate the cognitive changes expected in the educational experience. • The curriculum committee will document this review in their minutes to include identifying any improvements that may need to be made. The faculty of record will address the findings of the curriculum committee. Normally, within 180 days the faculty of record will address any improvement areas that may have been identified. • Update course materials on the shared drive to reflect changes as needed (on-going)
--	--

ATTACHMENT 11 - INSTRUCTOR CHECKLIST

PRE-CHECKLIST (PRIOR TO COURSE START):

	<ul style="list-style-type: none">• Complete the CADP Faculty Preparation Course (if not already completed).• Review the syllabus and all lesson plans to include course objectives, student learning outcomes, PowerPoint presentations, main points and learning activities. Additionally, complete all student readings/videos (before or during course). Note: instructors may personalize the slides/content but should follow all course objectives, student learning outcomes, main points and learning activities. Contact the faculty of record for any clarification needed when personalizing content.• Identify technology tools and become familiar with Learning Management System your live synchronous collaboration classroom (MS Teams, Zoom, etc.). Determine hosting platform compatibility/integration with your desktop, laptop, and or tablet.• Analyze student data (e.g., what you can learn about the student, student goals in program student's organization and job function). Note: Student Services and Course Support may have files that can be useful to obtain this data.• Ensure welcome letters submitted to students at least 5 days prior to the course start date that includes a link to your live synchronous collaboration classroom (MS Teams, Zoom, etc.). Also post the link to your live synchronous collaboration classroom (MS Teams, Zoom, etc.) classroom in Canvas and send a copy of the link to Student Support.
--	--

EXECUTION (DURING COURSE) CHECKLIST:

	<ul style="list-style-type: none">• Under the Faculty of Record oversight, conduct on-line classroom instruction for courses.• Set-up virtual classroom at least 30 minutes before the webinar and test all slides, poll-pods, sound, etc. Open up the virtual classroom to students at least 20 minutes prior to the scheduled class. Set up a Plan B (in case of back-up audio and network failure) and inform students. Welcome the students to the class, start on time and use a learner centered approach for course delivery (see par. 6.5).• Record all lessons and post the links in the learning management system.• Review the weekly feedback provided by students and address any potential improvement areas with the students the following week and the faculty of record, if necessary.• Prepare and administer formal and informal tests or quizzes, reviewing for accuracy and appropriateness of material covered and student understanding of the material. Assess student performance and assigns grades. Note: grading must be completed within three duty days of an assignment being due.• Provide guidance to students. Respond to student questions and concerns in a timely manner, normally within 24 hours of being aware of the request.• Identify students with academic concerns. Complete the CADP Early Alert Progress Reports at the end of week 3 and end of week 7 of every course and return back to the Associate Dean.• Provide appropriate remediation to student to mitigate academic issues. Counsel students in the areas of concerns: academic performance, deportment, attitude, participation and attendance. If a student does not turn in an assignment or misses a webinar, immediately contact the student by
--	--

	<p>email or phone to inquire about the missed work/webinar. If the student does not respond to you within a week of reaching out by phone notify Student Services for support. Note: work with the faculty of record as needed in this area.</p> <ul style="list-style-type: none"> • Maintain accurate attendance information. • Respond to the Faculty of Record or other CADP faculty within a duty day of receiving a message. • Contact the faculty of record to address technical or content issues within Canvas, syllabus, lesson plans, etc. • For any unusual student issues (academic freedom concerns, potential plagiarism, etc.) contact the faculty of record as soon as able. • If there is a federal holiday/non-working day on the scheduled webinar day then pre-record the lesson and post it for students to watch (prior to the Federal holiday/non-working day) and ask students to notify you when they have watched the recording and provided answers to questions you asked during the lesson so you can update their grade. • During final week of the course, work with the faculty of record to solicit students for "Term Leadership Award": and provide winner to faculty of record. Note: during the final week of the Principles of Leadership 2 course, instructors will also need to solicit input from students on the Program leadership Award and Program Peer Award.
--	--

POST CHECKLIST:

	<ul style="list-style-type: none"> • Complete an Instructor end of course survey on the effectiveness of the course that will be sent to the Faculty of Record within three duty days after course completion. Note: the Faculty of Record will work with the ISD to obtain a copy of the end of course survey results and provide it to the instructor. • Within 3 days of course completion, notify Faculty of Record when all grades within the LMS are final.
--	---

ATTACHMENT 12 - CADP COURSE ANALYSIS FORM EXAMPLE

Associate of Science in Department of the Air Force Leadership and Management Studies
Transfer Course Analysis

University/College Name: College of Southern Nevada

Requested Course: ENG 102 Composition 2

Course Description:

Vetted in CCAF: ___ No ___ X Yes: **Transfers as:** EN ENGL 102

Source of Accreditation: - NWCCU

1. Level: Is the coursework/exam appropriate for the associate degree level. Developmental courses are not considered appropriate.

ENG 102 -Composition II is a continuation of introductory composition and is designed for a two-year degree program and is taught at the college freshman/sophomore level.

2. Content: Does the course/exam completion reflect program student learning outcomes?

2019-2020 AU Catalog (p. 138 - PLO 2) Student to achieve and sustain Air Force mission by demonstrating comprehension of management principles, processes, and practices within Air Force organization environment.

ENG 102 contributes to the CADP goal of developing knowledge, skills, and values related to execution of assigned duties and responsibilities within the Air and Space Force. Additionally, it demonstrates comprehension of a theory and competency that supports developing an Air Force civilian manager or leader.

3. Comparable: Is the course/exam comparable to the content and outcomes for the program and at peer institutions of higher education.

a. Review of eleven different associate level programs show 6 of them either require or encourage a second English composition course. (Mesa, and College Board) show the course is taught at a peer institution and represents an appropriate introductory, lower-level course for most institutions.

<https://www.mesacc.edu/programs/map/organizational-management-aas>

b. AU Catalog 2017-2018: EL200 General Electives

"Applicable courses cover subjects related to leadership, management and/or airpower. Possible courses include courses that fall under the areas of: Leadership, Management, Humanities, Social Sciences, Economics, History, and Political Science."

c. An additional writing course directly supports the Air Force's emphasis in writing at all levels of Air Force PME, from basic training, SNCO Academy, SOS, to AWC.

4. Relevant: How is the course/exam relevant and applicable to a requirement of the AU degree program?

ASDAFLMS Gen Ed electives are related to Airpower, Management, and or Leadership. An additional English composition course, as an elective, is related to the programs core areas of study – Airpower, Leadership, and Management. Specifically, continued growth in analytical reading and writing, critical thinking, and research methodologies, while emphasizing interpretation, analysis, synthesis, and argument can sharpen a civilian airman's ability to contribute to day-to-day organizational requirements.

A member's ability to write credibly reflects upon themselves and the organization. Writing credibility is crucial to a member's subordinates and especially their supervisors. Their writing may be related to flight-line issues, supervision, or day-to-day management. Products include emails, budget requests, policy review and changes.

Registrar Comment: Course vetted for school accreditation, academic applicability, and is recommended approval.

CADP Registrar Signature _____

5. DEPARTMENTAL APPROVAL: CADP Department (highlight one):

Leadership/ Management / Airpower / Behavioral Studies / Communications / General Studies

ENG 102 Composition 2 is ____ Approved ____ Disapproved for transfer into the Associate of Science in Department of the Air Force Leadership and Management Studies Degree.

Discussion:

Department Head Signature: Management

ENG 102 Composition 2 is ____ Approved ____ Disapproved for transfer into the Associate of Science in Department of the Air Force Leadership and Management Studies Degree.

Discussion:

Dean, ASDAFLMS Degree Program Signature:

ATTACHMENT 13 – COURSE RESOURCE LIST



Resource List

AIR-951S **Insert Course Title Here**

13 August 2024

The Air University
Global College of Professional Military Education

Maxwell AFB, Alabama

<https://www.airuniversity.af.edu>

The Resource List Template

The **Resource List** identifies *required materials* for a course.

IMPORTANT NOTE

As of June 2024, full hyperlinks are no longer included, as Resource Lists are no longer distributed by Air University Library.

Instructions

- **Construct** citations in bibliographic format per AU-1, *Style and Author Guide*, Appendix B. Do not use note or author-date format.
- **List materials in the order they appear in the course** (including materials included in assignments).
 - This is different from the alphabetized bibliography model that appears in AU-1.
 - The course-order format is used for design, copyright, and learning support – it is not the same as a course bibliography.
- **Include:**
 - All **Required Materials** in the course narratives and assignments (readings, podcasts, videos, websites, etc.).
 - Any **To Learn More/optional materials** that are *embedded and distributed as PDFs* in the course. (Note that this only generally applies to readings!)
- **Do Not Include:**
 - Any **To Learn More/optional materials** that are referenced via hyperlink. (Don't list sources that are not embedded PDFs!)
- **Include** "action instructions" (e.g., Read pp. 1-5, Read all, Watch 17:00-20:00, etc.) for all required materials, and if desired for TLM/optional materials.
- **Identify** whether items are [pdf], [link], or [Not available outside course.]

Sample Citation Formats

- The most common citation formats are provided in the pages that follow. If you can't find a match for your source, contact the Resource Librarian for assistance.

Begin on the next page: Delete this page when finalizing your list.

Using This List: *This Resource List identifies materials for the course in the order presented. Documents accessed via the library may require a database password to view. Some materials may not be available outside of the course and are marked as such. Students should only use this list for reference, not as an instructional guide. Use the in-course instructional narrative as the primary avenue to review materials for each lesson.*

Lesson 1: Title

Air Force Doctrine Publication (AFDP) 1. *The Air Force*, 10 March 2021. Read “Nature of War.” [pdf]

Correll, John T. “The Assault on EBO.” *Air Force Magazine* 96 (January 2013): 50-54. Read all. [link]

[Add all required materials from narrative in the order presented in lesson, whether PDF or link.]

To Learn More/Optional Materials

Army Doctrine Publication (ADP) 5-0. *The Operations Process*, May 2012. Read “Preface.” [pdf]

[Add TLM/optional materials distributed as PDFs in the lesson. Delete this heading if none.]

Materials in Assignments

Space Doctrine Publication (SDP) 5-0. *Planning*, December 2021. Read ch. 1. [pdf]

[Add all required materials in assignments in the lesson. Delete this heading if none.]

Lesson 2: Title

[Repeat as required for all lessons.]

Sample Formats

Books, Reports, and Studies

One author

Davis, Richard G. *HAP: Henry H. Arnold Military Aviator*. Washington D.C.: Office of Air Force History, 1997. Read pp. 1-11. [pdf]

More than one author

Arenas, Fil J., Daniel Connelly, and Michael D. Williams. *Developing Your Full Range of Leadership: Leveraging a Transformational Approach*. Maxwell AFB, AL: Squadron Officer College, 2018. Read pp. 11-35. [pdf]

Arenas, Fil J., Daniel Connelly, and Michael D. Williams. "The Full Range Leadership Model." In *Developing Your Full Range of Leadership: Leveraging a Transformational Approach*. Maxwell AFB, AL: Squadron Officer College, 2018. Read all. [pdf]

[For 4 to 10 authors, include all names; more than 10, list 7 followed by et al.]

One author with more than one reading

Greenberg, Jerald, and Robert A. Baron. *Behavior in Organizations*. 9th ed. New York, NY: Pearson, 2008. Read pp. 246-281 and 331-351. [pdf] [Not available outside of course.]

No author given

Soviet Military Power. Washington, D.C.: Government Printing Office, 1983. Read ch. 1. [pdf]

Editor, compiler, or translator

Meilinger, Phillip S., ed. "Giulio Douhet and the Origins of Airpower Theory." In *The Paths of Heaven: The Evolution of Airpower Theory*. Maxwell AFB, AL: Air University Press, 1997. Read all. [pdf] [Use this format for editor as author; for separate author use format below.]

Futrell, Frank R. "The Situation." In *Aces and Aerial Victories: The United States Air Force in Southeast Asia, 1965-1973*. Edited by James N. Eastman, Jr., Walter Hanak, and Lawrence J. Paszek. Washington, DC: Office of Air Force History, 1976. Read all. [pdf]

Books with editions

Hazard, John N. *The Soviet System of Government*. 5th ed. Chicago: University of Chicago Press, 1980. Read ch. 1. [link]

Hardcopy only (not available outside of course)

Miller, Roger G. *Billy Mitchell: 'Stormy Petrel of the Air.'* Washington D.C.: Office of Air Force History, 2004. Read ch. 1. [pdf] [Not available outside course.]

Doctrine

Traditional doctrine, instructions, pamphlets, or manuals

Air Force Doctrine Publication (AFDP) 1. *The Air Force*, 10 March 2021. Read ch. 2. [pdf] *[alternately list desired section as action, e.g., Read "Nature of War." See example below.]*

Space Doctrine Publication (SDP) 5-0. *Planning*, December 2021. Read "Preface." [pdf]

Air Force Instruction (AFI) 90-802. *Risk Management*, 1 April 2019. Read ch. 1. [pdf]

Space Capstone Publication. *Spacepower*, June 2020. Read ch. 1. [pdf]

Old-style Air Force doctrine volumes and annexes (not used after 10 March 2021)

Note: *Old-style doctrine volumes and annexes are no longer available online and should be listed only as [Not available outside course.]*

Curtis E. LeMay Center for Doctrine Development and Education. "Airmindedness." In *Volume 1, Basic Doctrine*, 27 February 2015. Read all. [pdf]

Curtis E. LeMay Center for Doctrine Development and Education. *Volume 1, Basic Doctrine*, 27 February 2015. Read "Airmindedness." [pdf] *[alternative to above listing section as action]*

Military publications with changes

Joint Publication (JP) 1. *Doctrine for the Armed Forces of the United States*, 25 March 2013 (incorporating Change 1, 12 July 2017). Read pp. III-1 to III-6. [pdf]

Common military publications without an author

Department of Defense. *National Defense Strategy of the United States of America*. Washington, DC: Department of Defense, 2022. Read pp. 1-23. [pdf]

Department of the Air Force. *The Enlisted Force Structure*, 16 May 2022. Read all. [pdf]

White House. *National Security Strategy of the United States of America*. Washington, DC: The White House, 2022. Read all. [pdf]

Journals, Newspapers, and Periodicals

Volume number not shown

"Donald Trump Unveils New Space Force Emblem, Twitter Points Out Similarities To 'Star Trek' Starfleet Logo." *Newsweek*, 24 January 2020. Read all. [link]

Montgomery, David. "Trump's Excellent Space Force Adventure." *Washington Post*, 3 December 2019. Read all. [link]

Volume number shown

Correll, John T. "The Assault on EBO." *Air Force Magazine* 96 (January 2013): 50-54. Read all. [link]

Schulz, Robert William. "Countering Extremist Groups in Cyberspace." *Joint Force Quarterly* 79 (4th Quarter 2015): 54-56. Read all. [pdf]

Wilsbach, Kenneth S., and David J. Lyle. "NATO Air Command-Afghanistan: The Continuing Evolution of Airpower Command and Control." *Air and Space Power Journal* 28, no. 2 (January-February 2014): 11-25. Read all. [pdf]

Videos

Note: Do not list the producer or director, nor include the organization in the author location.

Public web videos

"SpaceX: We Choose." *Vimeo* video, 1:30. "Stash Capar," 13 November 2017. Watch all. [link]

"The Doolittle Raid on Tokyo (1942): The US Strikes Back." *YouTube* video, 6:19. "History," 11 December 2019. Watch 1:45 to end. [link]

"United States Space Force Recruitment Video." *DVIDS* video, 0:30. "U.S. Space Force Public Affairs", 6 May 2020. Watch all. [link]

McChrystal, Stanley. "The military case for sharing knowledge." *TED* video, 6:41. "TED2014," March 2014. Watch all. [link]

Special Rules for Global College Videos on YouTube or MediaPlus

Note: *If the author/presenter name is in the title, you can move it outside of the quotes to avoid duplication.*

Porter, Kyle. "12H – Navigator (2017)." *YouTube* video, 5:08. "Global College of PME," 14 March 2017. Watch all. [Not available outside course.]

Sambaluk, Nicholas M. "Chariots and Fire Part 1 – Offsets, Revolutions, and History (2017)." In-course video, 9:36. Watch all. [Not available outside course.]

Shawhan, Christine P. "How to Write Air Force Awards & Decorations (2019)." *YouTube* video, 6:42. "Global College of Graduate PME," 17 November 2020. Republished from *DVIDS* video, 6:42. "I.G. Brown Training and Education Center," 1 May 2019. Watch all. [Not available outside course.]

Shawhan, Christine P. "How to Write Air Force Awards & Decorations (2019)." In-course video, 6:42. Republished from *DVIDS* video, 6:42. "I.G. Brown Training and Education Center," 1 May 2019. Watch all. [Not available outside course.]

Audio Podcasts

Geropp, Bernd. "020: No. 1 Feedback Rule: Always view Feedback as a gift." *Leadership Made Easy* (podcast), 8 September 2019, 9:04. Listen to all. [link]

Schaupp, Reagan. "Summary of Joint Publication (JP) 5-0." In-course podcast, 20 September 2020, 5:04. Listen to all. [Not available outside course.] *[Use for podcasts created by Global College and hosted as a download in Canvas. This is not common.]*

Other Online Resources

Documents found on websites and blogs

Klein, John J. "Towards a Better U.S. Space Strategy." *The Strategy Bridge* (blog), 9 September 2019. Read all. [pdf]

Cohen, Rachel S. "For Missile Warning in Iraq, Thank the Space Force." *Air Force Magazine* (website), 27 February 2020. Read all. [link]

Reports, dissertations, and other faculty/student papers

Note: *Most reports/dissertations/papers from AU are not available outside course.*

Hungerford, John B., Jr. "Organization for Military Space: A Historical Perspective." Research Report no. 82-1235. Maxwell AFB, AL: Air Command and Staff College, 1982. Read pp. 1-10. [Not available outside course.]

Hower, Michael J. "Communities of Practice for Commander Education." MMOAS thesis. Maxwell AFB, AL: Air Command and Staff College, 2006. Read pp. 10-15. [Not available outside course.]

Stafford, Matthew. "Cultivating Communities of Practice." Faculty Paper. Maxwell AFB, AL: Air Command and Staff College, 2007. Read all. [Not available outside course.]

Documents without an official publisher

Buchonnet, Daniel. "MIRV: A Brief history of Minuteman and Multiple Independently Targetable Reentry Vehicles." Lawrence Livermore Laboratory, 1976. Read ch. 1. [link]

Interviews and Lectures

Card, Orson Scott. Interview by Tom Ruby. Transcript. Air Command and Staff College, Maxwell AFB, AL, 1 April 2006. Read all. [Not available outside of course.]

Kwast, Steven. "The Urgent Need for a U.S. Space Force." Address. Hillsdale College, Washington, DC, 5 December 2019. Watch all. [link]

Learning modules (or course excerpts taken from other sources)

"U.S. Army Service Brief." Learning Module. Newport, RI: Naval War College, 2018. Complete all. [Not available outside of course.]

US Naval War College. "U.S. Army Service Brief (2018)." *YouTube* video, 31:36. "Global College of Graduate PME," 24 September 2019. Watch all. [Not available outside course.] *[alternative version if using a video produced from a learning module]*

Wikipedia Articles

[Never cite Wikipedia.]