BY ORDER OF THE COMMANDER EAKER CENTER	EAKER CENTER INSTRUCTION 36-2602
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	EAKER CENTER OPERATIONS

COMPLIANCE WITH THIS PUBLICATION IS MANDATORY

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Preface
Purpose and Scope: This Eaker Center Operating Instruction is a guide to assist Eaker personnel in accomplishing its fundamental responsibilities for implementing the operational guidance contained in the Air University Instruction 36-2602, *AU Operations*. This instruction applies to all military and civilian personnel assigned to the Eaker Center unless otherwise stated.

Waivers to this OI are not authorized. This instruction will not be changed or augmented in any form, by any unit within Eaker, except with the approval of the commander. Recommendations for changes to this OI will be routed through the Dean for the Eaker Center Commander approval. This instruction replaces all previously dated Eaker Center Operating Instructions and policy memoranda.

Ensure that all records created as a result of processes prescribed in this publication are maintained IAW Air Force Manual (AFMAN) 33-363, *Management of Records*, and disposed of IAW the Air Force Records Information Management System (AFRIMS) Records Disposition Schedule

Chapter 1

Eaker Center Operations

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

1.2. Eaker Center Mission. The Eaker Center mission is to *Advance warfighter's development through targeted professional continuing education, training, and leadership development.* The mission statement defines the overarching purpose of the Center and provides the context for subordinate components to develop their programs. The mission statement addresses teaching, learning, research, and outreach in line with the Air University mission.

1.3. Organizational Structure.

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

1.3.2. Dean of Academic Affairs (Eaker/EA). The Dean has general responsibility under the commander for the development, implementation, and administration of the Eaker Center academic affairs. This is accomplished by advising the Directors/Commandants, course directors, and individual faculty members in the development of curriculum, instructional methodologies, research methods, and analysis techniques to ensure all programs are in compliance with directives, instructions, and policies, as well as are delivering relevant and responsive education through the most appropriate methodologies and forums. Academic Affairs is responsible for developing Center-level policy and conducting program-level oversight to include faculty development, research agendas, program reviews, and Center-wide analyses for all professional continuing education. The Dean is the primary advisor to the Commander on all matters related to resident and distance learning education and the associated faculty. The Dean guides the planning, development, and execution of the Eaker Center's resident and distance learning academic courses and ensures timely development,

approval, and implementation of curriculum and related activities. The Dean is also responsible for overarching faculty development, management, outreach, and evaluation. The Dean maintains liaison with other military and civilian colleges, education institutions, and represents the Eaker Center at the various Air University educational working groups. The Dean will either conduct or arrange special seminars, lectures, and related educational material to provide other educational opportunities to assist Airmen in pursuing their educational interest or Air Force highlighted needs.

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

1.3.4. Eaker Center Board and Academic Council. Shared academic review fosters effective, timely, and transparent decision-making. The Eaker Center Board (consisting of the Commander, Dean, Directors/Commandants and Faculty Senate) provide active opportunities for senior leaders to consider supporting and dissenting opinions, learn from best practices, and consider more effective approaches to solve problems. The Academic Council consisting of Deputies, subject matter experts (SMEs) and other members as determined by the council may review practices and make recommendations to the Eaker Center Board for review and approval. Shared academic review allows for decisions at the lowest possible level; however, in all cases, those decisions having an impact beyond a single school should be elevated to the Center-level. The Eaker shared review process establishes an academic administration structure to provide fact-based evidence on issues that support academic decisions including, but not limited to: prioritization of resources; recruiting, developing, and retaining faculty; enterprise IT solutions; organizational structure, processes, and procedures; instructional methodologies and practices; curriculum integration and requirement; student services and support; and issues involving external stakeholders.

1.3.5. The Air Force Chaplain Corps College (AFCCC). AFCCC trains chaplains and religious affairs airmen to provide spiritual care for Airmen, their families, and other authorized personnel. The training addresses religious observances, providing pastoral care, and advising leadership on spiritual, ethical, moral, morale, core values, and religious accommodation issues. The AFCCC teaches eight distinct professional continuing education courses and one

initial skills course numerous times a year. The courses range from six weeks to three days and the school educates approximately 400 students annually.

1.3.6. The Force Support Professional Development School (FSPDS). FSPDS is responsible for professional development of the entire 38P Force Support Officer and Force Support civilian employee career fields as well as providing supervisory, managerial and leadership development and education for civilian employees across the entire Air Force, regardless of career series. FSPDS educators accomplish this diverse mission set through a myriad of professional continuing education courses that reach over 21,000 students annually through both in-resident and distance learning courses. The FSPDS develops leaders, managers and supervisors one student at a time.

1.3.7. The Defense Financial Management & Comptroller School (DFM&CS). The DFM&CS vision is to be the Department of Defense (DoD) center of excellence providing multi-disciplined advanced Financial Management education to better support the warfighter. The school's faculty teaches three courses: The Defense Financial Management Course (DFMC), the Defense Decision Support Course (DDSC) and the Air Force Professional Financial Management Course (PFMC). The DFMC is three weeks, the DDSC is one week, and the PFMC is four weeks. DDSC is taught both in residence at Maxwell Air Force Base, Alabama and at the home station of requesting units. The school educates approximately 600 students annually. Additionally, DFM&CS is host to SAF/FM's Resource Training Center (RTC).   As the career field's central repository of training resources supporting the full spectrum of Financial Management capabilities, the RTC mission is to synchronize enterprise-wide processes by bridging the informal and formal learning environments to deliver financial excellence within multi-domain, cross-regional operations in support of the United States Air Force and Combatant Commanders.

1.3.8. The Commanders' Professional Development School (CPDS). CPDS is responsible for conducting CSAF-mandated Wing, Vice Wing, Group, Squadron Commander, and Senior Materiel Leader pre-command training for the Air Force and select Joint partners. CPDS conducts Wing, Vice Wing, and Group Commander Spouse training, and Emergency Operations Center (EOC) Director training. Annually, over 1,100 students participate in professional continuing education courses. Additionally, CPDS is the lead organization in a joint venture with Air Command and Staff College to provide leadership education to nearly 1,000 Airmen annually in the Leader Development Course for Squadron Command. All CPDS courses are held at Maxwell Air Force Base, Alabama with future expansion expected to Gunter Annex except for the EOC course, which is also conducted via a mobile offering held at the Air Force Institute of Technology located at Wright-Patterson Air Force Base once per year.

1.3.9. The USAF First Sergeant Academy (FSA), a CCAF-affiliated course, consists of 160 hours of blended and resident learning. The FSA is a total force academy with one course curriculum. The USAF FSA's mission is to train, develop, and deploy mission ready first

sergeants to the field. The resident course is comprised of RegAF, AFRC, ANG, Sister Services and Coalition Partners. The course is CCAF affiliated with nine semester hours credit in Human Resource Management, Maintenance of Discipline, and Readiness. Upon graduation, students are awarded the special duty identifier (SDI) 8F000. In addition, each component has a non-CCAF-accredited First Sergeant Additional Duty Seminar, overseen by the FSA through the FSA Share Point. The FSA is responsible for updating the curriculum ensuring each installation imparts the exact same curriculum. The areas of study are human resource management, maintenance of discipline, readiness, and administration.

1.3.10. The Profession of Arms Center of Excellence (PACE). The focus of PACE is forging professional Airmen. The overriding purpose of PACE is to make the Air Force's 695,000 Airman better in execution of warfighting. PACE place emphasis on studies, analysis and assessment for command specific priorities associated with Airman professionalism. The center is driven by four professional goals: inspire a strong commitment to the profession of arms, promote the right mindset to enhance effectiveness and trust, foster relationships that strengthen an environment of trust and enhance a culture of shared identity, dignity and respect. PACE goal is to ensure our core values of integrity, service and excellence, and our mission of fly, fight and win are connected. Airmen must be led to ensure we bring our people to a better state tomorrow that where we are today. The Air Force is the customer. The primary audience of PACE he is Air Force leaders at all levels. The center produces several web-accessible products to assist leadership in communication with their Airmen through a variety of forums. Products such as videos can be used in larger, open poems while handouts can be shared in smaller, informal meetings or during one-on-one feedback sessions. PACE is driven and committed to its mission of developing Airmen to do the right thing the right way for the right reasons.

1.3.11. The Academic Operations Directorate (Eaker/AO). Eaker/AO conducts education and training and oversees Center-wide functions required by instruction and critical to resourcing and enabling Eaker's daily operations. The Director of Academic Operations is the primary advisor to the Commander on all matters related to assigned Center-wide operations and activities. Specifically, the directorate manages the Center's technical training operations and serves as Air University's technical training liaison to other agencies. It conducts the Air Forces' Continuous Process Improvement (CPI) suite of courses, responsible for the development, education, and training of Air Force personnel seeking Green Belt and Black Belt certification. It also administers Academic Instructor Courses, which prepare faculty for resident and distance learning instructor duties in the Eaker and LeMay Centers, the Air Force, and other DoD Agencies. Additionally, the directorate executes, from predominantly one-deep offices, core functions providing Center-level policy, procedures, resourcing and training to conduct and sustain daily student production operations and ensure fiduciary responsibility for the proper execution of allotted funds/resources. These functions include Plans and Programs, Financial Management, Protocol, Manpower & Organization, Systems Management, Commander's Support Staff (CSS), Visual Information, Facility Management, Course Scheduling and various other key programs.

1.4. Academic Programs

1.4.1. Professional continuing education and technical training are critical components for preparing tomorrow's Airmen and DoD personnel to meet the challenges of a volatile and dynamic world environment. The threat to our Nation's security and the challenges facing U.S. global leadership demand skilled and knowledgeable, yet creative and adaptive leaders across our officer, enlisted, and civilian corps. Accordingly, the Eaker Center's academic courses and research agendas are designed to establish, improve, and institutionalize enduring functional competencies, as well as develop individual leadership and management skills. To provide our students with the very best educational opportunities and experiences possible, the Eaker Center is dedicated to developing operationally relevant and academically respected curricula across all our programs. To be successful, this requires continuous, interactive dialogue between our faculty, functional communities, students and "the field," where operations occur.

1.4.2. Functional Communities. Functional communities provide requirements. However, as the educational experts, Eaker Center faculty must guide these communities through the entire educational process, from initial analysis through developing appropriate delivery methodologies and incorporating feedback. Eaker members have the unique position of being able to see numerous perspectives, including the functional staffs, a diverse student population, internal and AU faculty experts, and guest lecturers from the field. Faculty must harness this collective information and offer functional leads the best informed advice on how Eaker Center can deliver education to best meet their stated needs, while also charting trend lines to anticipate tomorrow's requirements today. It is also important to offer functional insight into educational opportunities and methodologies that can deliver outcomes they have not even thought of yet. Accordingly, Eaker Center Directors/Commandants serve as educational advisors within their senior functional communities. Lastly, Eaker Center faculty and staff must never forget our schools and programs are all designed to educate members in the profession of arms and that requirements, courses, and outcomes must support not only functional communities, but the Air Force and the broader Joint community in support of the Nation.

1.4.3. Students. While the faculty and staff bear the responsibility of providing curricula, expertise, and a professional learning environment, it is the individual student that is ultimately responsible for the success of their education. Establishing individual goals, thoroughly preparing for academics, and actively participating in class and events are essential to a successful education. Not only will the individual student's level of effort directly affect the value of their education, but it will also contribute to the educational experience for fellow classmates and faculty members. Individual goals will set the tone and provide personal milestones for measuring progress. Academic preparation will enable critical analysis on the comments from guest speakers and provide a common basis for discussion, whereas active participation will help contribute to the experience of fellow classmates. Faculty should encourage students to take advantage of all the opportunities offered to broaden personal and professional perspectives and those of their classmates. As a reminder, the Eaker Center is a military organization. A student's primary duty while attending a course is to meet all course requirements to the best of their ability and to participate in all scheduled events. Exceptional appearance and conduct for students, both in and out of class, are expected to be at the same high standards as it has been throughout their career.

1.4.4. New Course Formulation. When Eaker Center personnel receive a request to establish a new course or have sufficient data to determine a major change to an existing course or program, the program manager receiving the request asks the requesting agency to route an eSSS through AETC/A1 to AU/CAA. AU/CAA reviews the request and forwards to the applicable Eaker directorate. The program manager conducts research and review to clearly define/confirm educational needs to determine educational requirements. The Instruction Systems Design (ISD) Audit Trail (Attachment 8) may be useful if the action is to substantially change an existing course or program. After completing the research and review, the program manager prepares a new course formulation or major change document (Attachment 1) develops a curriculum plan (Attachment 9), and prepares an Education and Training Course Announcement (ETCA) worksheet (Attachment 2). The program manager forwards the completed documents to Eaker/EA, Eaker/AO, Eaker/CC, AU/CAA, AU/DS, AU/CCE and AU/CC for final approval. Eaker/AO forwards a copy of the Education and Training Course Announcement (ETCA) worksheet to AU/A3R.

If the request is approved, the program coordinator begins the ISD process (Chapter 7), develops a curriculum plan (Attachment 9), and prepares an Education and Training Course Announcement (ETCA) worksheet (Attachment 2) and forwards the ETCA worksheet to AU/A3R.

1.4.5. Curriculum Plan: The Eaker curriculum is defined as all the planned educational experiences provided by an Eaker school to assist students in attaining the designated learning objectives and processes to assist students in attaining the designated course learning outcomes. The curriculum plan is used to validate instruction with the functional manager; support educational program review documentation and selected processes suitable for course evaluation. The curriculum plan includes the desirable content, learning experiences, and teaching aids to achieve them. A curriculum plan in the format at Attachment 9 is required for each course. The curriculum plan may be adjusted by schools to meet specific course requirements not included in the curriculum plan in Attachment 9; however, the fundamental requirements must remain.

1.4.6. Air University Catalog: The Eaker Center Dean provides annual updates to the AU Catalog (AU-10). Schools will update the Education and Training Course Announcement (ETCA). Each school's catalog format consists of school title, mission statement, program description, learning outcomes, academic course list and academic course descriptions. Schools are provided major editing points in preparing their section of the AU catalog prior to documents being sent to Academic Programs.

1.5. Regional and Specialized Accreditation.

1.5.1. Eaker Center maintains specialized academic accreditation in accordance with mission requirements and Air Force needs. Programs accredited through specialized accrediting agencies will coordinate with Eaker/EA to ensure compliance with all accreditation requirements.

1.6. Substantive Change.

1.6.1. The Department of Education requires regional accreditors to establish policies for monitoring and approving substantive changes affecting educational programs. Aside from being a requirement, this is considered a best practice among institutions of higher learning. Institutions must ensure the quality of their programs by basing decisions to change the curricula or other aspects of the program on data provided through institutional effectiveness and assessment processes.

1.6.2. A substantive change is a significant modification or expansion of the nature and/or scope of an approved program. Examples of such changes include: any change in the established mission of a school or outcome of a program; changes in a program that result in a degree or credential level that is different from one currently approved; a greater than 20% increase or decrease in the number of credit hours for degree-granting programs or contact hours for non-degree granting programs required for successful completion of the program. Generally, for PCE courses a change in any of the items (except #9) listed under required course information on the Education and Training Course Announcement Worksheet (Attachment 2) should be considered a substantive change.

1.6.3. Directors/Commandants notify Eaker/EA of changes in their program. Eaker/EA determines whether the change meets the requirement for substantive change. Changes that meet the threshold are coordinated though AU/CAA for final determination and compliance with substantive-change requirements.

1.7. Faculty Senate.

1.7.1. AU uses the Faculty Senate as an integral part of shared governance of the University. The Senate advises AU/CC and other senior leaders on matters of faculty concern. Faculty members chosen to serve on the Faculty Senate provide a highly valued service to the institution.

1.7.2. The Eaker/EA selects three Senators annually to represent the Eaker Center as members of the AU Faculty Senate. At least one Senator will be from a distance learning (DL) program.

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

1.7.4. All Eaker Center full-time military or civilian faculty members assigned to educational programs are eligible to become members.

1.7.5. Faculty members who are in current administrative and/or supervisory positions are not eligible.

1.7.6. The term of membership is one year. Terms begin on 1 September and ends 31 August of the following year. Members may be selected to serve a maximum of three consecutive terms. At least one year must elapse after the third term before a member may be selected to serve again.

1.8. Responsibilities Assigned.

1.8.1. Eaker Center Commander:

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

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

1.8.2. Dean of Academic Affairs:

1.8.2.1. Briefs Directors/Commandants of their educational duties and responsibilities within 30 days of assignment. Briefing includes identifying all pertinent regulations and operating instructions.

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

1.8.2.5. Develops the Eaker Center faculty development and enrichment policy and monitors compliance. Obtains a report of all faculty development and enrichment activities from each Commandant/Director semiannually (June/December). Provides the Eaker Center/CC with a report of Eaker Center faculty development and enrichment programs.

1.8.2.6. Ensures all newly assigned faculty members are aware of their faculty responsibilities as outlined in this operating instruction.

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

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

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

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

1.8.2.11. Ensure faculty qualification requirements and faculty qualification matrix are updated and published annually. Verifies candidates considered for hiring meets qualifications identified on the qualification matrix before being notified of selection. Also ensures language in contracts that include faculty hires, contain faculty qualifications.

1.8.2.12. Ensures language in contracts include qualification requirements for faculty and staff, and contracts are written to comply with Eaker Center and AU educational policy.

1.8.3. Directors and Commandants:

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

1.8.3.2. Properly resource their schools to ensure faculty are both proficient and can further develop their skills.

1.8.3.3. Develop criteria to identify and attract the highest quality faculty.

1.8.3.4. Monitor end of course and graduate assessment surveys, adjusting when instructors/courses are not meeting standards.

1.8.3.5. Conduct faculty evaluation and document on AETC Form 620, *Academic Instructor Monitoring Checklist Faculty*, or *Eaker Center Online Course Check Sheet*. Evaluate each member of the teaching faculty at least annually. Place documented evaluation results in faculty member's portfolio. **Note**: Directors may delegate faculty evaluations to qualified persons within the faculty member's supervisory chain.

1.8.3.6. Tailor mentoring to the needs of the individual faculty member and school concerned.

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

1.8.3.8. Work with the functional communities to select highly qualified personnel with appropriate educational backgrounds and related experience as faculty.

1.8.4. Division Chiefs/Program Coordinators:

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

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

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

1.8.4.4. Make decisions concerning the effectiveness of their programs.

1.8.4.5. Appoint a faculty or staff member to communicate program requirements for information and publication resources to MSFRIC.

1.8.4.6. Communicate School learning support and research information requirements to MSFRIC and AU TLC personnel.

1.8.4.7. Include MSFRIC on distribution lists for:

1.8.4.7.1. Student papers that meet school publication standards.

1.8.4.7.2. Research reports and Business Case Analyses.

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

1.8.5. Supervisors:

1.8.5.1. Develop and document a customized professional development plan (Attachment 16) for each faculty member and place in the member's portfolio. The plan should be reviewed annually and signed by the Director/Commandant, or designated representative, and the individual.

1.8.5.2. Create and maintain a faculty portfolio for each faculty member.

1.8.6. Course Directors:

1.8.6.1. Develop and maintain course curriculum plan, lesson plan, and course schedules in concert with Academic Operations' master schedule.

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

1.8.6.3. Develop assessment tools beyond student feedback forms appropriate for the course, with emphasis on direct assessment as well as graduate and supervisor feedback.

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

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

1.8.6.6. Coordinate for course classroom, AV, and/or IT requirements.

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

1.8.6.8. Complete lesson evaluations as required.

1.8.6.9. Coordinate with instructors to gather feedback.

1.8.6.10. Conduct student advising and feedback as needed.

1.8.6.11. Report any significant issues to the chain of command.

1.8.6.12. Develop required faculty admin/training sessions for the course.

1.8.7. Faculty Instructors:

1.8.7.1. Will be the primary instructor and curriculum developer for assigned lessons.

1.8.7.2. Thoroughly prepare for all assigned instruction periods.

1.8.7.3. Attend all lectures and faculty workshops pertinent to the course of instruction they teach.

1.8.7.4. Ensure classroom, AV, or on-line IT requirements are met.

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

1.8.7.6. Ensure students maintain professional standards.

1.8.7.7. Complete lesson evaluations as required.

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

1.8.7.9. Coordinate through the course director or program coordinator that a replacement instructor is needed.

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

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

Chapter 2

ACADEMIC FREEDOM, NON-ATTRIBUTION, ACADEMIC INTEGRITY

2.1. Purpose. Provides guidance on the Eaker Center philosophy and policy regarding academic freedom, non-attribution, and academic integrity.

2.1.1. Academic freedom encourages all who teach and learn to freely express their educational beliefs while pursuing and understanding material being instructed. Academic freedom is a key tenet at Eaker Center and is essential to advancing scholarship as it relates to the Eaker Center mission. Eaker Center faculty, students, and staff must be free to pursue knowledge, speak, write, and explore complex, and often, controversial concepts and subjects.

2.1.2. Non-attribution is treating statements made in a school setting as information not to be attributed to a specific individual. Faculty remarks will not be released or discussed with any outside body without written permission of the speaker. This applies to students, faculty and those present in a class or distance learning setting to include guests or visitors in the Eaker observation booth. The non-attribution principle 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.

2.1.3. Academic Integrity is an uncompromising adherence to a code of ethics, morality, conduct, scholarship, and other values related to academic activity." Academic integrity is the belief in honesty and an intolerance of acts of falsification, misrepresentation, or deception. The policy applies to all AU institutions, faculty, staff, and students with provision for criminal or civil sanctions, student disenrollment, and/or application of the Uniform Code of Military Justice (UCMJ). Plagiarizing, cheating, misrepresenting, and having unprofessional relationships are key integrity violations.

2.1.3.1. 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*, 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.

2.1.3.2. Faculty members handle suspected plagiarism members in accordance with Eaker Center student disenrollment procedures. Confidentiality will be maintained throughout the process; the matter will not be discussed beyond the individuals directly involved. The faculty member or program coordinator will submit a letter for the Director/Commandant's signature. If at any point, the student admits to plagiarism, the faculty member or program

coordinator will notify the Director/Commandant of the student's admission. The Eaker/EA will review the Director/Commandant's recommendation and notify the commander, AU/CAA and AU/JA. Based on recommendations from AU/CAA and AU/JA the Director/Commandant 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.

2.1.3.3. Unprofessional relationships violate the Air Force principle that success is based on merit. Faculty members must exercise mature judgement to avoid relationships, whether pursued on or off duty, that undermine respect for authority or that reasonably may undermine morale, discipline, or the mission of the Air Force. Although personal relationships are normally a matter of individual choice and judgement, they become matters of official concern when they adversely affect the Air Force. Faculty members who reasonably believe any other faculty member or student has engaged in an unprofessional relationship have a duty to report these suspected violations to their supervisory chain of command. All Eaker Center personnel must be familiar with the professional and unprofessional relationship guidelines in AETCI 36-2909, *Recruiting, Education, Accessions, and Training Standards of Conduct.*

2.1.4. The powerful amalgam of academic freedom, non-attribution, academic integrity, and individual responsibility contributes to the integrity of the Eaker Center programs and includes the following principal elements:

2.1.4.1. Freedom to teach, conduct research, and publish research findings without fear of reprisal.

2.1.4.2. 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 the Uniformed Code of Military Justice (UCMJ) and applicable DoD and AF Instructions.

2.1.4.3. Freedom to seek changes in academic and institutional policies without fear of reprisal.

2.1.4.4. Responsibility to pursue excellence, intellectual honesty, and objectivity in teaching.

2.1.4.5. Responsibility to encourage faculty, students, and colleagues to engage in critical thinking, free discussion, publication, and inquiry on relevant subjects.

2.2. Roles and Responsibilities.

2.2.1. Eaker/EA updates policy letters addressing Academic Freedom, Academic Integrity, and Non-Attribution with the current commander's signature. Faculty members post these letters on bulletin boards, school websites and includes them in course introduction material. Supervisors shall brief these policies to faculty during faculty orientation and document evidence of the briefings in each faculty member's portfolio.

2.2.2. If a student, faculty or staff member alleges a member of the Eaker Center 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/Commandant of the school in which the alleged violation occurred. The Director/Commandant will consult with the Eaker/EA and render a decision to the complainant. If the complainant disagrees with the Director's/Commandant's decision, he or she may inform the Eaker/EA and appeal the decision to any level within the chain of command up to the Eaker Center/CC. All violations of academic freedom will be reported to AU/CAA to ensure consistent and comprehensive application of AU policies.

2.3. Recording Lectures.

2.3.1. Eaker Center supports and encourages learning in an environment of responsible freedom for the exchange of ideas and experiences, which may lead to the request to record speaker presentations. Permission to record selected sessions and lectures must be given explicitly by speakers and documented on Speaker Consent and Authorization (Attachment 3). Recordings or copies are only retained if specific permission is granted by the presenter. The presenter should be informed that recorded presentation may be subject to release if formally requested under the Freedom of Information Act.

2.3.2. Lecturers who speak to the school's student body en masse should be provided the opportunity to have their remarks recorded during a structured interview or live with students. Interviews may also be conducted to gather information and opinions of lecturers on topics other than their prepared presentations. The person hosting the speaker should send him or her a copy of the Speaker Consent and Release Authorization (Attachment 3) prior to the event to ensure the speaker understands the policy on recording lectures. Question-and-answer or open discussion periods occurring in conjunction with lectures, presentations or interviews normally are not recorded. Recorded presentations are used primarily by faculty and students of the Eaker Center.

2.3.3. Prior to speaking, sponsors should inform lecturers of the Eaker academic freedom and non-attribution policies. Sponsors inform lecturers that remarks made in their recorded lectures may be subject to disclosure regardless of Eaker policies. Signed Speaker Consent Release Authorizations should be obtained from guests as well as Eaker faculty members prior to recording. Signed consent authorizations are filed in the school's ERM files. Lecturers who do not agree to preclude the use of profanity and irresponsible statements are not allowed to lecture. **Note:** This in no way implies any intent to disallow either the presentation of divergent opinions or topics appropriate to a school's mission.

2.3.4. Recordings of lectures given at Eaker Center are considered routine control records. Upon completion of the recording, schools will transfer the original media to AU/TV for storage but may maintain a copy for routine instructional use. AU/TV is ultimately responsible to store, track and retrieve these media. Lectures will not be destroyed by the schools prior to the archival process described above. Each Eaker Center school or organization ensures the policies enumerated in this instruction are carried out.

2.3.5. Citing and Attributing Remarks by Lecturer. Statements, disagreements, and other comments made by individuals or groups in the school forum will be safeguarded using proactive non-attribution. To repeat a speaker's ideas, instructors and students should refer to him or her as a "previous speaker," but do not disclose the speaker's name or identity. Obtain permission in writing to use a speaker's remarks or ideas in a course paper or study.

2.4. Copyrighted Material.

2.4.1. Copyright is a form of legal protection given to content creators as specified in AFI 51-303, *Intellectual Property*. All Eaker Center faculty members must honor copyrights and seek copyright permission where applicable for any protected materials (printed, electronic, video, music, photo, and web-based application) for use in course curricula. In general, with a single copy publication for personal use only, a copyrighted source need only be documented where referenced. Use of copyrighted material for curricula requires permission unless it is in the public domain, military doctrine, etc. Contact Eaker/EA or the Director, Production, Education Support Squadron (953-2702) to determine if blanket authority has been granted for use of any copyrighted material you wish to use.

2.4.2. What is protected by Copyright? The Berne Convention provides that, at a minimum, copyright protection in all signatory countries should extend to "literary and artistic works," including "every production in the literary, scientific and artistic domain, whatever may be the mode or form of its expression." The detailed list of categories of works that are protected by copyright and the specific definition and scope of each of them may slightly vary from country to country, but it generally includes scientific articles, essays, novels, short stories, poems, plays and other literary works; drawings, paintings, photographs, sculptures and other two-and three-dimensional pieces of art; films and other audiovisual works; musical compositions; software and others.

2.5. Security and Policy Review.

2.5.1. Eaker Center must perform a security and policy review of faculty and student writing prior to publication. Ultimately, AU Office of Public Affairs (AU/PA) is responsible for administering these reviews. The purpose of the security review is to prevent unintended disclosure of classified information. The policy review ensures that publications that state Air Force and Department of Defense policy do so accurately. It does not preclude criticism of that policy once it has been correctly articulated. A security and policy review are required for each research product intended for public release in accordance with AFI 35-102, *Security Policy and Review Process*.

2.5.2. Faculty should submit final drafts of conference papers, articles, book manuscripts, or any other material intended for release outside AU to Eaker/EA as soon as possible. The author must note if any of the material is classified, of a sensitive nature or addresses USAF policy. Following Eaker/EA review, the material will be forwarded to AU/PA. AU/PA places its priority on faculty work but longer pieces, especially book manuscripts, may take several weeks to review. To expedite review, authors may highlight portions of the work that clearly reflect U.S. policy, or might contain classified material. Most student research will be processed through the Air University Research Information Management System (AURIMS). Submit student work done outside AURIMS to Eaker/EA for review.

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

Chapter 3

FACULTY

3.1. Purpose. Provides guidance governing military and civilian faculty within educational programs. Eaker Center leaders should refer to 5 U.S.C., 10 U.S.C., applicable DoD, Air Force and Air University instructions, as well as Joint, specialized, and regional accreditation standards for additional, pertinent insights into faculty management for educational programs.

3.2. Faculty Definition and Types.

3.2.1. Faculty members are individuals whose primary duties support the AU educational mission and involve teaching, scholarship, and service, as defined in the paragraphs below:

3.2.1.1. Teach, to include designing, developing, and delivering curriculum, as well as advising and assessing student learning.

3.2.1.2. Conduct scholarship, to include the scholarship of discovery (creating knowledge, integration (connecting knowledge), and/or application (using knowledge).

3.2.1.3. Perform service, to include academic leadership and administrative activities for AU, USAF, DoD, and the scholarly community.

3.2.2. Full-time faculty generally occupy authorized manpower positions established in unit manning documents (UMD).

3.2.3. Contingent faculty are hired on a contractual basis to meet a variable teaching need. Contingent faculty are considered part-time, regardless of the number of hours they work, do not hold academic rank at AU, and their contracts determine their specific duties.

3.3. Eaker Center Philosophy on Faculty Development and Enrichment.

3.3.1. A highly qualified, professional faculty, with exceptional growth potential, is the most critical factor in creating and maintaining current, relevant and academically credible Eaker Center programs. Therefore, Eaker Center encourages its faculty and staff to reach their full potential in support of Eaker Center and AU missions. In order to accomplish the Eaker Center mission, schools select highly qualified faculty and enter them in Eaker Center's Academic Instructor training program before assuming their duties. Personnel must also maintain proficiency in their area(s) of expertise. Eaker Center is primarily a "teaching" institution; therefore, all faculty must understand and be committed to teaching for maximum student learning.

3.4. Faculty Qualification.

3.4.1. Academic Rank. Full-time Air University faculty members may hold one of six academic ranks: lecturer, instructor, senior instructor, assistant professor, associate professor or professor. Academic rank is not conferred based on a position, but rather on a faculty

member's qualifications. Eaker Center schools will ensure that nominees for academic rank are held to the requirements as identified in AUI 36-2602.

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

3.4.1.2. Schools will nominate candidates eligible for rank to the Eaker Dean, who will review the nominee's qualifications. The Dean will coordinate an ad hoc peer-review committee to review the application and relay the committee's recommendation to the commander. The Eaker/CC will approve/disapprove faculty rank up to associate professor. Recommendation for the rank of professor is forwarded through the AU staff to AU/CC for final approval IAW existing AU procedures, instructions, and requirements.

3.4.3. Course Director/Faculty of Record. Each course is taught by a qualified faculty instructor (government of contract employee) or managed by a course director who is responsible for all academic and administrative requirements related to a course. Course directors report through their supervisory chain to their respective Director/Commandant. Course directors and faculty instructors also work with the Eaker Center Dean on academic-related topics, including core curriculum issues, course feedback, lesson plans, faculty development and instructional methodology, as well as with the various offices within Academic Operations.

3.4.4. Faculty Selection. Qualifications for new faculty are determined based on the relevance of individual academic credentials, professional functional experience, desire to teach and teaching abilities. Academic credentials normally include an appropriate degree. Professional experience generally comprises depth and breadth of experience in the functional area assigned. Contingent faculty must meet the same qualifications as full-time faculty. Qualifications for contingent faculty should be identified in the contract. School Directors will provide EA a copy of faculty qualification criteria (Attachment 21) for each course.

3.4.5. Faculty Credentials. For faculty teaching in the Eaker Associate Degree Program, the highest earned degree in the relevant discipline is given primary consideration when determining faculty qualifications. For the non-degree programs consisting of functionally aligned courses, faculty qualification is based on either degree(s) earned, professional experience, completion of specialized development programs, certifications, or licensures related to the program containing the courses the individual is hired to instruct. The Eaker Center Dean and Directors work in close collaboration with representatives from functional communities to select faculty best suited to teach functional courses. Schools interview and hire faculty; however, schools should confirm through the Eaker Dean that faculty meet qualifications before selecting the applicant. Schools will publish faculty rosters (Attachment 21) annually.

3.4.6. Faculty Certification. The purpose of the faculty certification process is to ensure that Eaker Center faculty are prepared to teach in the AU and DoD educational environments. Eaker Center personnel assigned duties involving instruction or supervision of instruction must

complete the Eaker Center Academic Instructor Course (AIC) (or equivalent) before beginning those duties, unless waived by the Eaker/CC. Attending AIC also applies to faculty and supervisors of faculty whose primary duties are course directors. Personnel who have previously completed the AIC course or equivalent may submit written requests for AIC waivers through the Eaker Dean to the Commander. Table 3.1 provides information governing AIC waivers. Following successful completion of the AIC, the instructor is certified to teach. **Note**: In mission essential cases where faculty must conduct a course before completing the full AIC, Directors may request faculty complete 3 days of tailored instruction conducted by the AIC Director. The tailored instruction provides only the minimum skills required for instructing or managing an Eaker Center course; therefore, the faculty member must attend the full AIC at the first available opportunity to meet the Center's faculty qualification requirements. Requests to receive the tailored instruction is submitted by the Director/Commandant through the Dean for the Commander's approval. The request should include the negative mission impact if the member is not allowed to conduct a course prior to attending the AIC. If approved, and after attending the 3-day tailored course, the AIC director provides a memorandum to be filed in the member's faculty portfolio reminding the member and the supervisor that attending the full AIC is still required. Contingency faculty teaching in the CADP program under the direct supervision of a full-time faculty member of record may complete the 3-day tailored course in-lieu of the full AIC.

Table 3.1. Academic Instructor Course Waiver

RULE	IF AIC WAIVER REQUEST IS BASED ON:	THEN THE WAIVER LETTER MUST CONTAIN:
1	Equivalent education course work at least as long as AIC in methods of instruction to include practice teaching, instructional design, and educational evaluation.	Name and length of course(s), institution(s) attended and degree or other program(s) addressing equivalent education.
2	At least one academic year of instructional or training experience in a military environment and satisfactorily pass an AIC waiver assessment. Pass/Fail determination by AO/Dean/Respective Director collaboration. Prior instructional experience may include, but is not limited to classroom teaching, course development and test preparation.	Description of experience. Statements based on previous officer performance reports (OPRs), enlisted performance reports (EPRs) and civilian performance reports are acceptable in the absence of a supervisor's statement. **Note**: These documents may be used to justify the waiver but are not to be placed in the faculty portfolio.
3	Previous AIC or equivalent completion within the previous 6 years.	Qualifying education or instructional experience gained within the intervening period.

3.4.7. Program Coordinator. For the Civilian Associate Degree program (CAPD), the individual assigned as the program coordinator must be academically qualified in the field. The CAPD coordinator oversees curriculum development and review as well as other program

coordination activities.   The program coordinator for non-degree programs should possess functional experience in the related field as determined by the Director.

3.4.8. Teaching and Associated Standards/Criteria. Teaching includes all tasks and activities involved in preparing and conducting student instruction in the Eaker Center academic forum. These tasks and activities include, but are not limited to the design, development, assessment and evaluation of curricula; preparing for and conducting lectures, discussions and exercises; and academic advising, evaluating, and mentoring students. Faculty should meet defined teaching standards/criteria as shown in AETC Form 620, *Academic Instructor Monitoring Checklist*, and the Instructor Competency List (Attachment 19).

3.4.9. Faculty Evaluation. Schools conduct faculty evaluations for teaching faculty at least annually and document evaluations on AETC Form 620, *Academic Instructor Monitoring Checklist.* The date assigned is used to determine evaluation due dates. Evaluation assessment and documentation should address performance ratings and recommendations for any possible improvement. Place completed AETC Forms 620 in individual faculty portfolios. (**Note**: Faculty who administer asynchronous distance learning (DL) courses may use the *Eaker Center Online Evaluation Sheet* (Attachment 17) in lieu of the AETC Form 620. Course directors who only teach administrative areas, such as orientation, do not require a documented evaluation form.

3.4.10. Faculty Orientation. New faculty will receive a description of the Eaker Center mission, vision, goals, values and this operating instruction. This includes the mission of each Eaker school, the Academic Operations Directorate and the Dean of Academic Affairs. The orientation also includes a description of the respective school's mission, goals, objectives, initiatives, and organizational structure. School representatives provide new faculty the functional manger's contact information and explain the functional manager's role in administering the course. Brief new faculty the requirements for developing and maintaining curriculum and lesson plans. Provide new persons with description of individual duties and requirements (classes to be taught, additional duties assumed and associated responsibilities, etc.). Provide any additional training in conducting and managing educational activities and presentations unique to the respective school. Advise new faculty of any appropriate self-paced, online mini-lesson tutorials, selected readings, and related information.

3.4.11. Equitable Workload. Commandants/Directors determine workload and faculty/student ratios for assigned faculty. School leaders establish faculty/student ratio when approving request for new courses. CAPD workload is based on Air University best practices. CAPD faculty may teach up to 30 students per section and up to 4 sections per term. Ratios coincide with student quotas contained in curriculum plans and are based on number of students requiring education annually, outcome goals and instructional methods. Faculty workloads must allow time for faculty to engage in professional development, enrichment, and research activities.

3.4.12. Faculty Growth. Eaker strongly encourages professional growth by which faculty gain knowledge and skills that enhance their expertise. Research shows a strong connection between faculty development and student outcomes. The Center supports faculty growth primarily

through enrichment, customized professional development, mentoring, and in-service training activities.

3.4.12.1. Faculty Enrichment. Faculty enrichment pertains to continuing faculty improvement outside of the teaching environment. Faculty enrichment may consist of, but is not limited to (1) attendance at military and civilian conferences and meetings, (2) participation in AU sponsored faculty development/enrichment events, (3) participation in workshops and classes sponsored by local academic institutions and designed to improve teaching skills, (4) pursuing continuing education in a faculty member's area of expertise, (5) completing commensurate levels of professional military education as may be required. Instructors and their supervisors should pursue other appropriate forms of faculty development and enrichment with the guidance of the Dean of Academic Affairs and with the approval of their Director/Commandant and/or the Eaker Center/CC.

3.4.12.2. Faculty Development: Faculty development pertains to ongoing enhancement of teaching, research, and professional expertise both within and external to the Eaker Center. Eaker subscribes to the concept that faculty and staff will perform with excellence if they are developed to perform with excellence. Faculty should be developed to meet defined teaching standards/criteria as shown in AETC Form 620, *Academic Instructor Mentoring Checklist*, to meet specific needs of its school program. Supervisors should encourage an environment for faculty to take responsibility for their own professional development and coordinate their plan with their supervisor. Membership in professional organizations is encouraged.

3.4.12.3. Customized Professional Development. As educators, faculty members have general professional responsibilities as well as the specific responsibilities to Eaker Center defined by individual position descriptions. These responsibilities involve excellence in teaching, dissemination of functional-related knowledge, research, and publications. Each Eaker school tailors these activities in conjunction with the individual faculty member. The intent is to meet the individual growth needs of faculty; thus, enhancing the member's ability to improve mission accomplishment. Faculty members' professional development usually involves improving content knowledge, teaching methods, or work experience. Professional development activities may also include conducting research, providing community service, and other activities the supervisor and individual agree are beneficial to the mission and the individual's professional growth.

3.4.12.3.1. On an annual basis, all faculty and their supervisors will develop an individualized, faculty development plan (Attachment 16). The member's plan may contain a combination of both academic and functional expertise-related goals and objectives. This plan will be placed in the member's faculty portfolio.

3.4.12.3.2. Commandants and Directors should budget for and monitor their professional development activities. Eaker professional development normally concerns tasks and activities involved in preparing for and conducting student instruction, critical thinking, research/publications, subject matter, instructional

competence, currency, accuracy and relevance of trends and developments in academic fields appropriate to a school's mission.

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

3.4.14. In-service Training. In-service training is comprised of broad, ongoing programs involving subject matter, instructional competence, and review of overall course materials for currency, accuracy and relevancy. Self-improvement seminars, professional development activities, and computer training may be included. The Institutional Effectiveness Program Manager selects training topics based on needs and results from the Institutional Effectiveness Program. Subjects might include critical thinking, case studies, instructor leadership, visual aids, research/publications, and related topics.

3.5. Maintaining Faculty Portfolios.

3.5.1. The following information must be included in faculty portfolios as a minimum:

3.5.1.1. AIC or equivalent diploma, Commander policy letters pertaining to Academic Freedom, Academic Integrity, and Student Rights, letters of commendation, favorable communications, degree completion records, record of orientation, related documents and other pertinent written data reflecting educational or special faculty accomplishments.

3.5.1.2. Director/Commandant (or as delegated) annual instructor evaluations using AETC Form 620 or Eaker Center Online Course Check Sheet, and any other faculty evaluations measuring instructional or educational support effectiveness. Include only the evaluation material since faculty member was assigned to Eaker Center. Course directors who only teach administrative periods do not require an AETC Form 620.

3.5.1.3. Faculty development and enrichment activities such as conferences, in-service training, seminars, workshops, professional research, publications, professional development plan and other related activities

3.5.1.4. This section is optional and may contain any other information and/or related material deemed appropriate by the Director/Commandant. Do not maintain individual performance appraisals, awards and decorations, and other related material in faculty portfolios.

3.5.1.5. All faculty portfolios should be reviewed semiannually (April/October) to ensure compliance with this policy.

3.5.2. For instructors who teach a Community College of the Air Force (CCAF)-accredited course, ensure evaluation, professional development and faculty portfolio follows procedures prescribed by *CCAF Campus Relations: Policies, Procedures and Guidelines (PPG)*.

Chapter 4

EDUCATIONAL PROGRAMS

4.1. Purpose. Provides guidance on how Eaker Center develops, implements, and improves educational programs and processes to ensure they are consistent with higher educational principles and the Eaker Center mission.

4.2. Coordinating with AU Registrar.

4.2.1. Eaker Center schools and directorates provide information to AU Registrar to help ensure AU maintains the official academic records necessary for transcripts for resident schools and nonresident programs. Each Eaker Center school will:

4.2.1.1 Coordinate with AU Registrar and monitor course schedules published by AU/CAA.

4.2.1.2. Upon request from graduates, replace lost or destroyed diplomas for resident schools if school policy requires it.

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

4.2.1.3.1. (**Non-degree programs**) Submit certified graduate rosters with cover letter, signature of certifying official, and total number of graduates within five workdays of course completion. Include graduates only. Electronic transmission of graduate data files is coordinated between AU/CFR and the individual schools.

4.2.1.3.2. (**Degree program**) Electronically submit student enrollments, student demographics, courses taken, course credit, grades, and degree/diploma earned at designated intervals throughout the academic year. **Note:** Eaker Center schools operate on a fiscal year basis (1 October to 30 September) for data reporting purposes.

4.3. Admission Policies.

4.3.1. The Educational Training Course Announcement (ETCA) and the AU Catalog (AU-10) provides access to program and course eligibility criteria, application processes, and timelines for all AU degree and non-degree programs.

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

4.3.3. Students eligible for attendance in non-degree or non-credit bearing Professional Continuing Education (PCE) programs are admitted through AU Registrar subject to completion of course prerequisites and availability.

4.3.4. Eaker Center program managers must ensure the ECTA and AU Catalog remain updated to accurately reflect admission requirements.

4.4. Enrollment, Withdrawals, and Disenrollment.

4.4.1. Enrollment: Personnel who apply for, or are assigned, and meet eligibility criteria established in the AU Catalog (AU-10), and/or ETCA, and have submitted all required documentation, are then considered for admission in applicable Eaker Center programs.

4.4.1.1. In accordance with the Air Force's Core Value of Excellence, students commit themselves to and strive for maximum learning from the Eaker Center educational opportunities they have been provided.

4.4.2. Withdrawals: Students who choose not to continue in a CDE program may formally leave the program by requesting an administrative release from AFPC. As identified in AFI 36-2656, Developmental Education, paragraph 5, employees requesting to decline or withdraw from a CDE program, to include CADP, must contact the AFPC CDE office to formally withdraw. For students requesting withdrawal from a PCE program, Directors should contact the student's home unit and request the unit concur with administrative disenrollment.

4.4.3. Disenrollment is the removal of any enrolled student from a course, program, School, or Center prior to the completion of course or program requirements. Disenrollment is an administrative action that may include removal from a course, removal from a program, removal from the institution, or expulsion, which is the student's physical removal from AU schools as well as disenrollment from academic programs.

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

4.4.4.1. 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, or failure to meet or maintain Air Force fitness standards.

4.4.4.2. 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).

4.4.4.2.1. Students who fail to make satisfactory academic progress (e.g., fail to fulfill academic requirements within allotted time) may be academically disenrolled.

4.4.4.2.2. 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 Director/Commandant issuing the disenrollment decision. The student also may submit a written request for a personal appearance before the Commander. US military students may consult with the Area Defense Counsel (ADC).

4.4.4.3. Misconduct disenrollment occurs when there is sufficient evidence of violations of standards of integrity, professionalism, character, or ethics for the School to remove a student from a program. The Eaker Center will comply with this instruction and AUI 36-2602 when considering disenrolling a student.

4.4.3.3.1 When the nature of a student's misconduct violates standards of behavior and/or integrity expected of DoD and Air Force professionals, Directors/Commandants pursue misconduct disenrollment with prejudice (no return to academic program) in accordance with AU 36-2602. When warranted, Directors/Commandants will pursue other appropriate disciplinary actions, concurrently with disenrollment. Violations by students enrolled in AU non-resident (Distance Learning) programs shall be reported by Eaker Center Directors/Commandants to the student's Commander for appropriate disciplinary action.

4.4.3.3.2. Pending disenrollment proceedings, Directors/Commandants may suspend students being considered for disenrollment.

4.4.3.3.3. Students may appeal disenrollment-with-prejudice decisions following established procedures outlined in this instruction. The student may submit written documentation appealing the disenrollment decision to the Director/Commandant issuing the disenrollment decisions. The student also may submit a written request for a personal appearance before the Commander. U.S. military students may consult with the ADC. The ADC may also assist foreign military students on a space-available basis.

4.4.5. Directors/Commandants should consult with the Dean when considering disenrolling a student. The Director/Commandant consult, as required, with the Dean and AU/CAA and the appropriate legal counsel before initiating action that could result in the disenrollment of students from assigned programs. The Dean will consult with the AU Registrar for administrative support for processing withdrawal records and notifying the appropriate human resource agency of any/all withdrawals.

4.4.5.1. The decision to disenroll may raise the question of whether further retention of the student in the Air Force or on active duty is in the best interest of the Air Force. Therefore, the person initiating action should consider all the evidence and determine whether other

actions may be indicated. In such circumstances, commanders are encouraged to swiftly pursue other appropriate actions, when warranted, concurrently with disenrollment action.

4.4.6. After consulting with AU/CAA, the appropriate legal counsel, the Director/Commandant may appoint a review officer (Attachment 5). If a review officer is appointed, the officer must be equal to or senior in rank to the student to initiate or review disenrollment actions. If the student being considered for disenrollment is a civilian, the review officer should be a civilian who outranks the student subject to being disenrolled.

4.4.7. The Director/Commandant provides the student with a notice of disenrollment (Attachment 4 or 6) and sends a copy to the parent unit commander. If the memorandum is not hand delivered, it can be sent via encrypted e-mail. If sent by e-mail, the Director shall follow-up with the intended recipient to ensure receipt.

4.4.8. The student has the right to appeal disenrollment and revocation of course credit decisions by submitting written matters to the school Director/Commandant by a set time and date (at least 3 duty days for local students and 7 duty days for distance learning students.) One reason for Directors/Commandants to consider appeal may be newly discovered evidence that was not available when making the initial decision. If the appeal is denied, the school Director/Commandant makes the final decision.   In all cases of disenrollment, the school Director/Commandant will notify the university registrar (AU/CFR) of the change in student status.

4.4.8.1. After the time for submitting matters has expired, or after considering any written matters submitted by the student, the Director/Commandant forwards the disenrollment package to AU/JA for review. The package should include the disenrollment investigation and any matters submitted by the student, the completed Attachment 6 with student acknowledgment and the completed attachment 7 without signature. The school Director/Commandant should clearly express his or her decision on whether the student is allowed to reenroll in the course or school, and if so, under what conditions. If the recommendation is disenrollment without expulsion, he or she must explain why this student's case is so unusual that it justifies departing from the norm.

4.4.9. The Director/Commandant receives the disenrollment package from AU/JA for final action. The Director/Commandant is the final approval authority and completes and signs Attachment 7, the final section of the review documents received from AU/JA. Finally, the Director/Commandant provides the student with a written notice of action. The memorandum is provided to the student.

4.4.10. Post-Disenrollment Disposition. Upon disenrolling a student for any reason, the school from which the student was disenrolled takes prompt action to return TDY students to their home units. All training reports will clearly state explicit reasons for disenrollment. The Certificate of Attendance annotation will be added to the reports of those students allowed to continue in audit status.

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

4.4.12. Technical Training Students. Disenrollment of technical training students, (which includes all courses that award an AFSC/SDI, is accomplished under the provisions of AETCGM 2018-36-02, *Interim Guidance for Basic Military and Technical Training Administration*.

4.5. Grading

4.5.1. This policy outlines the Eaker Center course and program grading requirements for the associate degree and PCE programs. All students in degree programs will receive course grades based on a four-point system in which plus and minus grades can be utilized. Academic courses that make up the associate degree program are numbered in accordance with AU guidance.

4.5.2. To measure scholastic attainment of students enrolled in the associate degree program use the grading symbols and corresponding quality points at Table 2. 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)

Table 4.1. Grading Symbols.

Grade (in AU SIS)	Percentages in LMS	Final Grade Conversion (AU Registrar)
A	90%-100%	4.0
B	80%-89%	3.0
C	70%-79%	2.0
D	61%-69%	1.0
F	0-69%	0

4.5.3. Grades A through F are normally awarded at completion of course requirements. In addition to grading symbols in Table 4.1, Pass (Pass) and Fail (No Pass) grades may be awarded for professional continuation education courses. Pass grades count only toward hours attempted/earned and do not affect the grade point average (GPA). Fail (No Pass) grades count only as hours attempted but do not count as hours earned nor do they affect the GPA.

4.5.4. The academic course numbering system for the associate degree program includes an alpha prefix of three letters plus a four-digit number. The alpha prefix designates the subject area or type of course.

4.5.5. Eaker Center employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. Generally, 45 contact hours equate to 1 semester hour of academic credit.

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

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

4.6.2. Staff and faculty verify student identity using the following Air University-approved methods. Students will enroll in educational programs through the USAF network on the .mil domain, which requires a Common Access Card (CAC) and associated pin or password. Students, faculty, and staff will adhere to DoD and Air Force guidelines on access and use of networks, computer systems, and software requiring unique user identities and strong passwords.

4.6.2.1. Eaker Center administrators, faculty, and staff adhere to the requirements of the Privacy Act of 1974 and AU internal procedures to protect the student's information and privacy.   All faculty must maintain currency in Air Force PII compliance to access, maintain, and transfer information pertaining to students. Eaker Center uses either secure log in, proctored examinations or other means to verify student identity and protect student privacy for all educational programs.

4.6.2.2. Staff, faculty and students use the CAC in accordance with DoDI 1000.13, *Identification Cards for Members of the Uniformed Services, Their Dependents, and Other Eligible Individuals*. The CAC serves as an identification card and an access card for facilities, computer systems, and networks for both military and civilian.

4.7. Test Control and Administration.

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

4.7.2. Some Eaker Center programs, including resident and online, may require proctored exams. When testing online, use an Online Proctor Service (OPS) as a testing option if available. OPS is an add-on feature compatible with most LMS's and does not require an appointment. The OPS allow students to take exams anywhere, anytime. This permits students to take tests on their own computer while being proctored, in real time by the OPS proctor.

4.7.3. Students taking exams requiring proctors (other than OPS), students who use military computers, or are stationed overseas where connectivity issues may prevent successful online administration should consider using local proctors. Acceptable proctors for these students may include Test Control Officers (TCO), Education Services Officers (ESO) career counselors, base librarians, accredited colleges or commissioned officers who are not in the student's direct chain of command. Students should make arrangements with a proctor at the beginning of the course.

4.8. Disabilities, Accommodations, and Health Conditions.

4.8.1. The Eaker Center's goal is to ensure people with disabilities, including wounded service members, have equal access to Eaker facilities and educational programs. Directors should ensure faculty with disabilities have reasonable accommodations to develop and deliver curriculum.   Each program coordinator should advertise the organization's availability to assist students with reasonable accommodations to complete Eaker Center resident and distant learning programs. The availability to assist should be announced on school websites and included in introductory material. Encourage potential students to identify any impairments that may impede learning at least 30 days prior to class. Work with students and their supervisors to determine equipment and services needed to facilitate student's completing educational programs. Program coordinators will work with students who experience health conditions or require medical leave after entering a program. The Computer/Electronics Accommodations Program (CAP) website (http://www.cap.mil) provides valuable information for assisting learners with disabilities.

Chapter 5

CURRICULUM DEVELOPMENT

5.1. Purpose. The purpose of the curriculum development policy is to ensure Eaker Center Directors/Commandants, program managers, course directors and faculty/staff members have guidance necessary for efficient and effective development, execution, and assessment of high quality and rigorous curriculum. The objective of this policy is to affect the orderly implementation of ISD within the Eaker Center. NOTE: There are several ISD models available, and each model has its own advantages. The model referenced in this operating instruction is the primary model used by the Eaker Center; however, faculty may use the model that works best for their program.

5.2. Instructional System Design (ISD).

5.2.1. Eaker Faculty must understand that ISD is a systematic and flexible process used to plan, develop, and manage efficient, cost-effective Eaker Center educational courses and programs. The primary ISD model used by the Eaker Center contains five major phases, and this policy devotes a separate section to each of them. Briefly, they are:

5.2.1.1. Analysis: Analyze the relevant functional system and determine performance requirements for mission accomplishment.

5.2.1.2. Design: Define instructional requirements, which must be dealt with in curriculum development.

5.2.1.3. Development: Develop educational objectives and the means to effectively measure student progress.

5.2.1.4. Implementation: Finalize the curriculum plan through combining and sequencing objectives and subjects, selecting instructional methods and media, and developing course materials.

5.2.1.5. Evaluation: Conduct and evaluate instruction to ensure that course and programs present the appropriate material and that the planned objectives are being achieved.

5.2.1.6. More in depth details of the ISD process can be found in AFMAN 36-2234, AFH 36-2235, and AFMAN 36-2236. NOTE: These publications have been rescinded but may still be used for information concerning the ISD process. These documents can be found at the milSuite site. See the Academic Instructor Course faculty concerning using these and other sources regarding the ISD process.

5.2.2. The five-phase model in Attachment 18 illustrates how the process is applicable within the Eaker Center. Each phase in the model is designed to provide input to other phases within the total context of the instructional system. The supplemental material includes:

5.2.2.1. Curriculum Plan or Course Outline illustrating the three-part course outline employed by Eaker Center (Attachment 9).

5.2.2.2. Eaker Center Lesson Plan/Teaching Plan (Attachment 10), which offers a plan for a period of instruction in the format desired.

5.2.2.3. A guide for Eaker Center guest speakers, which presents some general recommendations/suggestions to help guest speakers plan their visit and presentation.

5.2.2.4. An ISD Audit Trail (Attachment 8) should be used to provide various information in addition to the requirements of the five phases of the ISD.

5.2.3. Applying the Eaker Center ISD model ensures a step-by-step basis (as well as principles and guidelines) for establishing a more efficient system of planning, controlling, managing, and evaluating Eaker Center's short courses. Specifically, the effective application of the ISD process within the Eaker Center helps all concerned answer the following four questions:

5.2.3.1. Why are the students here?

5.2.3.2. What is going on in the classroom? Describe the process.

5.2.3.3. What do we expect the students to take away with them?

5.2.3.4. How do we know that we were successful?

5.2.4. Phase 1: Analyze System Requirements. Eaker Center's role in analyzing system requirements is usually limited because many of these requirements are established by higher headquarters, usually the HQ USAF functional OPR. Their guidance often includes objectives or subjects to be taught, course duration, frequency, quotas, and general policy information.

5.2.4.1. The Eaker Center's responsibility in the analysis phase is to isolate the necessary planning information required. The Eaker Center efforts at this point (Phase 1) are aimed at determining (as needed), through the experience of the faculty in discussions with outside sources, what the students must be able to do in their jobs.

5.2.4.2. The key to analyzing system requirements is working closely with the course functional manager in determining what perspective students need to know what they must be able to do, and to what level they must perform to satisfy specific AF/DoD requirements. This initial phase often involves data collection as a starting point for defining instructional requirements.

5.2.4.3. System requirements are the driving force behind the Eaker Center's ISD effort. Thus, the content of any Eaker Center course should be based on as thorough an analysis as possible of the overall requirements of the given job type and its inherent occupational structure. Work with functional managers and determine the degree of necessary

specialization required to accomplish essential Air Force managerial, leadership, and professional duties.

5.2.4.4. The usefulness of Phase 1 lies in data validity and objective analysis. Input, processes, and output in Phase 1 are based on the job system information. A detailed inventory of job tasks and qualifications are desirable because it facilitates the needs assessment, which occurs in Phase 2. Ideally, Phase 1 should be fully accomplished before proceeding further; however, in developing educational programs. Sometimes it is beneficial to perform Phases 1 and 2 (or portions thereof) concurrently. Frequently an outside agency or activity would have already performed Phase 1 or even Phase 2 to a large degree, and the Eaker Center course developer begins work at that point.

5.2.5. Phase 2. Define Instructional Requirements. As indicated in Phase 1, Eaker Center does not usually derive the system requirements, but responds to conditions established by other organizations or agencies. The same is often true in the identification of instructional or educational requirements. These specifications may come from the office (OPR) in HQ USAF having functional responsibility for courses already being taught by Eaker Center or new courses programed for implementation. By the time the instruction requirement reaches Eaker Center, several important decisions may have already been made, including the determination that formal instruction is the most effective method of meeting system requirements. As a minimum, we normally receive from the initiating agency a general statement of the course objective or mission statement, the total number of personnel to be instructed and the approximate course length.

5.2.5.1. This becomes the starting point for the Eaker Center. This information affords an estimate, with some accuracy, of the major resources which will be required to conduct the course--qualified instructors, housing, classroom facility and funds. During Phase 2 discussion continues between the originator of the requirement and Eaker Center personnel responsible for implementing course development and instruction. This is done to ensure an adequate understanding of parameters involved and to gain as much additional information as possible about the desired instructional requirement.

5.2.5.2. It is essential that procedures used by Eaker Center Directors/Commandants in determining requirements for Eaker Center courses be based on thorough analysis and documented in order to assure that only essential, cost-effective instruction is provided. To accomplish this assessment, personnel should carefully review the system requirements identified in Phase 1 and compare them with knowledge about the prospective students. From this comparison, Eaker Center personnel can determine the kind of instruction needed and what education experience can and should be offered. In this process, Eaker Center should consider student backgrounds and entering abilities.

5.2.5.3. Determining instructional requirements then becomes a needs assessment aimed at identifying two positions: "Where are we now?" and "Where must we be?" Definition of instructional requirements calls for use of valid data. A needs assessment within the context of phase 2 usually has four criteria:

5.2.5.3.1 The data must represent the correct population of military/civilian learners.

5.2.5.3.2. Needs are seldom final and complete; any statement of needs is tentative, and Eaker Center course developers should continuously question its validity.

5.2.5.3.3. Needs should be identified in terms of products, actual behaviors or ends, not the terms of processes or means.

5.2.5.3.4. Avoiding the confusion of means and ends is essential in defining instructional requirements.

5.2.5.4. Using the sources discussed in phase 1 and the criteria cited above, course developers can then determine the knowledge, skills, and abilities our instructors need to teach. Additionally, in phase 2, the following factors must also be given careful consideration:

5.2.5.4.1. Course Length. Eaker Center conducts short courses. Thus, in order to provide a comprehensive educational experience within a limited timeframe, curricula are concentrated through careful material priority selection. Curriculum content to meet student needs must also be restricted to subject areas identified as essential.

5.2.5.4.2. Student Workload. The student workload in terms of time is carefully analyzed during the entire instructional development process. Specific times for reading, preparing assignments, and testing are carefully calculated and oriented toward an optimal balance between student classroom study, and independent research.

5.2.5.4.3. Facilities. The size of Eaker Center classes is limited/controlled by classroom and housing facilities. Except for special circumstances, curriculum content and instructional methodology must be limited to programs which can be supported by existing facilities and resources.

5.2.5.4.4. Temporary Duty (TDY). Officers, enlisted, and civilian students attend Eaker Center in a TDY status. Consequently, Eaker Center class size and course length are limited by the number of students the major commands can make available and the length of time they can be away from their jobs without mission impact.

5.2.5.4.5. In many cases, Eaker course developers will be faced with revising and updating existing courses rather than designing new courses. Phase 2 then becomes a matter of analyzing course content and other factors, such as those above, to assure the instruction needs identified are being met in the most efficient, cost-effective manner. This is particularly important as both systems and educational requirements change – our courses must reflect those changes. Therefore, an annual review of Eaker Center academic programs is a critical part of the ISD process.

5.2.5.4.6. In summary, phase 2 is basically a research and review procedure which should result in clearly defining/confirming educational needs and, in turn, lead to

phase 3. To accomplish phase 2 in an effective manner, Directors/Commandants need to develop clear priorities about the types of graduates their programs should produce.

5.2.6. Phase 3. Develop Objectives and Tests. This section addresses Phase 3 in the Eaker Center ISD model: Translating system requirements (Phase 1) and instructional needs (Phase 2) into educational objectives and tests (Phase 3). This phase is often the most difficult phase in developing a course of Eaker Center instruction.

5.2.6.1. Within Eaker Center, an educational objective is a general description of what the student is expected to learn from instruction. Eaker Center places a high degree of importance on clearly stated educational objectives. They not only benefit students; they require faculty to define precisely what is to be accomplished and to make a rational link between what is intended and what in fact occurs. Student-oriented learning objectives of the type addressed in this chapter can relieve student anxiety and tell them exactly what they must learn.

5.2.6.2. There are three types of educational outcomes or domains of learning: cognitive, affective, and psychomotor. Cognitive objectives (know, comprehend, apply, analyze, synthesize, and evaluate) are most apparent in the Eaker Center curriculum. These are the objectives in general use because they embody the learning of most concern in our courses: reasoning, problem-solving, concept formation, and create/evaluative thinking. Although important, affective objectives (receiving, responding, valuing, organization and characterization by a value or value complex) are less frequently emphasized in Eaker Center because of the primary focus on cognitive objectives. Affective objectives emphasize feeling, tone, and emotion and may be used to express interest, attitudes, appreciations, values, and emotional sets or biases. Psychomotor objectives (usually related to motor skills) are used even more infrequent because they require neuromuscular conditioning and are more appropriate in a strict training environment as opposed to the educational orientation inherent in the Eaker Center mission. Thus, a psychomotor taxonomy is not presented in this policy.

5.2.6.3. A Hierarchy of Educational Objectives. When the overall course objective or mission statement has been established by the originating agency and the appropriate Eaker Center Director (Step 2), it then becomes the focal point for all ensuing course development. In Phase 3, Eaker Center faculty and staff personnel further analyze and determine the major instructional area involved in developing a course of instruction. As indicated below, this is accomplished by providing a logical, meaningful hierarchy of educational objectives, including course, area, period objectives, main points, and samples of behavior. The latter becomes the basis for our evaluation, often in the form of test questions.

5.2.6.4. Course Objectives (Mission Statement). The course objective is a general description of what the student is expected to learn from instruction, for example: *(The Sexual Assault Prevention & Response Victim Advocate Course provides essential information, processes and resources to develop the knowledge and skills of AF Sexual Assault Prevention and Response Advocates).* The emphasis is on developing the

competencies required for new SAPR VAs to provide valuable victim support services and promote attitudes of respect for others and respect for the Air Force as an institution as they relate to sexual assault prevention and response at the installation level.

5.2.6.5. Area and Period Objectives. Area objectives constitute major divisions of the curriculum which assist in meeting a course objective. Area objectives should describe in broad, general terms the regular knowledge, skills, abilities, and attitudes the faculty member expects the student to acquire from Eaker Center instruction. In developing area objectives, the faculty must decide whether learning objectives are cognitive, affective, or a combination.

5.2.6.6. Each Eaker Center area objective is divided into a series of instructional periods. It is essential to be more specific in preparing period objectives than in the area objectives. In preparing period objectives, the instructor must decide exactly what students are expected to be able to do as a result of learning activities at a specified educational level. Listing main points will assist the instructor in clarifying the scope and depth of the lesson and represent the essential topics to be addressed by the instructor.

5.2.6.7. Area and period objectives (in addition to the required main points) should be written at the desired cognitive or affective level. The following format can be used for writing cognitive objectives and the same basic format can be followed for affective objectives. For example:

5.2.6.7.1. Area II: Victimology. The student will comprehend (cognitive level of learning) victimization, the characteristics of victims, and understand trauma informed care when providing advocacy for victims of sexual assault.

5.2.6.7.2. Period 201: The student will (cognitive level of learning) explain how trauma impacts a sexual assault victim.

5.2.6.8. Samples of Behavior. In the Eaker Center course development process, samples of behavior are used to test period objectives. Samples of behavior are based upon the assumption that an educational experience should result in measurable student achievement. Samples of behavior develop from period objectives: objectives take on certain unique characteristics and become precise statements of desired observable student behavior. There should be a high degree of interdependence among the learning task since many Eaker Center instructional periods can be achieved only if prerequisite behaviors having been learned. In effect, a sample of behavior is a statement which specifies one of several observable behaviors which students should demonstrate at the end of period or a block of instruction to give evidence that they have achieved the lesson objective.

5.2.6.8.1. Developing samples of behavior requires a significant sampling of objectives (at least two to four) at the same educational level as the period objective. This is essential to adequately determine if the period objective has been achieved.

5.2.6.9. Since <u>all</u> indicators of a level of learning cannot be tested, only a selected number are sampled as a basis for inferring that students can demonstrate proficiency in the other samples of behavior if called upon. The larger the sample the greater confidence we can put in the evidence attained.

5.2.6.10. Further, Eaker Center students must know certain factual background material before they can be expected to comprehend a concept. But what is sought as an end behavior should be evidence of student comprehension, not just knowledge (recall) of information. Levels of learning beyond comprehension can and should be used as appropriate. Course hours solely administrative in nature require only a descriptive statement of desired accomplishments rather than educational objectives as specified herein.

5.2.6.11. In establishing the samples of behavior for an instructional period, it is essential that Eaker Center instructors select the behavior or performance most appropriate for a given learning level. This will enable both faculty and students to focus on the desired observable behavior necessary to meet the cognitive or affective level established in the period objective. Classification of cognitive and affective levels of learning are covered in the Eaker Center Academic Instructor Course (AIC).

5.2.6.12. Considerations in Test Development. In several Eaker Center courses, activities such as capstone exercises, case studies, pre/posttest and other assessment instruments should be utilized to measure student growth during the course. In courses contributing to certification, more formalized examinations are utilized. However, in all courses, student evaluation should be designed to determine the extent to which Eaker Center students achieve the desired objectives. More specifically, determining if desired objectives are achieved is accomplished through the samples of behavior identified for each instructional period in the lesson plans. Rubrics should be used to measure student performance where applicable.

5.2.6.13. Testing is a form of direct assessments intended to help Eaker Center faculty measure student performance and evaluate instruction. Evaluation has four purposes:

> 5.2.6.13.1. To determine the extent of appropriate student learning.

> 5.2.6.13.2. To show whether a class is up to standard in specific areas.

> 5.2.6.13.3. To indicate faculty proficiency in teaching ability, content expertise, and test preparation.

> 5.2.6.13.4. To provide the means for diagnosing and correcting problems/weaknesses in the instructional system.

5.2.6.14. A key purpose in Eaker Center testing is to measure changes in specified behavior as a result of instruction. Simultaneously writing objectives and test items offers the advantage of immediately linking the objectives and test items.

5.2.6.15. When a direct assessment fulfills its evaluating function, it has the following characteristics: (1) <u>validity</u>: in that it measures what it is intended to measure and nothing else; (2) <u>reliability</u>, and that it yields consistent results; and (3) <u>objectivity</u>, in that the personal bias of the assessment writer does not affect the student responses. Additionally, the direct assessment should be <u>comprehensive</u> and provide an adequate sampling of all course material being measured.

5.2.6.16. Refer to AFMAN 36-2236 for greater depth in creating objectives and samples of behavior. Note. AFMAN36-2236 is rescinded but is still a valuable source of information. The manual can be found on the milSuite site. See the Academic Instructor Course faculty concerning using these and other sources regarding creating objectives and samples of behavior.

5.2.7. Phase 4. Plan and Develop Instruction. The accomplishment of Phase 4 in the Eaker Center ISD model requires careful planning, developing, and validating instruction based on the objectives and requirements identified in previous phases. But, once the desired goal is known, planning begins to determine and lay out exactly what the course or instructional program will consist of and how it will be conducted. As the new (or revised) Eaker Center course progresses through the planning phase, a formal curriculum plan (course outline) is developed. The curriculum plan (course outline) is presented by the appropriate school for review by the Dean and approval by the Commander. The curriculum plan is forwarded to AU/CAA for consideration by the AU program review board and final approval by the AU Commander. The Eaker Center Dean will provide details on how and when this will be accomplished.

5.2.7.1. The basic principles and techniques of instruction require instructional methods, media, and materials be among the first considerations in lesson planning and often are the chief determinants of the time required for particular periods as well as the achievable level of learning. A range of instructional media should be used to full advantage.

5.2.7.2. The first class of any new or extensively restructured course is designated as a pilot class. This is necessary because of time constraints and specialized subject matter taught at Eaker Center. A pilot class is closely observed by members of the Eaker Staff and faculty and by selected resource specialists. Upon completion of a pilot class, the results are reviewed and carefully analyzed to ensure the curriculum design worked and objectives were met. Necessary changes are made before the next class to incorporate suggested improvements and to strengthen weak areas. Eaker Center courses are also fully validated biannually. The purpose of the validation is to seek extensive functional manager and user reaction to courses, confirm that they are satisfying the system needs/expectations for which they were designed, and obtain feedback for possible course improvement.

5.2.7.3. The curriculum plan or course outline serves as the template for the more detailed development of instructional areas, phases, and/or periods, as appropriate. It is at this point of the process that instructions may be sequenced to provide an effective pattern of learning activities. The fundamental unit of any course or program is the instructional period when the actual instruction occurs.

5.2.7.4. Lesson planning is critical to the success of any instructional period. It involves determining the learning objective and samples of behavior and developing a responsive instructional experience to achieve them. An example format for the Eaker Center lesson plans is in Attachment 10. In developing the lesson plan, instructors should select the appropriate teaching method and consider teacher preparation.

5.2.7.5. Instructional Methodology. Instructors should consult with the Eaker Center Dean or the Eaker Center Academic Instructor Course staff for assistance in selecting the best method or methods of instruction for a particular period or series of periods. Generally, within Eaker, we initially provide our students with fundamental concepts through readings and lectures, then build on these concepts through group discussion, exercises, role-playing and case studies.

5.2.7.6. The Eaker Center approach to adult learning is eclectic. We maintain that experience and learning are inextricably linked. In an Eaker Center educational event, we try to ensure that learning takes place not only on desired cognitive/affective levels, but also through an integrative and highly experiential teaching-learning process. This emphasizes the acquisition of relevant skills, knowledge, and abilities that are required of Eaker students to adequately function in their specialty areas. Eaker believes that learning which is developed experientially is "owned" by the students and becomes an effective and integral aspect of their behavior. Methodological fluidity is central to effective instruction. Eaker faculty should vary their teaching strategies to accommodate different classroom situations. Unless this is done, faculty will severely limit their overall effectiveness.

5.2.7.7. Lesson planning, therefore, focuses primarily on the instructional periods and is critical to their success. A lesson plan is required for each instructional period. This includes periods taught by guest speakers. The lesson plan normally consists of two parts as shown in the example lesson plan at Attachment 10.

5.2.7.8. A key aspect of Phase 4 of the ISD process is a sound, continual, rational curriculum change to meet known program requirements and objectives and to maintain course currency. In effect, the need to encourage experimentation is greater today in Eaker Center courses than ever before. Eaker Center wants educational programs that enable students to be active rather than passive learners. The ISD audit trail should be used to document every Eaker major course addition, deletion, or full-scale revision.

 5.2.7.9. Faculty Preparation. All Eaker faculty members must attend the Academic Instructor Course prior to assuming instructional duties. The Commander may waive a faculty member for attending equivalent training within the six years prior to assuming instructional duties for Eaker. Faculty members should also receive a tailored orientation program planned and conducted by each school/directorate. The orientation is designed to help new faculty members better understand the scope and responsibilities of their duties and responsibilities. A comprehensive list of teaching competencies used in preparing faculty to conduct instruction is located at Attachment 19.

5.2.7.10. Every course will have a curriculum plan. The plan is maintained by each faculty member. Each Eaker course is validated every two years. The validation is accomplished by submitting the course in an approved curriculum format to the appropriate Air Staff functional manager. This is usually done prior to the AU curriculum review. The Dean will provide further guidance for preparing course validation packages. The purpose of validation is to assess course needs/value in relation to both original and current requirements. It is essential to obtain functional manager views and recommendations concerning the content, conduct, and administration of Eaker Center courses. This helps to ensure the proper focus, quality curriculum, and judicious use of resources. Educational requirements and course responsiveness are critical factors in determining course validity. Eaker Center must ensure graduates match originating agency requirements. Functional managers and MAJCOM personnel conducting the validation can be of great assistance in keeping each course on target.

5.2.8. Phase 5. Conduct and Evaluate Instruction. The purpose of Phase 5 in the ISD model is to implement and manage the instructional program developed in Phases 1 through 4. It also ensures Eaker is accomplishing its mission in the most effective and efficient manner possible.

5.2.8.1. This phase produces a qualified or educated graduate. In this phase Eaker Center faculty is in direct contact with the students. Faculty make presentations, conduct seminars, provide the students access to Eaker learning resources, administer tests, determine other means to evaluate student achievement, and keep necessary records. In effect, it is the faculty's job to make instruction bring about desired learning outcomes.

5.2.8.2. In Phase 5, faculty must continue tailoring instructional actions to Eaker's students' needs. At this point in the Eaker ISD model, the faculty motivates, directs, and guide students in their learning activities. Through effective counseling, instructors also help students resolve any problems they may have in learning. Directors support the actual conduct of instruction and ensure the educational process is being executed as planned. Directors, through periodic counseling sessions provide individual feedback to faculty. Evaluation is an integral part of Phase 5 of the ISD process. This phase focuses on curriculum, students, and faculty. The objective is to provide a systematic and continuous process which will furnish data and information to be used as a basis for assessing the effectiveness and efficiency of Eaker educational programs.

5.2.8.3. Evaluation measures applied within Eaker are a systematic means of obtaining useful information and incorporating it in decision-making designed to improve the quality of educational programs. Evaluation should provide major quality control indications as to whether Eaker education is being conducted as planned. Evaluation should clearly indicate the congruence between intention and reality. Clear, precise specification of objectives and their measurement means is essential and facilitates a continuous process of substantive assessment. Collecting and making sense of evaluation data is a crucial factor in ensuring Eaker educational program excellence. Key elements of Eaker Center evaluation processes are described in Chapter 7 of this instruction.

Chapter 6

STUDENTS RIGHTS, RESPONSIBILITIES, GRIEVANCES AND INTELLECTUAL PROPERTY

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

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

6.2. Roles and Responsibilities.

6.2.1. The faculty member of the student, who believes he or she has an academic grievance, has the responsibility to address the grievance or to elevate the grievance to the first level in the chain of command with a recommendation. The student who believes he or she has been grieved should first seek resolution by discussing the issue with the   faculty or administrator involved. If the student prefers not to discuss the matter with the faculty member involved, he or she may begin at the next level within the chain of command. If not resolved, the student should continue to the next highest level up to the Eaker/CC. Grievances not resolved within the Eaker Center should be filed in writing using the Student Complaint/Grief Application at Attachment 11.

6.2.3. All grievances received by Eaker Center personnel should be addressed or elevated to the next level within two academic days of receipt. All grievances, whether resolved or unresolved, will be summarized in writing and forwarded to the Eaker/EA and Eaker/CC for review.

6.2.4. The Eaker/EA is the administrator designated to oversee, manage, report and file written complaints and grievances for the Eaker Center. Documentation of formal written complaints and grievances are forwarded to AU/CAA. The Eaker Center Dean files written complaints and

grievances for five years and submits copies to the AU Registrar for permanent disposition. Formal written complaints and grievances received during the last two years are included in the Educational Program Review (EPR).

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

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

6.2.5.2. Freedom to engage in intellectual discourse and scholarship.

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

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

6.2.6. Students enrolled in Eaker Center programs have the responsibility to:

6.2.6.1 Abide by appropriate military, department, regulations and standards of conduct.

6.2.6.2. Abide by AU and Eaker Center policies and procedures.

6.2.6.3 Respect the opinions and rights of other students.

6.2.6.4. Adequately prepare for each class.

6.2.6.5. Comply with AU and Eaker Center integrity policies.

6.2.7. A complaint is defined as a formal written submission by a student related to a grievance against a school, a program, or the Eaker Center.

6.2.7.1. 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.

6.2.7.1.1. Students who are uncertain about how to resolve concerns may seek advice from AU/CAA.

6.2.7.2. To pursue a formal complaint, students must notify the appropriate level in the chain of command, in writing, using the AU Student Complaint/Grievance Application (See Attachment 11) in accordance with the guidance established by the policy.

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

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

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

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

6.3. Intellectual Property.

6.3.1. Intellectual property relates to creations of the mind, including scholarly work inventions, and other creative works, whether distributed electronically, orally, written, or by other methods. In some cases, students may have intellectual property rights to products created during a class.

6.3.2. Eaker Center Directors/Commandants and program managers ensure their programs conform to the policies and standard for proper use of intellectual property. Eaker Center complies with AUI 36-2602 for intellectual property rights.

Chapter 7

INSTITUTIONAL EFFECTIVENESS AND ANALYSIS

7.1. Purpose. Provides guidelines and procedures for Institutional Effectiveness (IE) in support of the educational programs, administrative support services, student support services, and the human research protection program within the Eaker Center. The Eaker Center engages in ongoing, integrated, and Center-wide research-based planning and evaluation processes that result in continuous improvement of Center and program quality. Eaker's IE process supports educational programs; develops and implements a systematic, comprehensive process for measuring performance and assessing student learning. IE is comprised of the strategic planning and operational planning and analysis to complete a multi-faceted, integrated, and continuous evaluation of Eaker Center's programs as well as its progress in fulfilling its vision and mission. This policy outlines assessment practices and procedures for all Eaker Center schools to ensure these items are given the expert attention they deserve. Institutional Analysis integrates institutional studies, analyses, assessments, lessons learned, quality improvements, and research to deliver Eaker Center accountability and support for data-driven decision making. These procedures apply to all Eaker Center personnel.

7.2. Institutional Effectiveness Representative. The IE administrator is the Eaker Center liaison for the Assessment, Human Research Protection Program (HRPP), and AU Survey Control items. This person submits **all** Eaker Center surveys for approval, issuance of survey control numbers, and ensures all surveys are delivered via AU's official survey system. The Eaker Center IE frequently hosts meetings with school representatives to discuss IE.

7.2.1. The Eaker Center Institutional Effectiveness representative (Eaker/EAE) is the POC for quality improvement and processes. This individual represents Eaker in meetings outside the Eaker Center and is the contact person for outside agencies concerning institutional effectiveness policy and processes within Eaker. Each school's program managers are the POCs for quality improvement and processes within their programs. The Eaker/EAE:

7.2.1.1. Establishes Eaker Center IE policies, standards, and procedures to ensure execution of institutional studies, analyses, assessments, lessons learned, quality improvements, and research.

7.2.1.2. Oversees Eaker Center quality improvement and processes for identifying key issues emerging from Center-wide assessments, developing plans to enhance student learning outcomes and/or the environment supporting student learning, and accomplishing the mission of the Eaker Center.

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

7.2.1.4. Provides Eaker Center senior leaders independent and objective analytic insights, risk assessments, and lessons learned.

7.2.1.5. Coordinate all requests for institutional data, information, statistics, and reports with AU/CAA.

7.2.1.6. Designs and implements comprehensive, defendable studies, analyses and lessons learned to underpin academic learning, and business capability assessment.

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

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

7.3. Assessment. Assessment is the process of obtaining relevant information and using it to form judgments in decision making to improve curriculum, instruction and learning. Assessment is not a single act. Assessment should determine if course or program outcomes are being achieved. It involves a series of activities and several specific phases addressed in this instruction. Each school will ensure its assessment program provides enough and appropriate data to form decisions for educational improvement. Faculty will use information gathered to improve instructional methods, course content and service.

7.3.1**.** The objective of the Eaker Center assessment program is to measure the effectiveness and value of curricula. Curriculum planners, managers, instructors, course directors and Directors/Commandants use assessment data to ensure the Eaker Center curriculum remains dynamic and responsive to changing Air Force functional needs.

7.3.2. Eaker Center uses assessments as the central focal point of a deliberate data-supported review and decision process to make significant or substantive changes to education programs. Academic programs must ensure an effective assessment process is developed and executed relative to each education program within the Eaker Center. The Eaker Center uses multiple sources of data, including indirect and direct measures of learning to identify results in support of outcomes assessment. In addition to the required EOC student feedback, course directors should develop appropriate direct assessment tools and/or methodologies, as well as graduate and supervisor surveys when appropriate for the course objectives and student population. Specifically, feedback is part of the Eaker quality management and assessment process. It provides students, graduates, and supervisors the opportunity to comment on the quality of the learning experience and to assess the success of our academic programs. Collecting feedback at multiple stages/phases of the learning process provides the most valuable insight.

7.3.3. Directors/Commandants ensure all courses within their school/directorate use appropriate assessment methods to effectively measure course and program level outcomes. Learning outcomes are listed in the Air University Catalog and in the assessment plans maintained by program managers. An example assessment plan is at Attachment 14. Assessment methods should include a combination of direct and indirect measures. Course directors/instructors will triangulate data from both measures to determine achievement of learning outcomes and help functional managers make formative and summative decisions concerning the future direction of the course/program.

7.3.3.1. Schools will use direct measures to assess learning at the level identified in the course curriculum/lesson plan. Functional managers may provide input in selecting assessment method; however, course directors will make the final decision for which method is most appropriate for the course. Direct measures may include multiple choice tests, essays, research papers observation protocols, case analysis, capstone exercises, class projects (individual or group), oral presentations, etc. Faculty will use grading rubrics for grading direct assessments other than multiple choice criterion referenced tests.

7.3.3.2. Indirect measures indicate whether learning has occurred but does not actually measure it. Indirect measures are used to corroborate the data provided by direct measures but cannot be used alone. The indirect measures used by Eaker Center includes survey response from students, graduates, supervisors of graduates, and other external stakeholders. Course grades are indirect measures of learning because they do not provide specific data on student achievement nor provide actionable data/vectors to inform program improvements.

7.3.3.3. Surveys: Eaker Center uses internal and external surveys for indirect measures. Administer internal surveys for courses taught within each school. Use data from the internal surveys to help validate data collected from direct assessments to improve instructional methods, course content, and service. Each instructor or course director, in coordination with Eaker/EAE, may establish indicators to help determine the effectiveness of their course. All surveys will be approved by Eaker/EA. Eaker/EAE reviews and submits **all** Eaker Center surveys through AU/CAA for survey control numbers.

    7.3.3.3.1. Eaker Center graduates and graduates' supervisor surveys will be administer by course directors for all courses. Course directors will send invitations to student graduates and their supervisors four to six months after students complete the course or program.

    7.3.3.3.2. Eaker/EAE will monitor survey responses periodically, once weekly, monthly, quarterly or as requested by the course director. The data collected from these external surveys is used to help course directors, functional managers, and the Eaker Center Working Board determine if educational programs are achieving learning outcomes.

7.3.4. Period Evaluation. Period evaluations are the primary source of feedback that can be used immediately to reinforce, develop, or correct instruction. Like all evaluations, this instrument will be accomplished anonymously. Ensure all periods of instruction are evaluated using AU Form 13, Period Evaluation, or electronic equivalent. The goal is to obtain feedback from a minimum of 20% of the students for each period of instruction. If there are 10 or fewer students in the class, use 50%. Students will rate value, content, and delivery using the following scale with the definitions provided. Outstanding (5) = exceptional or superior, Excellent (4) = very high quality or extremely good, Satisfactory (3) = adequate or sufficient, Marginal (2) = barely sufficient, and Unsatisfactory (1) = poor or substandard. Course Directors should ensure the above scale definitions are provided to the students prior to their

completing the period evaluations. Students will also use the AU Form 13, or electronic version, to rate class time allocated and prior knowledge.

7.3.4.1. Ratings gathered from the AU Form 13, or equivalent, will be used to provide feedback to the faculty member. If the average rating is marginal or unsatisfactory for any individual period of instruction on value, content, and delivery, provide feedback to the individual including suggested ways to improve performance. If the rating is marginal or unsatisfactory for the same period of instruction for two consecutive courses, ensure the individual receives additional training before being allowed to continue facilitating that period of instruction. If a person receives a marginal or unsatisfactory rating for the same period of instruction for three consecutive courses, consider removal.

7.3.4.2. Faculty assigned to Eaker Center should receive feedback from period evaluations within two weeks of the instruction period. For adjunct faculty, try to provide periodic evaluation results to the adjunct faculty member in person immediately after the presentation or prior to the member departing Eaker Center, when possible.

7.3.5. End-of-Course Evaluation Survey. The purpose of Eaker EOC evaluation is to collect data that will be useful the next time the course is conducted. It also provides input for course adjustments. Course Directors and instructors should administer internal surveys to students for each Eaker course.

7.3.6. End-of-Course (EOC) Evaluation Report (format Attachment 12). Course Directors and instructors should use data collected from EOC surveys to develop an EOC report for each class. The EOC report consists of an executive summary prepared by the course director with the student's written comments and statistical summary attached. Course directors will also include a summary of the direct assessment data in the EOC report. The summary should include the assessment method used and a brief synopsis of the results. (**Note**: School and course directors may conduct other data gathering and analysis beyond the mandatory content, but only the EOC mandatory data cited above are required to be submitted for review).

7.3.6.1. The course director/instructor will inform the designated EOC survey monitors when to finalize the EOC surveys. If there are a low number of responses, the course director may determine to leave the survey open for an additional period and send reminders asking students to complete the surveys. EOC survey monitors will provide evaluation results to course directors within approximately 5 duty days after course completion. The course director will complete an EOC report within 10 days (except course directors who complete quarterly reports). Course directors for the Defense Decision Support Course and Leader Development Course for Squadron Command will submit reports by the 10th duty day of January, April, July, and October.

7.3.6.2. The Class Summary block of the EOC report (see attachment 12) will contain introductory remarks and outline course demographics (course location, course dates, numbers of students and pertinent student information). In the introductory remarks, indicate the number of students completing the evaluation along with the number attending the class. Eaker Center's goal is to receive feedback from enough students to establish a

95% confidence factor. Many Eaker Center courses consist of a small number of students; therefore, a 100% return rate may be required to establish a 95% confidence factor. To encourage the number of students needed to achieve the desired confidence factor, course directors should inform students how critical their feedback is to improving future courses and strongly encourage all students to complete an evaluation. Course directors should address the steps they plan to take to encourage more student participation in future courses when the return rate for the existing course is less than required to achieve a confidence factor above 95%.

7.3.6.3. In the Course Assessment block, discuss the direct assessment methods used for the course. The discussion should describe the method(s) used and provide a brief summary of the results. Describe the rubric or grading scale used. The course director will state whether the assessment results indicate learning outcomes were achieved. This paragraph should include the number of students completing the assessment and the number, if any, of students that failed the assessment. If a student needed remediation to complete the assessment, briefly describe the remediation process. Include an analysis that includes how the assessment results compare with course or program outcome achievement. State whether adjustments to curriculum or instructional changes may be necessary based on assessment results. For students failing to pass the assessment after remediation, notify EA, who will ensure compliance with Eaker Center disenrollment or withdrawal procedures. Include the decision made by the academic review board, if used, in this paragraph of the EOC report.

7.3.6.4. In the Class Comparison Data, list the key indicators for the last three iterations of the course. Take notice of any significant changes in these blocks over the last three versions of the course. In the blocks following the key indicators, include remarks that summarize the results of the course and discuss the direction the course is trending.

7.3.6.5. In the remainder of the report, discuss additional indicators: (Best Period of Instruction, Least Effective Period of Instruction, and Recommended Improvements). Each of these areas must include the course director's summarized assessment of student comments. When 20% or more of the course evaluation comments indicate either a negative or positive response to a given lesson, area of instruction, student support, etc., the course director will address this response in the EOC report.

7.3.6.6. In the Course Director Comments block, the course director provides a general assessment of the course (e.g., student feedback, problems encountered, issues, corrective actions, etc.) they determine is relevant and should be reviewed by senior leadership. If a problem is identified, the course director should recommend a solution. The course director may also include other relevant information they deemed appropriate for the Director's review. Also include a mandatory statement that course graduation information was loaded into the Air University Registrar Educational Program Management (AUREPM) System within five duty days after graduation.

7.3.6.7. The course director routes the completed EOC report through the school director for review and coordination. After coordination, the course director posts a copy of the

report in the Eaker Academic Affairs SharePoint folder/Shared Documents/Institutional Effectiveness. . If the report being posted to the SharePoint site meets criteria identified in paragraphs 7.3.6.7.1 through 7.3.6.7.7 the course director will send and email notification to EAE.

7.3.6.7.1. Reports with any area below 90% for three consecutive classes.

7.3.6.7.2. Reports for all beta classes including mergers and other major modifications.

7.3.6.7.3. Reports indicating substandard behavior by faculty, staff or students.

7.3.6.7.4. Any Reports that may have special interests within or outside of Eaker.

7.3.6.7.5. Reports for classes where student failure or disenrollment occurred.

7.3.5.7.6. Trend setting comments worthy of best practices.

7.3.6.7.7. Any other information requiring commander attention.

7.3.6.8. EAE reviews reports in SharePoint to determine if subsequent actions are require based on criteria listed in paragraphs 7.3.6.7.1 through 7.3.6.7.7. EAE initiates appropriate actions if required. If no subsequent actions are required or appropriate actions are complete, EAE moves the report from SharePoint to the Electronics Record Management (ERM) folder.

7.3.7. Each Eaker Center program will have a curriculum map and an assessment plan (Attachments 13 and 14). The curriculum map improves the link between curriculum, instruction, assessment and outcome achievement. The goal of the Eaker Center's Academic Program Assessment Plans is to ensure the continued quality of the Eaker Center's educational programs and to support the AU's mission, vision, and strategic plan. The assessment plans consist of direct and indirect measures that best determine effectiveness of learning, administrative support, and academic services outcomes at the program level. The plans provide sufficient and appropriate trend data, collected yearly, for curriculum, faculty, student improvement and overall program decisions resulting in educational improvement. The assessment plans identifying missed targets and findings are used toward program improvement and closing the loop. Results are documented to maintain a "closed-loop" improvement cycle and to record actions addressing missed targets on course and program-level outcomes. The documentation process is instrumental to Eaker Center's institutional effectiveness/continued improvement efforts.

7.3.8. Program/Student Learning Outcomes and Assessment Methods. The scope of Eaker Center's professional development education programs consists of education which produces functional experts, leaders, and managers in the profession of arms. After completing an Eaker Center professional development course or program students will be able to perform more effectively in their functional communities. Eaker Center course outcomes are listed in

applicable curriculum plans and program outcomes are listed in the AU catalog and each program's assessment plan. Student assessment focuses on student learning outcomes by identifying and measuring the amount and type of learning.

7.3.9. Student Records: Schools must ensure AU Registrar creates and maintains student records for each student enrolled. To facilitate this, schools should ensure the AU Registrar receives the following information on each student: Name, rank, SSN, unit to which the student is assigned, information identifying the class the student attended, and the start/graduation dates of the course.

Chapter 8

EAKER CENTER AWARDS AND RECOGNITION

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

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

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

8.2.2. While contractors are essential to the execution of our mission, both contracting and legal requirements prevent the direct recognition of individual contractors. However, all supervisors, Commandants and Directors are encouraged to recognize outstanding individual contractor performance by providing detailed information on an individual's achievements and mission impact to the contractor through the Contracting Officer's Representative (COR).

8.3. Recognition. The Eaker Center command section will present award winners with an appropriate and allowable award. Supervisors will approve the timing and duration of all passes and time-off awards based on mission requirements. Military passes must be utilized IAW AF136-3003, *Military Leave Program,* and civilian time-off awards must comply with AFI36-1004, *The Air Force Civilian Recognition Program.*

8.4. <u>Quarterly</u> and <u>Annual</u> Awards.

8.4.1. Purpose. The purpose of quarterly and annual awards is to recognize outstanding performance by assigned personnel. Through recognition of superior performance, we foster morale and *esprit-de-corps,* encourage higher productivity and increase unit pride.

8.4.2. The Eaker Center quarterly and annual awards program will follow the guidance set forth in AUl 36-2801, *Air University Quarterly and Annual Awards Program,* and as noted below:

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

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

8.4.2.3. The selection committee for officers and civilians should be chaired by the Eaker/CV with two additional Directors/Commandants. If possible, committee members should not be from the same school/directorate as any of the nominees.

8.4.2.4. The Eaker Center Superintendent (this role shall be fulfilled by the senior ranking enlisted member assigned to Eaker Center; typically, the AFCCC's Chief Master Sergeant) will select three appropriate committee members for enlisted nominations. If possible, committee members should not be from the same school/directorate as any of the nominees.

8.4.2.5. Quarterly award winners will receive a letter from the commander granting a 1-day pass (military personnel) or 8-hour time-off award (civilian personnel). Annual award winners will receive a 2-day pass (military personnel) or a 16-hour time-off award (civilian personnel).

8.5. Eaker Center <u>Faculty</u> and <u>Staff</u> Awards.

8.5.1. The purpose of the Eaker Center faculty and staff awards is to recognize outstanding performance in the execution of the Center's education mission.

8.5.1.2. There are five total annual awards in this category that recognize superior performance in the areas of education, leadership, teaching, support, and research.

8.5.1.3. Administrative Requirements. The Eaker Center Educator of the Year Award is based on the AU Academic Year (AY) calendar, 1 July through 30 June. All other awards are based on a Calendar Year (CY), 1 January through 31 December.

8.5.1.4. Selection Committees. The Eaker/CV will form award selection committees of at least three panel members that include members from the Eaker Center leadership as well as authoritative and respected military and civilian members from other AU organizations (or as directed by the CV).

8.5.1.5. Recognition. Award winners will receive a letter from the commander granting a 2-day pass (military personnel) or a 16-hour time-off award (civilian).

8.6. Eaker Center Educator of the Year Award

8.6.1. Each school or directorate may nominate one qualified individual in each sub-category (enlisted, officer and civilian). Because the winning package at the Eaker Center level may be forwarded to compete at the AU level, nominators should reference AUI36-2602 for nomination package requirements to include format and length; however, only the 1206 is required for school-level nominations internal to the Eaker Center. The respective schools with Center-level winners will complete the remainder of the package requirements for AU submission. Eaker Center School Directors submit internal nominations via email to the Director of Staff (DS) NLT the last Friday in September (or as directed by DS). The winning

packages will then be forwarded to AU/CF for AU-level competition per AU directed timelines.

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

8.6.3. All other Faculty and Staff Award Administration. Each school or directorate may nominate one qualified individual in each sub-category. Award nominations will utilize single-spaced bullet format on an AF Form 1206 and are limited to no more than 18 lines, including headers. Headers are at the discretion of the nominator; there are no mandatory or standardized sub-sections (headers) for any of these awards. Eaker Center School Commandants and Directors submit nominations via email to the DS NLT the last Friday in January (or as directed by the DS).

8.7. Eaker Center Award for Leadership.

8.8.1. This award is presented to the Eaker Center faculty and/or staff members who have most closely met the ideal characteristics of a leader in the previous calendar year. There are three categories: <u>officer, enlisted and civilian</u>.

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

8.8. Eaker Center Award for Teaching Excellence.

8.8.1. This award is presented to the Eaker Center faculty members who have excelled in classroom teaching, facilitated distance learning, and/or curriculum development during the previous calendar year. There are three categories: <u>officer, enlisted and civilian</u>.

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

8.9. Eaker Center Award for Outstanding Support Services.

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

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

8.10. Eaker Center Award for Research Excellence.

8.10.1. This award is presented to the Eaker Center faculty or staff members who have excelled in academic scholarship beyond teaching. Categories. There are three categories: officer, enlisted and civilian.

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

8.11. Physical Fitness Recognition.

8.11.1. Purpose. The purpose of the Eaker Center's Physical Fitness Recognition Program is to recognize military members for improvement or achievement on their Air Force Physical Fitness Test (PFT).

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

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

8.11.4 The three categories of Physical Fitness Awards are:

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

8.11.4.2. Physical Fitness Excellence. The member must have scored in the 'Excellent' category on their PFT. The member must have tested in all categories. Members will receive a certificate and 1-day pass.

8.11.4.3. Physical Fitness Ace. The member must have scored a perfect 100 on their PFT. The member must have tested in all categories. Members will receive a certificate and 2-day pass.

8.12. The Eaker Center Commander's Coin.

8.12.1. Purpose. The Eaker/CC's Coin is awarded (at the commander's discretion) to personnel who have made a significant contribution to the mission of Eaker Center or have had some impact on Eaker Center personnel or programs below the level of awarding a decoration or other type of award. The Commander and front office staff (DS or secretary) will track the distribution of coins.

8.12.2. Design. The Eaker/CC's Coin is cast in brass. The obverse of the coin depicts an eagle with the words "Presented by the Commander/Mission First People Always." The coin's reverse contains the Center name around the outer edge with the Eaker Center coat-of-arms in the middle.

8.12.3. Nominating Procedure. Directors/Commandants are encouraged to recommend military and government civilian individuals for 'coining' recognition. Eaker Center/CC is the final approval authority.

8.13. The Eaker Center Servant Leader Award.

8.13.1. The Servant Leader Award is intended to recognize the "unsung heroes" that continually give of themselves for the express benefit of others. The award is given out monthly at the Eaker/CC's first Friday Hall Call.

8.13.2. Nominating Procedure. Any Eaker member (military, civilian or contractor) may nominate any other Eaker member. The nominator will send a short, informal e-mail (in 3 to 5 sentences) to the Eaker/CV with a courtesy copy to the Eaker/DS. In a few sentences, the nominator should describe how the nominee helped someone else succeed or describe a selfless act regardless of how small the act. Send nominations for consideration NLT 1200hrs local the day before first Friday Hall Calls.

8.13.3. The Eaker/CV will select a winner and forward to Eaker/CC for final approval.

Winners will receive a certificate from the Commander during Hall Call. **Note:** Contractors are not eligible to receive certificates/awards from the Commander. Therefore, if a contractor is nominated and wins, the Commander may send a letter of appreciation on the contractor's behalf to their supervisor/company's POC.

8.14. The Eaker Medallion.

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

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

8.15. Civilian Associate Degree program (CAPD).

8.15.1. For the Civilian Associate Degree Program (CADP), students can earn a variety of awards. Awards will be conferred for both achievement during a single term and achievement throughout the entire program. Conferred CADP awards and the criteria for earning them are:

8.15.1.1. 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.

8.15.1.2. 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 examples of plagiarism 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.

8.15.2. 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 in multiple classes. **Note:** Faculty will inform students if papers in a course will count toward this award. The student with the highest average among qualifying papers will be recognized.

8.15.3. 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.

Chapter 9

SECURITY

9.1. Purpose: The Eaker Center Security Management program is responsible for safeguarding and securing all classified operations within Bldgs. 1404, 1429, 801 (Commanders Leadership School Only), and 693 (Chaplain's School Only). The primary security office for Eaker Center is in Bldg. 1404.

9.2. Responsibilities.

9.2.1. Security is everyone's responsibility. Proper procedures and administrative requirements for all security-related matters are directed by AFI 31-501, *Personnel Security Program Management,* AFI 31-602, *Industrial Security Program Management,* AFI 31-401, *Information Security Program Management, DoD Manual 5200.02, Procedures for the DoD Personnel Security Program, Air Force Manual 16-405, Air Force Personnel Security Program dated 01 Aug 2018 and Eaker Center COI 31-401.* Access to classified material requires both the proper clearance and the need-to-know. Security incidents (perceived, actual, potential compromises, and/or deviations) must be reported to the Eaker Center Security Manager(s) immediately. Report any suspected attempt by unauthorized persons to gather intelligence data to the Air Force Office of Special Investigations (AFOSI) or Security Manager.

9.3. Security Clearances and Access

9.3.1. Clearances. The Eaker Center Security Manager(s) will assist faculty, staff, and students with initiating requests for new clearances or updates to existing clearances as required. The Security Manager will monitor clearances and notify individuals of specific requirements on a recurring basis.

9.3.2. Passing Clearances to TDY Locations. The Eaker Center Security Manager(s) (SM) will pass clearance data (called a "Visit Request" or "VR") to TDY locations for faculty, staff, and students upon request, as needed. The SM require a minimum of 10 working days to verify and pass clearances.

9.4. Security of Auditorium and Classroom Procedures

9.4.1. Access to all classified sessions is controlled by a combination of rosters, entry access listings (EALs), and personal recognition. All classified sessions will be coordinated with the Security Manager and Academic Operations (AO) to ensure appropriate Audio Visual (AV) assistance.

9.5. Procedures for Classified Lessons, Briefings, Workshops, and Courses

9.5.1. All auditoriums and classrooms are cleared for unclassified discussions and presentations up to the FOUO level only. The Kaysing auditorium is cleared and modified with SIPR TACLAN connection. Please note: under special circumstances, with leadership approval, coordination via Security Manager and Academic Operations other classrooms can be used for classified discussions and briefings following the below guidelines. It is the lead instructor's (with appropriate clearance level) responsibility to control and safeguard classified material; and

to provide the Security Manager a list of attendees (students, guests, faculty, and contractors) to verify everyone's eligibility. The following requirements must be met for all classified sessions:

9.5.1.1. Close and secure all windows and blinds

9.5.1.2. Connect the Laptop directly to the projector only (not via the AMEX control screen); No EMSEC approval is needed for rooms used on an intermittent basis, that do not have a SIPR TACLAN connection (source 42nd ABW, Information Protection Office).

9.5.1.3. Ensure no uncleared personnel remain in the immediate area; control entry and exit.

9.5.1.4. Avoid using blackboards or dry-erase boards (no classified information)

Ensure all desktop and laptop computer systems are disconnected from the LAN, wireless network cards are removed, and student laptops are powered off.

9.5.1.5. All other electronic devices (PDAs, cell phones, blackberries, iPods, pagers, etc.) must be removed from the room and given to the security monitor.

9.5.1.6. Ensure all classified materials used in the room are removed and properly stored or destroyed at the conclusion of the session.

9.5.1.7. Neither late entry nor exiting is allowed while a classified session is in progress unless the presentation is stopped by the host, speaker, AV person, or there is a bonafide emergency. The exception is in Kaysing Auditorium and Room 270. The double doors provide a buffer region that allows entry/exit.

9.5.1.8. Place static noise devices outside of all points of entry/exit.

9.5.1.9. Turn off all room cameras for the AU/CC monitoring system.

9.6. Handling and Controlling Classified Material Storage

9.6.1. Secret material and below may be stored in any GSA approved Eaker Center security container with a functional high security X-07, X-08 or X-09 lock. **SCI material is not authorized to be stored anywhere in Eaker Center.** The Sensitive Compartmented Information Facility (SCIF), located in Bldg. 1406 (LeMay Center Wargaming Institute (LCWI)), and controlled by LeMay Center/INS (AU SL), is the only location on Maxwell authorized to store SCI material.

9.7. Destroying, Reproducing and Faxing

9.7.1. **The Eaker Center shredders are NOT cleared for destruction of classified material; does NOT possess approved classified copy equipment and does not possess approved classified fax equipment.** Contact the Security Manager(s) to arrange for destruction of any classified material and requirements for incoming and outgoing faxes and classified reproduction.

9.8. Hand Carrying Classified Material

9.8.1. Classified material will not be removed from the unit without prior coordination with the Security Manager(s).

9.9. Dispatching and Receiving Classified Accountable Mail

9.9.1. The Eaker Center Security Manager is responsible for receiving and safeguarding all incoming and outgoing accountable mail.

9.10. Travelling Outside the CONUS

9.10.1. All DoD employees planning travel outside the CONUS, official and unofficial, are required to coordinate with the Eaker Center Security Manager to receive an AFOSI threat briefing (as required). At a minimum, the Foreign Clearance Guidance should be reviewed to verify if other additional requirements are to be met related to the foreign country to visit in either official or leisure status. There are required lead times and information needed prior to entering a specific country that may need to be cleared through the Aircraft and Personnel Automated Clearance System (APACS).

9.11. Secure Internet Protocol Router Network (SIPRNET)

9.11.1. The Eaker Center does not have a SIPRNET area available for secure research or secure processing. If a SIPRNET area is required, arrangements can be made to access terminals with the LeMay Center Wargaming Institute (LCWI). However, CPDS does maintain a secure area with two SIPR laptops to support classified briefings in direct support of CPDS' curriculum.

ATTACHMENT 1

NEW COURSE FORMULATION OR MAJOR CHANGE
COURSE ASSESSMENT FOR: *(Course ID)*

GENERAL:

1. Requesting career field/Sponsor:

2. Requested location/School/Provider:

3. Estimated students per year and how this was determined:

4. Method of Delivery (*Resident, On-Site, Satellite, Web, Canvas, etc.*):

5. Length (State training days for Resident, On-Site, Satellite, State Hours for Distance Learning):

RESOURCES:

1. TDY Funding Source and Program Element Code (PEC):

    a. If AETC, PEC: 84752F (AFERB), Identify offsets for student TDY:

    b. Estimated Student TDY cost:

2. Estimated Instructor TDY Source and Cost:

3. Distance Learning Funding Source and Cost (Satellite broadcast, Canvas license, etc.):

4. Estimated Tuition Funding Source and Cost (Contract courses):

5. Other Costs (Curriculum development, guest speakers, research, etc.):

6. Cost to establish course:

7. Additional equipment required and estimated cost:

    Can above cost be provided from within school's current school budget? If No, identify offsets within the school's functional area.

8. Required manpower:

    Can course be taught with existing manpower? If No, state any arrangements to provide, or request, additional manpower:

9. Facilities and classrooms required:

    Are current facilities/classrooms sufficient to accommodate the increased throughput?

10. Resident programs only:

    a. Transportation available if students are housed off base?

    b. Dining facilities adequate?

    c. Lodging available for resident students? *(NOTE: For courses taught in resident at Maxwell-Gunter, requests will be routed to 42FSS for evaluation).*

STUDENT INFORMATION:

1. Target Audience (AFSC, Civilian career field, specialty, time-in-service, etc.):

2. Eligibility:

    a. Pre-Requisite Course number:

    b. Required Rank:

    c. Degree, other Academic Requirements:

CURRICULUM INFORMATION:

1. Learning Outcomes (State what the graduate will be able to do/know at completion and level of learning to which outcomes will be measured (application, synthesis, etc.):

2. Provide copy of syllabi or lesson plan comprising the overall program/course, to include:

    a. Description of curriculum

    b. Credit Hours, Out-of-Class study hours

    c. Description of instruction activities (wargames, oral presentations, laboratory experiments, Project X, etc. to include the method of assessment and/or rubrics)

    d. Description of objective test methods (essays, papers, tests, exams, performance evaluations, projects, portfolios, laboratory assessments, theses, etc.)

FACULTY REQUIREMENTS:

    1. Number of faculty required, state if additional required

    2. Requirements, qualifications for each course and/or overall program

STUDENT MANAGEMENT SYSTEM INFORMATION:

1. Degree, certificate/certification, diploma, skill level, SEI or other credential earned upon completion:

2. Proposed method of passing credit to MilPDS/CCAF (CDSAR, SRIS, SMS, OTA, Unk):

3. Proposed method of student registration/enrollment:

EDUCATION & TRAINING COURSE ANNOUNCEMENT (ETCA) WORKSHEET

INITIAL INPUT/CHANGE REQUEST/DELETION NOTIFICATION

REQUESTOR (Name/Office Symbol):

SCHOOL/PROVIDER:

DATE OF REQUEST:

ACTION: (Initial ETCA, ETCA Update, Course deletion, Course Basic Data change request):

FOR CHANGES, SPECIFY WHAT IS CHANGING (Length, method of delivery, curriculum):

COURSE ID:

COURSE TITLE:

TYPE PROGRAM (PCE, PME, ACCESSIONS, etc.):

Mil PDS code:

Civ PDS code:

REQUESTED EFFECTIVE DATE:

COURSE ACTIVATION DATE:

REQUIRED COURSE INFORMATION (Complete all for initial; for changes, input only the change)

1. PRIMARY LOCATION:
2. TRAINING CATEGORY: (Engineering, Logistics, Safety, etc.):
3. LENGTH (Training Days for resident, hours, etc.):
4. METHOD OF DELIVERY:
5. TARGET AFSC:
6. TARGET AUDIENCE
7. ELIGIBILITY:
8. WEB ADDRESS:
9. POC OFFICE/TELEPHONE:
10. DESCRIPTION:
11. OBJECTIVES/LEARNING OUTCOMES:
12. PRE-REQUISITE COURSE:
13. CREDIT (CEU, Contact, Semester hrs, etc.):
14. FUNDING (Student TDY):
15. QUOTA CONTROL:
16. ADMIN INSTRUCTIONS:
17. ESTIMATED OFFERINGS PER YEAR AND CLASS SIZE:

COMPLETE IF APPLICABLE:

1. RECOMMENDED ITEMS:
2. APPLICATION PROCEDURES:
3. ENROLLMENT PROCEDURES:
4. REGISTRATION INSTRUCTIONS:
5. SELECTION PROCEDURES:

RESIDENT COURSE REQUIREMENTS:

1. REPORTING INSTRUCTIONS:
2. UNIFORM REQUIREMENTS:
3. SECURITY REQUIREMENTS:

OTHER/SPECIAL NOTES:

DCPDS REQUIREMENTS: (Complete if AF Civilians will attend the course):

1. Official Course/Program Title:
2. Official Institution Name & Address:
3. Source of Accreditation:
4. Verification of Accreditation:
5. Requirement Reference, i.e., Public Law, OPM, AF Regulation, Federal Regulation, etc.:

//SIGNED//
AU/A3RS DSN: 493-8126   February 2016 Version

ATTACHMENT 3

SPEAKER CONSENT AND RELEASE AUTHORIZATION

Event:

Date:

Location:

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

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

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

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

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

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

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

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

Signature:

Date:

Name:
Title:

Organization Name and Address:

ATTACHMENT 4

NOTICE OF ADMINISTRATIVE ELIMINATION

[Date]

MEMORANDUM FOR [Rank and Name of Student]

FROM: [School/Center Official's Office Symbol]

SUBJECT: Notification of Administrative Elimination

I have eliminated you from [school and course] because of [state general reason]. Specifically, [if applicable, describe what the student did or did not do that was the basis for the disenrollment, and why that conduct is either not acceptable or otherwise makes the student ineligible to continue in the class]. You should retain this memorandum for your records.

[Signature Block of Director/Commandant or Designated Representative]

ATTACHMENT 5

APPOINTMENT OF REVIEW OFFICER

[Date]

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

FROM: [Office Symbol of Appointing Authority]

SUBJECT: Letter of Appointment

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

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

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

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

[Signature Block of Director/Commandant]

ATTACHMENT 6

RECOMMENDATION FOR DISENROLLMENT

[Date]
MEMORANDUM FOR [Name and Rank of Student]

FROM: [School Director/Commandant's Office Symbol and Mailing Address]

SUBJECT: Notification of Recommendation for Summary Disenrollment

1. I am considering disenrolling you from [name of school & course] because of [general basis for disenrollment]. The specific reason(s) for this action are as follows:
 [Describe specific reasons for disenrollment]

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

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

4. You may seek counsel to assist in your response to this action. You also have the right to inspect and copy documents in your training record [If military member, add: You may be able to obtain Area Defense Counsel assistance on a space-available basis; contact ____ {Name of ADC}_____ at __{Phone Number of ADC}__.] [If civilian student, add: If you are a bargaining unit employee, you may seek counsel from a union representative.] Any cost for civilian legal counsel will be at your own expense.

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

[Signature Block of Director/Commandant]
 _ {#}_ Attachments: [Documents supporting a basis for disenrollment]

1st Ind, [Name and Rank of Student]

MEMORANDUM FOR [Director/Commandant's Office Symbol]

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

[Student's Signature Block]

ATTACHMENT 7

DISENROLLMENT/REVOCATION ACTION MEMORANDUM

[Date]

MEMORANDUM FOR [Name and Rank of Student]

FROM: [Director/Commandant's Office Symbol]

SUBJECT: Notification of [Summary Disenrollment Action or Revocation of [school, or completion credit]

1. I have disenrolled you from [school and class] or revoked completion credit because of [state general reason]. Specifically, [if applicable, describe what the student did or did not do that was the basis for the disenrollment revocation action, and why that conduct is either not acceptable or otherwise makes the student ineligible to continue in the class.]

2. [If applicable, comment on any matters the student submitted, expressly stating that you did consider such matters if they were submitted. Also, in the rare case of disenrollment without expulsion, explain the student's "audit" status.]

3. [Use in a misconduct case to address whether disenrollment is with or without prejudice and under what conditions, if any, the student may reenroll, (for example, "Because of your misconduct, I have decided to permanently disenroll you from Class 99-A (or revoke your (school) completion credit). You will not be allowed to return to (class) in residence at any time in the future. This decision (does/does not) prohibit you from completing the distance learning version of the course.")]

4. You may appeal this decision by submitting any new information not previously available for my consideration or by submitting any information establishing that the requirements of Air University or Eaker Center policy concerning disenrolling procedures were not met by submitting your appeal in writing along with any supporting documentation to AU/JA, 55 LeMay Plaza South, Maxwell AFB, AL 36112 or electronically to au.ja.workflow@maxwell.af.mil. Any appeal must be submitted within [3 duty days for resident students or 7 duty days for students in distance learning programs] from your receipt of this memorandum. If I do not grant your requested appeal, your appeal will be forwarded to the Eaker Center/CC for final action.

5. This is a final decision and is effective immediately.

[Signature Block of Director/Commandant]

cc: AU/CAA   AU/JA   Student's owning/gaining CC

ATTACHMENT 8

INSTRUCTIONAL SYSTEM DEVELOPMENT (ISD) AUDIT TRAIL

GENERAL ISD INFORMATION

ISD is the process that the Air Force prescribes, and Eaker Center utilizes for planning, developing, and evaluating instructional courses and programs. The ISD process explains how Directors/Commandants, course directors, and faculty within Eaker Center can provide the analysis, design, development, implementation, and evaluation necessary to produce educational curricula to best meet customer needs in an effective and efficient manner.

ISD is educational quality improvement in action. The ISD process should be used in conjunction with the Eaker Center's Operating Instruction. This also includes the Eaker Center's strategic planning process and the effective leadership/management, support, delivery, and administration of all Center educational efforts. The results are improved quality and enhanced student job performance.

SAMPLE ISD AUDIT TRAIL

Eaker Center ISD audit trails should be documented for every major course addition, deletion, or full-scale revision (where 25 percent or more of the course is changed from the previous year's curriculum plan). For meaningful reference, a course's audit trail must address those items relevant to its ISD efforts. Schools may also address items related to their program/course development and execution efforts in addition to those listed below. As part of the ISD audit trail documentation, schools should consider the following suggested topics:

PHASE I - Analysis

1. What is the reason for the curriculum action (Functional manager suggestion, Air Staff or AU directive, formal study, faculty or student comments, findings from a previous course evaluation, etc.)? What information have you used to begin to determine instructional requirements to meet student needs?

2. What process will be used to determine whether your current course is deficient in the identified area(s)?

3. What is the overall planned course of action for implementing the change (Timeliness, milestones, etc.)? What data have you collected? Have you clearly determined the learning outcomes, e.g., skills and knowledge required?

4. Have you considered all the resources required to support instruction?

5. Have you analyzed a typical student profile to clearly establish target audience needs?

PHASE II - Design

6. What educational requirements influence the curriculum action?

7. When deleting instructional content from the course, identify how the deleted material is expected to affect the flow of the rest of the course. Also, identify any course reorganization or resequencing necessary to accommodate the deleted content.

8. When adding or revising existing course content, identify any content additions, changes, and deletions.

9. When revising an entire course of instruction, identify any content additions, changes, and deletions.

10. What student outcomes are expected to be derived from a new course or from the curriculum addition, deletion, or revision? What possible positive or negative side effects could result from the change?

11. Identify the key educational areas and objectives added or changed (if any) as a result of the change. In Eaker Center courses, educational goals equate to areas of instruction. Our instructional areas are written in terms of broad intent, state or conditions. These areas are, in turn, divided into a series of educational objectives (periods of instruction). These periods directly support areas of instruction and serve as evidence of achievement of the broadly stated areas which in turn directly support achieving the mission (purpose) of the course. Our period objectives identify specific learning activities. These level-of-learning objectives must be followed by an adequate number (usually two or more) of measurable samples of behavior to state pre-determined desired student outcomes that are measurable. Selecting the behavioral (performance) verbs appropriate for a given level of learning will assist students to demonstrate more clearly the desired observable behavior required.

12. What exactly will your course teach?

13. How will you measure what the student learns?

14. How will you teach the material?

15. How will your school implement the course?

16. How will you collect and maintain student and course data?

17. How will the use of ISD support cognitive and affective instructional design?

18. Have you reviewed instructional methods and media selection?

19. Is your design learner-centered?

20. Have you determined the scope of your lesson plan?

21. Have you indicated the types of assessment instrument(s) to be used to measure the identified behaviors?

PHASE III - <u>Development</u>

22. Have you described the materials to be developed?

23. Have you clearly identified the mission, vision, and values of the course?

24. Is the course organized by areas and supporting period objectives?

25. Have you determined hours and approximate allocation of hours to objectives?

26. Are instructor requirements identified?

27. Have you determined instructional methods such as lecture, discussion and case studies, etc.?

28. Have all necessary support materials, media/equipment utilization, copyright permission letters and instructor invitations been identified?

29. Has the course been validated by internal reviews, by the functional manager and piloted?

PHASE IV - <u>Implementation</u>

30. Determine if everything is ready to begin formal instruction.

31. Are all system functions in place?

32. Area adequate resources available?

EVALUATION (Evaluation is a central function that takes place in every phase.)

33. Has your evaluation been a continuous process and has it directly impacted each of the phases in the entire ISD process?

34. Does your evaluation determine the quality of the course? Does it assess the success of your course graduates? NOTE: Internal and external evaluation should be used for this purpose. Evaluation should focus primarily on curriculum, the students, and the instructors.

35. Has your evaluation provided a systematic means to furnish data and information for assessing the effectiveness and efficiency of the course?

36. Have you ensured that evaluation helps ensure total quality for each Eaker Center course conducted?

NOTE: This ISD Audit Trail list is not all-inclusive; those responsible for ISD documentation may certainly add more or delete specific and applicable items, depending on the course. Similarly, it is not necessary to cover all the items listed in this sample Audit Trail--only those relevant to your particular need(s).

ATTACHMENT 9

CURRICULUM PLAN

USAF SEXUAL ASSAULT PREVENTION & RESPONSE VICTIM ADVOCATE (SAPR VA)
COURSE

Course Number: MAFHRMS141

Course conducted by

Ira C. Eaker Center for Professional Development

Force Support Professional Development School

Air University
(Air Education and Training Command)

Maxwell AFB AL 36112

School Director: Col Adrian L. Hovious
Course Director: Mr. Kirk Simpson
Functional Manager: Ms. Lisa Surette (AF/A1Z)

CURRICULUM PLAN VALIDATION DATE

27 AUGUST 2018

PART I - COURSE DESCRIPTION

1. GENERAL:

    a.   Location: Maxwell AFB AL

    b.   Length of Course: 7 Training Days

    c.   Total Scheduled Hours: 59:00

    d.   Student Quota: 30

    e.   Classes Per Year: 4

    f.   Instructor/Student Ratio: 1:30

2. STRATEGIC COURSE DIRECTION:

    a. Mission: To educate and provide essential information, processes, and resources through interactive lecture, guided discussions, and role plays to develop the knowledge and skills of AF Sexual Assault Prevention and Response Victim Advocates.

    b. Vision: To present a course of instruction that will provide the most current and relevant information to new SAPR VAs for them to provide valuable victim support services and promote attitudes of respect, respect for others, and respect for the Air Force as an institution, as they relate to sexual assault prevention and response at the installation level.

    c.   Values: To foster the traits of competence, honesty, integrity, and leadership in Air Force SAPR VAs through high quality instruction and development.

3. COURSE PHILOSOPHY AND BACKGROUND: This course was developed at the request of the functional manager as part of the Air Force's effort to create the new Sexual Assault Prevention and Response Program. The course is intended to standardize SAPR services throughout the DoD, as required by NDAA FY12, section 585, DoDI 6495.02, Sexual Assault Prevention and Response (SAPR) Program Procedures and AFI 90-6001, Sexual Assault Prevention and Response (SAPR) Program. Course material was originally developed by subject matter experts in consultation with the Air Force team that established the program. The target population consists of non-supervisory Air Force civilian

personnel who are currently sitting in a Sexual Assault Prevention and Response Victim Advocates position or will be assigned as SAPR VAs. Levels of learning range from knowledge to application and are designed to provide job-relevant application of concepts and principles readily transferable to the workplace.

4. METHODS OF INSTRUCTION: Course is taught by AF subject matter experts and national experts in the field of sexual assault, trauma, and violence prevention via formal and informal lectures, case studies, guided discussions, panel presentations, job aids, demonstration, practical exercises, videos and role-playing. Within each of these modalities, students are active players in the learning process. In general, "most critical factor" criterion has been used to determine subject matter and learning activities for classroom sessions. Additionally, students will be guided to supplementary sources of information for on-going learning where instructional development is further supported by specific assigned readings.

5. FACULTY: One permanent school staff member is assigned as the Course Director. Other faculty includes those assigned to Air University and guest faculty selected by the Course Director in conjunction with USAF/HAF SAPR. Faculty is selected based on performance, experience, teaching ability, and flexibility. The proper selection and use of faculty are central to ensure that attendees gain the knowledge and skills necessary to perform their duties and responsibilities as a SAPR VA. Faculty will know what is expected of them, have the tools to do the work and receive feedback that reinforce and develop excellent performance. Achieving instructor excellence is a high priority.

6. STUDENT PREREQUISITES AND SELECTION: The SAPR VA course is designed for non-supervisory Air Force civilian personnel who are currently sitting in a Sexual Assault Prevention and Response Victim Advocates position or will be assigned as SAPR VAs. HQ SAPR determines selection based on personnel who are SAPR VAs or who will be serving as SAPR VAs.

PART II - COURSE OF STUDY - SUMMARY

The curriculum provides a basic understanding of the SAPR VA duties and responsibilities in the Air Force. It is designed to give SAPR VAs an understanding of their roles and enhance their capabilities in performing those roles. Students are provided an opportunity to dialog openly on real world, timely issues with other professionals.

1. EVALUATION: Course evaluation is a continuous process; students will complete a critique on each period of instruction. Guest speakers/instructors will also complete a critique and provide feedback on student response to lessons. School faculty members will observe instructors and student participation to assess understanding of concepts. The Course Director will use direct measures to assess learning at the level identified in this curriculum plan. Students complete an end-of-course evaluation. Graduate students and their supervisors are asked to complete external surveys four to six months after graduation. The results of the assessment process help determine extent to which students met learning objectives. Trend data and historical review of our vital metrics are examined to reveal

areas for potential growth and improvement. The evidence collected during these evaluations is examined by the course faculty and other professionals within the Eaker Center to know how participants are progressing toward the attainment of course objectives.

2. CODES OF SYMBOLS IN PERIODS OF INSTRUCTION

    a.   Area/Period of Instruction

AREA	PERIOD	
0.1	001-049	Orientation/Administration
0.2	050-099	Assessment/Critique/Evaluation
I	100-199	Sexual Assault Prevention & Response (SAPR) Big Picture
II	200-299	Victimology
III	300-399	Understanding SAPR Roles & Responsibilities
IV	400-499	Advocacy
V	500-599	SAPR Team Response & Collaboration
VI	600-699	SAPR Training/Presentation
VII	700-799	Assessment & Summation
VIII	800-899	Independent Study & Research

    b.   Method of Instruction:

    (1) L – Lecture

    (2) S – Seminar

    (3) Q –Question and Answer Period

    (4) GD – Guided Discussion

    (5) D – Demonstration/Performance

    (6) PA–Panel

    (7) PE–Practical Exercise/Role Play

(8) SGA–Small Group Activity

(9) V–Video

(10) I – Interview

(11) EOC–Survey/Hotwash

c.   Period Coding: Example 201-2L/GD

(1) 201—Designates a period of instruction

(2) 2—Designates the number of academic hours in the period

(3) L/GD—Designates the methods of instruction (Lecture/Guided Discussion)

3. CURRICULUM BY HOURS:

AREA OF INSTRUCTION	TITLE	HOURS
0.1	Orientation/Administration	3:15
0.2	Assessment/Critique/Evaluation	5:20
I	Sexual Assault Prevention & Response (SAPR) Big Picture	5:30
II	Victimology	4:15
III	Understanding SAPR Roles & Responsibilities	4:30
IV	Advocacy	7:30
V	SAPR Team Response & Collaboration	9:15

VI	SAPR Training/Presentation	4:10
VII	Assessment & Summation	6:15
VIII	Independent Study & Research	9
	TOTAL CURRICULUM HOURS	**59:00**

PART III - COURSE OF STUDY - DETAILS

AREA 0.1 – ORIENTATION/ADMINISTRATION   (3:15 Hours)

AREA OBJECTIVE: Accomplish the administrative details of the course.

Period (001-3.25S) Welcome and Administrative Processing

OBJECTIVE: Receive opening remarks and relate to overall seminar aims and objectives. Receive administrative requirements and orientation to Eaker Center and local community. Block includes student introduction, icebreaker and group formation as well as daily check-ins and the graduation process.

AREA 0.2 – ASSESSMENT/CRITIQUE/EVALUATION   (5:20 Hours)

Period (050-5 hours and 20 minutes S) Assessments, Critiques, and End of Course Survey

OBJECTIVE: Assessments will help determine the extent to which students met learning objectives. Provide an opportunity for students to offer constructive criticism and feedback directly to the Division Chief and the Course Director to enhance the overall quality of the course.

AREA I – SAPR BIG PICTURE   (5:30 Hours)

AREA OBJECTIVE: The student will comprehend that sexual assault occurs on a global scale affecting victims and societies worldwide with an understanding of how these facts relate to a military environment; that offender statistics and dynamics highlight most victims know their assailant(s), actions of offenders are intentional and planned, and social and cultural contexts provide an operating environment for offenders; actions taken by the AF to encourage more victims to report, and major policy issues that form the foundation for the AF SAPR Program; and, recognize aspects of reporting sexual assaults involve many obstacles that essentially limit the number of victims who feel safe to report.

a. Period (101- 1L/GD/Q) AF SAPR Leadership Opening Comments

OBJECTIVE: The student will summarize the SAPR mission of educating, advocating and collaborating to respond to and stop sexual assault and its harmful effects on the AF and the vision of establishing a national benchmark for recovery and elimination of sexual assaults through empowered and engaged Airmen.

OBJECTIVE: Provide insight from HAF Leadership perspective, the importance of the mission and how it impacts the AF. Allows time for questions and opportunity for the students to get the SAPR Leadership perspective.

b. Period (102-1.25L/GD/Q) History and Culture of Sexual Assault

OBJECTIVE: Summarize the historical, cultural, and societal dynamics that impact and perpetuate sexual violence and victimization.

OBJECTIVE: Summarize the sexual assault movement in advocating for cultural, systems, and institutional changes to address sexual violence.

c. Period (103-1.5L/GD/Q) Understanding SAPR Guiding Principles Through Policy and Operations

OBJECTIVE: Explain the major DoD and Air Force policies that guide the SAPR program.

OBJECTIVE: Summarize the roles and responsibilities of SAPR Policy and Operations Branches.

d. Period (104-1.75V/GD) The Invisible War/Discussion

OBJECTIVE: Explain how the issues portrayed in the movie have affected the development of the DoD and Air Force SAPR Program.

AREA II – VICTIMOLOGY   **(4:15 Hours)**

Area Objective: Comprehend victimization, the characteristics of victims, risk factors for victimization, and understand trauma informed care when providing advocacy for victims of sexual assault.

a. Period (201-2L/GD/Q) Understanding Trauma

OBJECTIVE: Explain how trauma impacts a sexual assault victim.

b. Period (202-1.25L/GD/Q) Trauma Informed Care

OBJECTIVE: Explain the importance of trauma informed care as part of the SAPR program response.
Period (203-1L/GD/Q) Male Victimization

OBJECTIVE: Explain unique challenges and barriers inherent in male victimization.
OBJECTIVE: Summarize strategies that are sensitive to and seek to better support male victims.

AREA III - UNDERSTANDING SAPR ROLES & RESPONSIBILITIES   **(4:30 Hours)**

AREA OBJECTIVE: To comprehend the duties and responsibility of the SARCs/SAPR VAs in order to have an effective installation-level sexual assault prevention and response program.

a. Period (301-1.5L/GD/Q) Understanding the AF SAPR Program

OBJECTIVE: Summarize who is eligible for AF SAPR services.
OBJECTIVE: Compare/contrast restricted and unrestricted reporting options and limitations.
OBJECTIVE: Explain who may be a mandatory reporter.

b. Period (302-1L/GD/Q) SAPRO Roles and Responsibilities

OBJECTIVE: Summarize the installation SAPR roles and responsibilities.
OBJECTIVE: Explain the role of SARC, Deputy SARC, and Alternate SARC as program managers and victim advocates for the SAPR program.
OBJECTIVE: Explain the importance of roles and responsibilities to ensure quality and continuity of care for victims of sexual assault.

c. Period (303 -1L/GD/Q) Documentation

OBJECTIVE: Explain the importance of documentation for the SAPR program.

OBJECTIVE: Summarize the SARC's responsibilities related to documentation for sexual assault incidents and SAPR program management.

d. Period (304-1L/GD/Q) Understanding Expedited Transfers

OBJECTIVE: Explain the importance of an expedited transfer and the key role and responsibilities of the SARC to help facilitate an expedited transfer

AREA IV – ADVOCACY   (7:30 Hours)

AREA OBJECTIVE: Understand the role and importance of selecting the right individuals to perform advocacy when responding to victims of sexual assault.

a. Period (401-1L/GD/Q) Effective Advocacy

OBJECTIVE: Explain the importance of victim advocacy as a key role and responsibility of the SARC and SAPR VAs and VVAs.

b. Period (402-1L/GD/Q) Self-Care

OBJECTIVE: Explain importance of engaging in victim advocate self-care.

c. Period (403-1L/GD/Q) Utilizing and Mentoring Volunteer Victim Advocates

OBJECTIVE: Explain ways to effectively mentor and utilize volunteer victim advocates.
OBJECTIVE: Explain the importance of screening.

d. Period (404-1L/GD/Q) Cultural Humility & Victim Advocacy

OBJECTIVE: Summarize the importance of utilizing cultural humility within victim advocacy strategies to build rapport and trust with victims.

OBJECTIVE: Summarize dimensions of diversity and how it relates to culture.

OBJECTIVE: Explain the difference between the terms cultural competence and culture humility.

e. Period (405-1.25L/GD/Q) Ethical Considerations and Professional Boundaries

OBJECTIVE: Explain the importance of professional ethics within the SAPR program.

OBJECTIVE: Explain the importance of professional boundaries to the victim/advocate relationships.

f. Period (406-1.25L/GD/Q) Understanding Confidentiality and MRE 514

OBJECTIVE: Explain importance of confidentiality in victim advocacy.

OBJECTIVE: Explain Air Force SAPR confidentiality policy as dictated by MRE 514.

g. Period (407-1L/GD/Q) Crisis Intervention and Safety Assessments

OBJECTIVE: Explain the importance of crisis intervention and safety assessments as key roles and responsibilities of the SARC and SAPR VA.

AREA V – SAPR TEAM RESPONSE & COLLABORATION   **(9:15 Hours)**

AREA OBJECTIVE: To comprehend the roles of key stakeholders when responding to victims of sexual assault to deliver the most appropriate SAPR services to include referral to on-base and local community agencies.

a. Period (501-1L/GD/Q) The Role of the Special Victims' Counsel

OBJECTIVE: Summarize the Special Victims' Counsel (SVC) Program and services that are offered to victims.

OBJECTIVE: Explain how SARCs and SVC work together to provide victim assistance.

b. Period (502-1L/GD/Q) Medical Response for Sexual Assault Victims

OBJECTIVE: Summarize Air Force medical health-related procedures and forensic procedures (evidence, collection, injury documentation, etc.).

c. Period (503-1L/GD/Q) Sexual Assault Investigations

OBJECTIVE: Summarize Air Force investigative procedures, including base-level law enforcement activities (OSI, Security Forces Squadron -SFS).

d. Period (504-1L/GD/Q) Catch a Serial Offender (CATCH) Program

OBJECTIVE: Comprehend the purpose and responsibilities of the OSI and SAPR program in the Catch a Serial Offender (CATCH) Program.

e. Period (505-1.5L/GD/Q) Understanding the Military Legal Process

OBJECTIVE: Summarize the Air Force Military Justice System and legal procedures for sexual assault cases.

f. Period (506-1.75L/GD/D/Q) Case Management Group Overview and Demonstration

OBJECTIVE: Explain the purpose and importance of the Case Management Group (CMG).
OBJECTIVE: Summarize the CMG Co-Chair roles and responsibilities.

g. Period (507-1L/GD/Q) Resources and Collaboration

OBJECTIVE: Explain the importance of resource awareness and stakeholder collaboration in order to have a successful SAPR program.

h. Period (508-1L/GD/Q) Working with the Inspector General (IG)

OBJECTIVE: Summarize the roles and responsibilities of the Inspector General's office regarding retaliation complaints.

AREA VI – SAPR TRAINING/PRESENTATION   **(4:10 Hours)**

AREA OBJECTIVE: Comprehend, apply, and evaluate the basic principles of interpersonal communication to communicate effectively in the SAPR VA's role and respond to difficult questions on sexual assault.

a. Period (601-1 hour and 10 minutes L/GD/Q) Delivering a Dynamic Presentation

OBJECTIVE: Summarize the process and strategies involved in preparing an effective oral presentation.

b. Period (602-1L/GD/Q) Difficult Conversations

OBJECTIVE: Summarize the SAPR VA's role in effectively facilitating difficult questions from various briefing, and or, discussions.

c. Period (603-2SGA/PE/D) Student Presentation Demonstration

OBJECTIVE: Demonstrate knowledge and skills learned in presenting a topic on sexual assault to a small group.

OBJECTIVE: Demonstrate knowledge and skills learned to interpret the meaning behind difficult questions and address difficult questions in the mock presentation.

OBJECTIVE: Evaluate the performance of others as you observe their presentations.

AREA VII – ASSESSMENT & SUMMATION   (6:15 Hours)

AREA OBJECTIVE: To assess the effect of instruction on specific student learning outcomes.

a. Period (702-5.5SGA) Small Group Seminars

OBJECTIVE: Demonstrate lessons learned in the SARC course to make students more effective and efficient as a SARC. Seminar sessions include:

-Reflective Listening Exercise & Student Presentation Assignment: 60 Minutes.

-DD Form 2910 Overview: 60 Minutes.

- Role Plays: 180 Minutes

- Individual Program Plan/Remediation: 30 Minutes

b. Period (703-0.75SGA) Individual and Large Group Auditorium Activities

OBJECTIVE: Demonstrate lessons learned in the SARC course to make students more effective and efficient as a SARC. Activities include:

-D-SAACP Scenario: 45

AREA VIII – INDEPENDENT STUDY & RESEARCH   (9 Hours)

AREA OBJECTIVE: To provide research and preparation time for students to review current literature related to sexual assault, study various pre-reads and complete a quiz and knowledge pre-assessment to establish standard baseline for all in-coming students. During the course, student reading assignments are designed to prepare them to fully participate in class discussions, exercises/role-plays, and practice presentations, and provide students time to study for the summative knowledge post-assessment.

Under this portion of the curriculum, each student assumes for responsibility for his/her independent study as monitored by faculty members. Students research various topics, secure the appropriate resources, and present using verbal and written methods to disseminate the information. Faculty provide feedback on the accomplishment of these assignments. This is an attempt to individualize instruction and develop independent learning; however, student-team learning is also encouraged. The research aspect of this curriculum is to engage the student in a limited but systematic attempt to provide answers to questions applicable to Sexual Assault Prevention and Response issues and concerns. Such answers usually take the form of demonstration or applied research. Students gather appropriate information and formulate a response based on the interpretation of such information which directly applies to the overall curriculum of the course.

ATTACHMENT 10

LESSON PLAN

AIR FORCE SEXUAL ASSAULT PREVENTION AND RESPONSE VICTIM ADVOCATE COURSE MAFHRMS141 LESSON PLAN

PART I
COVER SHEET

COURSE: Air Force Sexual Assault Prevention and Response Victim Advocate

AREA IV: Advocacy

LESSON TITLE: (403—1LQ/GD); Utilizing and Mentoring Volunteer Victim Advocates

RESOURCE PERSON: SAPR Guest Lecturer

TEACHING METHOD: Lecture and Guided Discussion

REFERENCES: AFI 90-6001, Sexual Assault Prevention and Response (SAPR) Program, Chapter 2, 21 May 2015; D-SAACP Application (DD Form 2950, *D-SAACP Application Packet for New Applicants*, March 2015); and DD Form 2950-1, *Renewal Application Packet*, March 2015; DoDI 6495.03, Defense Sexual Assault Advocate Certification Program (D-SAACP), Sept 10, 2015.

AIDS/HANDOUTS/NOTETAKERS/FILMS: PowerPoint, Group Activity Handout, Flip Chart, Markers

STUDENT PREPARATION/READING ASSIGNMENT: AFI 90-6001, Sexual Assault Prevention and Response (SAPR) Program, Chapter 2, 21 May 2015; D-SAACP Application (DD Form 2950, *D-SAACP Application Packet for New Applicants*, March 2015); and DD Form 2950-1, *Department of Defense Sexual Assault Advocate Certification Program Renewal Application Packet*, March 2015; DoDI 6495.03, Defense Sexual Assault Advocate Certification Program (D-SAACP), Sept 10, 2015.

PRESENTATION TIME: 60 min

PART 1A

COGNITIVE LESSON OBJECTIVE:

1. The student will comprehend ways to effectively mentor and utilize volunteer victim advocates.
2. The student will comprehend the importance of screening.

COGNITIVE SAMPLES OF BEHAVIOR:

1. Describe qualities that make a VVA successful.
2. Describe what is meant by mentoring.
3. Describe VVA responsibilities.
4. Describe screening procedures

AFFECTIVE LESSON OBJECTIVE:

The student will respond to key aspects of the lesson content addressing sensitive screening and D-SAACP requirement compliance in order to provide quality, timely, and continuity of care to victims.

AFFECTIVE SAMPLES OF BEHAVIOR:

1. Discuss screening process voluntarily.

2. Maintain positive non-verbal communication and receptive listening skills during discussion and group activity.

PART 1B

ORGANIZATIONAL PATTERN: Topical

STRATEGY: The lesson consists of an interactive presentation where the instructor will actively involve the students in the lesson through clarifying, illustrating, and discussing specific aspects of the subject. Students will be encouraged to ask relevant questions throughout the presentation to reinforce comprehension of the material presented. A key element of this strategy is to keep the presentation learner-focused vice teacher-focused, i.e., the instructor will keep the students involved and learning. The instructor will make the presentation a participative learning experience. The organizational pattern of this instruction is topical beginning and ending with the most important aspects of the subject.

LESSON OUTLINE:

MAIN POINTS:

MP1. Importance of sensitive screening requirements.

MP2. Importance of complying with D-SAACP initial and ongoing requirements and processes.

MP3. Utilizing VVAs to support program needs.

AIR FORCE SEXUAL ASSAULT PREVENTION AND RESPONSE VICTIM ADVOCATE COURSE

PART II

TEACHING PLAN

<u>Introduction</u>

ATTENTION: Gain the attention of the students by clearly focusing on the lesson objective(s) as contained in Part I (cover sheet) of this lesson. In a compelling, creative manner explore the question: "What do we want to gain from this lesson?"

MOTIVATION: Establish a clear relationship between this lesson and the students' needs. Explain that students learn best when they feel the need to know. Special attention will be given to creating a healthy situation in which students feel a need to know the sexual assault material presented. This will be done in an encouraging, enthusiastic manner.

OVERVIEW: Provide the students with a clear sequence of how this lesson will be presented. The instructor will outline for the students the main and subpoints and strategy/presentation as contained in Part I of the lesson plan.

TRANSITIONS: Continuously relate main and subpoints to the objective(s) of this lesson. Ensure that smooth orderly and logical connections are provided throughout the lesson. Transitions will provide the students a sense of lesson unity and prevent any dysfunction in the material presented.

INTERIM SUMMARIES: The lesson will include interim summaries as required to further develop and/or reinforce student learning.

QUESTION AND ANSWER SESSION: Encourage thought-provoking questions throughout the lesson, which strongly reinforces understanding of this lesson. Insightful timing is essential. Responses to student questions will be accurate and complete. Instructor will sense any areas of confusion and anticipate student questions.

Body

The body will consist of content outline, visual aids used, delivery notes, and other related material used by the instructor in the lesson.

Conclusion

Summary: The conclusion of this lesson will include an instructor final summary. The instructor will summarize relevant material from questions and answers raised coupled with a quick review of main points. The final summary will also restate the lesson objective(s) in Part I of the lesson.

Remotivation: The remotivation will identify a variety of potential uses of the material contained in the lesson plan and encourage student application (use) of the material learned.

Closure: The closure will leave the student with a positive sense of completion and challenge to effectively apply the material learned day-by-day, hour-by-hour.

ATTACHMENT 11

STUDENT COMPLAINT/GRIEVANCE APPLICATION

STUDENT COMPLAINT/GRIEVANCE APPLICATION

Authority:	Air University Educational Programs Instruction.
Principal Purpose:	Formal submission of complaints/grievances for student personnel.
Routine Uses:	To provide a record to facilitate personnel management actions and decisions; to serve as a date source for complaint/problem information and resolution efforts.
Disclosure:	Disclosure is voluntary. Failure to complete the requested items could result in delayed command action and/or an inaccurate/incomplete analysis of the complaint/problem.

STUDENT COMPLAINT PROCEDURES

Specific references, guidance and procedures for filing a student complaint are described in detail in Air University Educational Programs Instruction. All students wishing to file a complaint should review its provisions. Additionally, all students may raise complaints under MCU policy utilizing this form, which outlines a three-step process for registering a formal complaint. These three steps ensure that the appropriate personnel will address the individual student complaints in a timely manner, and at the lowest possible level. Nothing in this policy precludes or limits the right to request mast at any time.

NOTE: Students should attempt to resolve their complaint informally by meeting with the faculty advisor, instructor, or course director to attempt to resolve the issue at the lowest possible level of authority.

1a. NAME:	1b. GRADE/RANK/TITLE:	1c. DATE:

1d. SCHOOL/COLLEGE:

1e. SCHOOL YEAR:	1f. SEMINAR NUMBER:

1i. I certify that I met with_____on_____to attempt to informally resolve my issue.

_____   _____
FACULTY ADVISOR'S SIGNATURE/DATE   STUDENT SIGNATURE/DATE

STEP I: If the issue cannot be resolved informally, the student has the option to submit a formal, written complaint to the educational program director of staff. This form shall be used for the submission of a formal complaint. The director of staff must meet with the student within three working days of receipt of the written complaint. **At this point, the commander will inform the AU Director of Staff that a formal complaint has been registered.**

2a. NATURE OF COMPLAINT/PROBLEM: (Give in as much detail as possible the basis of your complaint/problem; describe the incident(s)/behavior(s) and date(s) of the occurrence(s); the names of the individuals involved, witnesses and to whom it may have been previously reported. Include any other information relevant to your complaint/problem. Attach additional sheets and/or supporting documents as needed.)

2b. REQUESTED REMEDY/OUTCOME: (Clearly state what assistance or complaint resolution you are seeking.)

2c. AFFIDAVIT

I,_____, fully understand the statement made by me and certify that the statement is true. I make this formal complaint without threat of punishment and without coercion, unlawful influence, or unlawful inducement.

_____
STUDENT SIGNATURE /DATE

ATTACHMENT 12

END OF COURSE EVALUATION SUMMARY

END-OF-COURSE EVALUATION SUMMARY		
COURSE TITLE AND ITERATION MFSS322 16A	**CLASS START DATE** X/X/20XX	**CLASS END DATE** X/X/20XX
COURSE DIRECTOR/INSTRUCTOR NAME AND OFFICE SYMBOL John Henry/Eaker Center CSO		**DATE** X/X/20XX

CLASS SUMMARY

The (*full course title*), (*class identifier*), graduated on (*graduation date*) at Maxwell AFB (*state class location if not conducted at Maxwell AFB*). The class began with (*# of students starting the course*) students and graduated a total of (*# of grads*) students. (*Include any explanations for why students drop out*). Out of (*total # of grads*) students, (*# of students completing the survey*) completed the end-of-course evaluation. (*Course directors should provide explanations, to the best of their knowledge, for less than 90% percent evaluation return rates.*) Data from the Eaker Center End of Course Critique and AU Form 13, *Period Evaluation*, were analyzed for trends.

COURSE ASSESSMENT METHOD/RESULTS

Describe the direct assessment used for the class. This is an example: *Students were given one direct assessment project—the Capstone project. Students were divided into groups of four, assigned an advisement project connected to a Part III grading rubric. The assessment was pass/no pass. The project required students to draw from all lessons taught in the course. Every group/student successfully demonstrated effective understanding on presentations of key issues, analysis, and problem solving.*

CLASS COMPARISON DATA			
KEY INDICATORS	15F	15G	16A
1. OBJECTIVES CLEARLY DEFINED	90%	100%	95%
2. INSTRUCTION ACHIEVED OBJECTIVE	95%	100%	98%
3. COURSE RELEVANT TO STUDENT NEEDS	100%	100%	100%
4. ENCOURAGED CRITICAL THINKING	90%	95%	100%
5. INSTRUCTORS WELL PREPARED	90%	90%	100%
6. USED APPROPRIATE TEACHING METHODS	100%	100%	100%
7. COURSE ORGANIZED IN LOGICAL SEQUENCE	90%	90%	90%
8. TIME ALLOWED FOR QUESTIONS AND ANSWERS	80%	90%	100%
9. COURSE MATERIAL CONTRIBUTED TO LEARNING	100%	100%	100%
10. COURSE MATERIALS AVAILABLE	100%	100%	100%

MISSION ACCOMPLISHMENT

(*Course directors must provide a narrative analysis of mission accomplishment data to include but not be limited to ratings and comments from Question 2.*)

RELEVANCE OF CONTENT

(*Course directors must provide a narrative analysis of course relevance data to include but not be limited to ratings and comments from Question 3.*)

QUALITY OF INSTRUCTION

(*Course directors must provide a narrative analysis of instruction quality data to include but not be limited to ratings and comments from Question 5.*)

COURSE MATERIAL

(*Course directors must provide a narrative analysis of course material data to include but not be limited to ratings and comments from Question 9.*)

TRENDS

(*Course directors must explain notable trends for the key indicators across courses within the academic year.*)

BEST AREA(S) OF INSTRUCTION

(*Identify top instructional blocks as evidenced by BOTH the End of Course Critique and AU Form 13 Period Evaluations. Do not use instructor names per the Eaker Center non-attribution policy.*)

LEAST EFFECTIVE AREA(S) OF INSTRUCTION

(*Identify least effective instructional blocks as evidenced by BOTH the End of Course Critique and AU Form 13, Period Evaluations. Do not use instructor names per the Eaker Center non-attribution policy.*)

COURSE STRENGTH(S)

Identify course strengths from trends found in the End of Course Critique. Do not use instructor names per the Eaker Center non-attribution policy.)

RECOMMENDED IMPROVEMENTS

(*Identify recommended improvements from trends found in the End of Course Critique, and corrective actions if necessary. Do not use instructor names per the Eaker Center non-attribution policy.*)

COURSE DIRECTOR COMMENTS

Course Director Comments. (*Include any additional information pertinent to the course (i.e. salient feedback from senior mentors). This section must include a mandatory statement that course graduation information was loaded into AU SIS within one day after graduation.*)

DIRECTOR/COMMANDANT REVIEW:
Reviewed on X/X/20XX, Col XXXXX.

EAKER CENTER/EAE REVIEW
Click or tap here to enter text.

ACTION ITEMS:
Click or tap here to enter text.

ATTACHEMNT 13
CURRICULUM MAP

Ira C. Eaker for Leadership Development				
PLOs	**SLOs**	**SUPPORTING COURSES**	**COURSE LEARNING OBJECTIVES (CLOs)**	**APPROACH** **I=Introduce** **E=Enhance** **R=Reinforce** **A=Assessment** **Opportunity**
1. Demonstrate comprehension of theories and competencies that support the development of Air Force civilian leaders.	1.1. Explain leadership theories and principles relevant to the Air Force.	LDR1001: Foundations of Leadership	LDR1001-1. Know basic concepts about leadership theories and leadership attributes relevant to the Air Force.	Introduce
			LDR1001-2. Know strengths and weaknesses of leadership theories relevant to the Air Force work environment.	Introduce
			LDR1001-3. Know which leadership theory/theories student's leadership style most closely resembles.	Enhance
		LDR1500: Principles of Leadership 1	LDR1500-3. Know basic skills and competencies that define a good Air Force leader.	Reinforce
		LDR2500: Principles of Leadership 2	LDR2500-2. Comprehend leadership theories and principles that support mission success in the Air Force work environment.	Assessment
	1.2. Discuss the competencies and skills for effective civilian leadership in the Air Force.	APW1002: Professionalism in the Air Force	APW1002-1. Know traits and characteristics of a professional in the Air Force as defined by the Air Force Institutional Competencies List (ICL).	Introduce
			APW1002-2. Identify strengths and weakness in your leadership traits as defined by the Air Force ICL	Enhance

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

ATTACHMENT 14

ASSESSMENT PLAN

Program	
Academic Year	
Program Mission	
Program Goals	
Program Description	

PROGRAM LEVEL OUTCOMES:	METHODS OF MEASURING ACCOMPLISHMENT	Responsible for Measuring Accomplishment
3-5 outcomes are usually sufficient; however, more may be used.		Who is responsible for collecting data?

LEARNING OUTCOME(S):

DIRECT ASSESSMENTS:

Measurement (instrument)	What data will be collected? What methods will be used to collect data?
Standard	When will the outcome be demonstrated? What behavior or action will demonstrate outcome achievement? What level of achievement is acceptable to identify success
Results	How well did the students perform?

INDIRECT ASSESSMENTS:	
Measurement **(instrument)**	What data will be collected? What methods will be used to collect data?
Standard	When will the outcome be demonstrated? What behavior or action will demonstrate outcome achievement? What level of achievement is acceptable to identify success
Results	How well did the students perform?

CONCLUSIONS AND FINDINGS:	
ANALYSIS:	
IMPROVEMENT STRATEGY/ACTIONS:	
RESULTS OF IMPROVEMENT ACTIONS TAKEN:	

Administrative and Academic Support Units
Plan and Report

Unit Name	
Fiscal Year	
Unit Mission	
Unit Goals	
Unit Description	
Accreditation	
Certification or License Requirements	

UNIT LEVEL OUTCOMES:	METHODS OF MEASURING ACCOMPLISHMENT	Responsible for Measuring Accomplishment
3-5 outcomes are usually sufficient; however, more may be used.		Who is responsible for collecting data? When will data be collected?
Governing Regulations		

CONCLUSIONS AND FINDINGS:	
IMPROVEMENT STRATEGY/ACTIONS:	
RESULTS OF IMPROVEMENT ACTIONS TAKEN:	

ATTACHMENT 15

INSTRUCTIONS FOR COMPLETING AETC FORM 620

DATE:
Enter the date of instruction; for example, 30 May 2019.

NAME OF INSTRUCTOR:
Enter the name of the person being evaluated. Be sure to include the person's middle initial.

GRADE:
Enter the grade of the person being evaluated; for example, O5, E8, or GS12.

COURSE:
Enter the title of the course. **Note**, this is the title of the course, not the tile of the lesson being taught.

TIME STARTED:
Enter the actual time the person being evaluated began the lesson.

TIME COMPLETED:
Enter the actual time the person being evaluated completed the lesson**.**

NAME OF EVALUATOR/MONITOR:
Enter the name of the person conducting the evaluation. Be sure to include the person's middle initial.

GRADE:
Enter the grade of the person conducting the evaluation; for example, O5, E8, or GS12.

SUBJECT/HOURS:
Enter the title of the lesson as it appears on the lesson plan being used by the person being evaluated. Include the time allocated for this lesson as it appears in the lesson plan. **Note**: the time allotted should be the same in the lesson plan as it appears in the curriculum plan.

CHECK ONE:
Check *EVALUATION* block. *Note:* All Eaker Center courses are for evaluations.

SECTION I RATINGS
Place a check mark for each of the items evaluated in this section. If an item is not evaluated, check *NA*. If an item evaluated is not on the check list, write the item/items in blocks 14, 15 and 16 and rate them accordingly. Check marks should be placed in either E-Excellent, S-Satisfactory, NI-Needs Improvement, or NA-Not applicable. NOTE: Each item marked S or NI in this section requires a separate comment in section II explaining why the item is rated S or NI.

1. CONDITION OF TRAINING AREA:
Was the training area organized in a way that facilitated student involvement? Was the training area neat, clean, comfortable, and free of distractions? Was the class location conducive to learning?

2. LESSON PREPARATION:
Did the instructor clearly understand the lesson objectives? Did the instructor use a logical approach to the lesson? Was it evident that the instructor had researched appropriate material to support the lesson? Did the instructor anticipate difficulties students might have during the lesson? Was all necessary equipment needed to support lesson plan available and operational?

3. LESSON PLAN USE:
Did the instructor use the lesson plan? Were all the objectives and main points covered? Was the instruction presented in the sequence suggested in the lesson plan? Did the instructor personalize the lesson with examples to facilitate discussion? Was the material in the lesson plan current?

4. INTRODUCTION:
Did the instructor begin the lesson with a good attention and motivation step? Did the instructor provide an overview? Were the lesson objectives explained? Did the instructor communicate the value of the lesson?

5. INSTRUCTIONAL TECHNIQUES:
Did the instructor use techniques that were most appropriate for the lesson being taught, i.e. role plays, simulations, guided discussion, cooperative group work, or lecture. Did the instructor use innovative ways to enhance learning? Were transitions used between topics? Did the instructor maintain positive class control?

6. COMMUNICATION SKILLS:
Did the instructor speak clearly? Was there two-way communication between instructor and students? Did the instructor use eye contact, gestures, and movement? Did the instructor clearly define acronyms?

7. USE OF TRAINING AIDS:
Did the instructor make effective use of training aids? Were the training aids relevant? Were the training aids well prepared? Were the training aids easy to read and understand? Did training aids support the overall lesson objective?

8. QUESTION/ANSWER TECHNIQUES:
Did the instructor use a wide variety of questioning techniques to stimulate conversation? Did the instructor answer students' questions appropriately?

9. KNOWLEDGE:
Did the instructor show mastery of material taught?

10. TIME MANAGEMENT:
Did the lesson flow according to the lesson plan? Did the instructor remain within the timeline required in the lesson plan?

11. PERSONAL QUALITIES:
Did the instructor present a professional appearance? Did the instructor establish rapport with the students? Did the instructor show concern for students' individual differences?

12. LESSON OBJECTIVES:
Did the instructor cover all objectives and teaching points outlined in the lesson plan?

13. CONCLUSION SUMMARY:
Did the instructor provide a comprehensive summary and re-motivation?

14. OTHER:
As needed.

SECTION II. COMMENTS

Include comments in this section for any item rated *S* or *NI* in section I. There should be a separate comment in this section for each item rated *S* or *NI*. The comments should fully explain and clarify why the *S* or *NI* ratings were given**.** Include the item number rated *S* or *NI* along with comments. This section is only for items rated *S* or *NI* in section I. Do not place any other comments in this section.

SECTION III. OVERALL PERFORMANCE RATING

Check whether the overall performance was rated *EXCELLENT, SATISFACTORY or NEEDS IMPROVEMENT.* If the overall performance is rated *NEEDS IMPROVEMENT*, recommendations for improvement must be provided in section IV.

SECTION IV. RECOMMENDATION FOR IMPROVEMENT

If a person's overall performance is rated NEEDS IMPROVEMENT in section III, clearly defined recommendations must be included here in section IV. These recommendations should include a detailed list with timelines for what the person should do to improve their instructional skill.

SECTION V. SUPERVISOR COORDINATION

Signature of evaluator and instructor are required in section V. Initial and final reviewing officer's signature are not required.

SECTION VI. FOLLOW-UP EVALUATION

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

ATTACHMENT 16

PROFESSIONAL DEVELOPMENT PLAN

EAKER CENTER FACULTY PROFESSIONAL DEVELOPMENT PLAN							
This professional development plan identifies activities and/or strategies used to maintain currency in the faculty member's field, and in teaching and learning skills. The plan may include activities that go beyond maintaining currency. This plan is in accordance with Air University and Eaker Center professional development policy.							
Faculty Member:				Course Name:			
Academic Year(s): From: _____ to _____							
Initial Plan		Year 1 Update		Year 2 Update		Year 3 Update	
This plan addresses specific objectives and expected outcomes related to the following components (Check all that apply):							
	A. Content knowledge and skill in the discipline		*Example: Learning new technology or methodologies; computer software training, writing skills workshop, communication/interpersonal relations skills training, attain professional certifications/licenses*				
	B. Teaching methods and instructional strategies		*Example: Classroom management, curriculum development, learning styles, on-line delivery, cultural enrichment*				
	C. Related work experience		*Example: Business industry internships, relevant summer employment, observation or special project(s) with employers*				
	D. Study appropriate to the higher education environment		*Example: Advancement of academic credentials, researching, publishing, grant writing*				
	E. Service to the organization and the greater community		*Example: Active participation in civic groups, leadership in professional organizations, leadership in committees, working with youth in academic skills development*				
	F. Other components, as appropriate		*Please Describe*				
In the following sections, describe the objectives and expected outcomes for each component selected above (add additional pages if necessary):							
A. Content knowledge and skill in the course(s) individual instructs: Anticipated timeline:							

B. Teaching methods and instructional strategies: Anticipated timeline:	
C. Related work experience: Anticipated timeline:	
D. Study appropriate to the higher education environment. Anticipated timeline:	
E. Service to the organization or greater community. Anticipated timeline.	
F. Other components, as appropriate. Anticipated timeline.	
Faculty Member's Signature_____ Date_____ Supervisor's Signature _____ Date_____	

ATTACHMENT 17

EAKER CENTER ONLINE EVALUATION SHEET

SECTION I: IDENTIFICATION
FACULTY NAME:
COURSE TITLE:
EVALUATOR NAME:
DATE OF REVIEW:
INSTRUCTIONS: Check each item in sections II through V as E-Excellent, S-Satisfactory, NI- Needs Improvement, or NA –Not Applicable. Please include comments in section VI that summarizes the overall evaluation. Ratings of "Satisfactory" and "Needs Improvement" require written recommended actions in section 6. The evaluator and instructor must sign in section VII.

SECTION II. INSTRUCTIONAL DESIGN ELEMENTS

AUDIENCE ANALYSIS

ITEM	E	S	NI	NA
Prerequisites are clearly stated.				
Any skills needed are addressed. Students are asked about current proficiencies, especially regarding computer skills.				
Current knowledge level of students is assessed as appropriate for the course.				
Orientation to technology is provided.				

COURSE GOALS/OBJECTIVES

ITEM	E	S	NI	NA
Course goals are clear and appropriate.				
Objectives are clear, behavioral, measurable, and are appropriate to course goals.				

INSTRUCTIONAL ACTIVITIES

Utilizes active learning strategies that engage the student and appeal to different learning styles.				
Learning activities are linked to course objectives.				
Content is organized by modules, units, lessons, or other meaningful architecture.				
Course strives to create a "Community of Learners" through interaction.				
All content adheres to current copyright law.				

STUDENT AND COURSE EVALUATION

ITEM	E	S	NI	NA
Formative evaluation is provided to students through ongoing feedback (emails, gradebook, announcements, and discussion boards).				
Summative evaluations are clearly described.				
Evaluations are linked to objectives.				
Rubrics are used for assignments.				

TEACHING STRATEGIES

ITEM	E	S	NI	NA

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

SECTION III. INTERACTION AND FEEDBACK

INTERACTION BETWEEN LEARNERS

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

INTERACTION BETWEEN LEARNERS AND INSTRUCTOR

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

INTERACTION BETWEEN LEARNERS AND INSTRUCTIONAL MATERIALS

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

SECTION IV. COURSE MANAGEMENT

PACE AND PROGRESSION THROUGH COURSE

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

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

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

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

SECTION VI. COMMENTS

EVALUATOR COMMENTS:

SECTION VII. SIGNATURES

EVALUATOR SIGNATURE:

INSTRUCTOR SIGNATURE:

ATTACHMENT 18

TAILORED EAKER CENTER APPLICATION OF ISD

1.	ANALYZE SYSTEM REQUIREMENTS	Determine abilities/qualifications needed to meet mission and/or organizational objectives.	COMMANDANTS, DIRECTORS, PROGRAM/COURSE DIRECTORS	Apply knowledge of system and interact with Air Staff functional managers and other decision makers.	Select tasks/functions; list job components and quality requirements.
2.	DEFINE INSTRUCTIONAL REQUIREMENTS	Determine educational requirements and means for acquiring qualified personnel.	COMMANDANTS, DIRECTORS, PROGRAM/COURSE DIRECTORS	Match system member's knowledge and abilities with system needs. The difference should provide educational areas required.	Needs assessment; identification of course mission, broad content areas; preparation of curriculum planning guidance.
3.	DEVELOP OBJECTIVES AND TESTS	Determine specific educational objectives and evaluation instruments.	COMMANDANTS, DIRECTORS, PROGRAM/COURSE DIRECTORS	Develop instructional objectives, student exams and/or pre-post comparisons.	Full set of hierarchy of learning objectives responsive to needs/intent and corresponding evaluative measures determined.

4.	PLAN, DEVELOP, AND VALIDATE INSTRUCTION	Determine if the course is structured to ensure the best opportunity to learn.	COMMANDANTS, DIRECTORS, PROGRAM/COURSE DIRECTORS	Establish a logical instructional sequence, appropriate methodologies for meeting objectives. Test instructional package. Conduct biennial validation.	Curriculum plan prepared/approved, and course structure fully validated.
5.	CONDUCT AND EVALUATE INSTRUCTION	Determine if the course meets system needs.	COMMANDANTS, DIRECTORS, PROGRAM/COURSE DIRECTORS	Implement instruction, student exams, pre-post comparisons, post graduate surveys. Conduct course reviews and instructor observation.	Course implemented and continuous evaluation conducted. Instruction revised on basis of empirical data.

ATTACHMENT 19

SUGGESTED TEACHING COMPETECIES

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

LIST 1: TEACHER COMPETENCIES BY METHOD

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

L   - Lecture   D - Guided Discussion

TI - Teaching Interview   DP - Demonstration-performance

CS - Case Study   R -   Role Play

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

15. Uses questions that lead students to know, comprehend, apply, analyze, synthesize, evaluate, and think critically. (D/R/CS/TI)

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

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

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

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

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

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

22. Maintains effective eye contact with students. (ALL)

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

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

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

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

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

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

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

30. Clearly explains assignments and states expectations. (ALL)

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

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

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

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

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

LIST 2: COMPREHENSIVE TEACHING COMPETENCIES

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

Knowledge of Subject Matter

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

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

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

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

5. Presents information in a logical sequence.

Techniques of Instruction

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

2. Provides learners sufficient opportunity to practice lesson objectives.

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

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

5. Presents information in a logical sequence.

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

7. Uses instructional materials that are appropriate for the learning objectives.

8. Uses well selected supplemental materials and uses them when required.

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

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

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

12. Uses examples and/or demonstrations to illustrate lesson content.

13. Attempts to clarify confusion when it occurs.

14. Recognizes students who contribute to the learning process.

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

16. Monitors levels of learning where appropriate.

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

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

19. Provides learners with specific feedback about inadequate performance.

20. Provides learners with specific feedback about adequate performance.

21. Provide learners with suggestions for improving performance.

Classroom Management

1. Beings instructional activities promptly.

2. Accomplishes lesson objective(s) with no unnecessary digression.

3. Fits instructional activities in the allocated time.

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

5. Ensures necessary materials are on hand and ready to use.

6. Seeks active involvement from learners to enhance the educational process.

7. Uses verbal and nonverbal techniques to redirect learners where appropriate.

8. Uses verbal techniques are used to redirect learners where appropriate.

9. Effectively communicates expectations regarding student behavior.

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

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

Teacher-Student Relationship

1. Provides learners opportunities to participate in class activities.

2. Encourages learners who respond poorly or who have difficulty.

3. Seeks involvement from learners who appear reluctant to actively participate.

4. Recognizes learners who exhibit specific performances.

5. Demonstrates fairness and impartiality when dealing with learners.

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

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

8. Establishes a climate of courtesy and respect.

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

10. States the importance of topics and provides relevance.

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

LIST 3: EDUCATIONAL DEVEOPMENT AND ADMINISTRATIONL

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

Planning, Teaching, Materials/Equipment, and Evaluation

1. Plans units of instruction.

2. Plans instruction at a variety of cognitive and affective levels.

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

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

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

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

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

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

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

10. Collects, quantifies and interprets data from appropriate assessment instruments.

11. Maintains evaluation records.

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

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

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

Professional Standard

1. Accepts responsibility.

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

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

4. Attends and/or participates in meetings.

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

LIST 4: SUMMARY OF TEACHING COMPETENCIES

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

1. Clearly communicates lesson intent and assures student attainment of objectives.

2. Stimulates student interest. Inspiring and seldom dull.

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

4. Highly interested and enthusiastic about subject matter presented.

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

6. Is self-confident regarding ability to teach.

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

8. Asks clear, pertinent questions distributed evenly among students.

9. Ensures quantity/quality of handouts are appropriate to instruction.

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

11. Demonstrates instructional flexibility (methodological fluidity).

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

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

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

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

16. Can organize objectives in a logical order.

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

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

19. Demonstrates that effective teaching facilitates student learning.

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

ATTACHMENT 20

FACULTY QUALIFICATION ROSTER INSTRUCTIONS

FACULTY ROSTER
Instructions for Reporting the Qualifications of
Full-Time and Part-Time Faculty

General Instructions for Completing the Faculty Roster Form

1. These instructions apply to the use of the Faculty Roster Form* for all institutions responding to Comprehensive Standard 3.7.1 (Faculty Competence) or as requested in relation to substantive change.

2. Information requested on the form should be provided for all full-time and part-time faculty teaching credit or developmental/remedial courses. Teaching assistants should be included only if they are the instructor of record.

3. Faculty should be grouped by department, academic program, or discipline (do not group by broad areas such as social sciences or humanities, or by broad degree categories like Associate in Arts or Bachelor of Science). Faculty with teaching assignments in more than one academic area should be listed in the primary department, academic program, or discipline in which they teach, along with all of the courses taught, to avoid repeated entries for the same person.

4. For the submission of the Compliance Certification, a Track A institution (offering only undergraduate degrees) should submit rosters for fall term of the current academic year and spring term of the previous academic year. A Track B institution (offering graduate degrees) should submit rosters for fall and spring term of the previous academic year.

Providing Information That Establishes Qualifications

1. Institutions completing the Faculty Roster Form should review Comprehensive Standard 3.7.1 and the Commission guidelines on "Faculty Credentials," which can be found on the Commission website under the Policies and Publications link. The guidelines represent commonly-accepted good practice for the academic qualifications of faculty; however, the Commission recognizes that qualifications other than academic credentials (or combined with credentials) may be appropriate for teaching particular courses.

2. The Commission usually accepts common collegiate practice in recognizing an academic discipline, concentration, and/or field of study. Examples include history, mathematics, chemistry, English, sociology, finance, accounting, marketing, and management. For faculty teaching in these areas, it is expected that the institution will provide information that justifies and documents each faculty member's qualifications relevant to the specific courses they are assigned to teach. For faculty teaching interdisciplinary courses, it is expected that the institution will provide information that justifies and documents the faculty member's qualifications relevant to the disciplines that are components of the course.

3. When completing the Faculty Roster Form, it may become obvious that only one of the faculty member's degrees need be cited in order to justify his/her qualifications to teach a specific course. In that case, cite only that one degree. In other cases, it will be necessary to list two or more degrees and to list the specific course titles and number of semester hours in those degrees relevant to the courses assigned. It may also be necessary to indicate additional qualifications such as diplomas or certificates earned (with discipline indicated); related work or professional experience; licensure and certifications; continuous documented excellence in teaching; honors and awards; scholarly publications and presented papers; and other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. Indicate the dates for these additional qualifications and *clearly describe the relationship between these qualifications*

1

and the course content and/or expected outcomes of the courses assigned to the faculty member.

4. Institutions are expected to maintain appropriate justification and documentation in the files of all faculty that establish qualifications, including those listed in columns three and four of the Faculty Roster Form. These should be readily available for the consideration of On-Site Evaluators.

Instructions for the Columns Of the Faculty Roster Form

Column One. Provide the name of the instructor and indicate full or part-time status: (F) or (P). A full-time faculty member is usually defined as one whose major employment is with the institution, whose primary assignment is in teaching or research, and whose employment is based upon a contract for full-time employees. If a significantly different definition is used for full-time faculty, please provide that definition.

Column Two. List from the catalog the course prefix, course number, and course title of all credit courses taught by term during the requested time period. For each course indicate whether it is developmental (D), undergraduate transferable (UT) undergraduate non-transferable (UN) or graduate (G). Information should be provided—separate from the roster—summarizing the content of the courses listed on the roster. Appropriate information might be provided through a catalog or other description of the content of these courses.

Column Three. List the earned academic degrees, diplomas, and certificates that help qualify the instructor to teach the listed courses. Indicate the discipline (concentration or major) of each degree, the institution that awarded the degree. Listing

additional qualifications such as other specific course titles and number of semester hours awarded at the undergraduate or graduate level relevant to the courses assigned could also be helpful in building a case for qualified faculty.

Column Four. If necessary to establish adequate qualifications of faculty for courses assigned, list additional qualifications such as related work or professional experience, licensure and certifications; continuous documented excellence in teaching; honors and awards; scholarly publications and presented papers; and other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. Indicate the dates for these additional qualifications and *clearly describe the relationship between these qualifications and the course content and/or expected outcomes of the courses assigned to the faculty member.* As necessary, provide this information on additional pages.

January 2007
Updated : January 2011

* *The Faculty Roster form can be found at* www.sacscoc.org *under Institutional Resources.*

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ATTACHMENT 21

Faculty Roster Form

Qualifications of Full-Time and Part-Time Faculty

Name of Institution: Eaker Center, Air University

Name of Primary Department, Academic Program, or Discipline: Civilian Associate Degree Program

Academic Term(s) Included: FY 2019 - 2020   **Date Form Completed:** 30 Sep 2020

1	2	3	4
NAME (F, P)	**COURSES TAUGHT** **Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)**	**ACADEMIC DEGREES& COURSEWORK** **Relevant to Courses Taught, Including Institution & Major** **List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS** **Related to Courses Taught**
Brown, John (F)	<u>Cohort 2 (Term 10: 1 section)</u> LDR2500 Principles of Leadership 2 (UT)	PhD Leadership Studies, Johnson University	Certificate of completion for Air Command and Staff College (intermediate professional military education)
Drake, Robert (F)	<u>Cohort 3 (Term 1: 1 section)</u> APW1001 Professionalism in the Air Force (UT)	DSM, Strategic Leadership, Regent University	USAF Civilian Experience (Sept 2016 to Present)
Smith, Patricia (P)	<u>Cohort 2 (Term 10: 1 section</u> MGT2004 Process Improvement (UT)	Master of Management and Leadership, Webster University	USAF Active Duty Experience (1984-2011)
Koscis, Wayne (P)	<u>Cohort 2 (Term 10: 1 section)</u> LDR 2500 Principles of Leadership 2 (UT	DE, Educational Leadership, University of Phoenix MS, Counseling & Human Development, Troy University	USAF Civilian Experience (June 1981 - Jun 2014)
Landers, Karen (P)	<u>Cohort 2 (Term 8: 2 sections</u> MGT2002 Conflict Resolution (UT)	Master of Business Administration, Phoenix University (includes more than 18 graduate hours in management)	USAF Active Duty Experience (1997-2017)

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

ATTACHMENT 22

Faculty Qualification Criteria

Name of Institution: Air University (Eaker Center)

Name of Primary Department, Academic Program, or Discipline: **Academic Operations, Jan 2020**

1	2	3
Course	**Relevant Academic Degrees**	**Other Qualifications**
Continuous Process Improvement (MCPD2101)	Bachelor's degree (any discipline) **AND** Column 3	Education Training Series 1701,1710 or 1712 qualified **and** Lean/Six Sigma (LSS) Black Belt or Master Black Belt Certification (or equivalent) **and** three or more years' LSS experience.
Eaker Center Academic Instructor Course (MCPD001)	Bachelor's degree (any discipline) **AND** Column 3	Instructional Systems Series 1750 qualified **and** complete the Academic Instructor Course (or equivalent) before teaching the course.

ATTACHMENT 23

APPLYLING FOR ACADEMIC RANK

1. The Eaker Center for Leadership Development provides the following guidance to apply for academic rank. Air University requires all full-time faculty to hold academic rank. If a person previously held a faculty position at AU, leaves and returns, the previous experience qualifies in in awarding rank. The Eaker Center Commander awards the ranks of Lecturer, Instructor, Senior Instructor, Assistant Professor, and Associate Professor. The Air University Commander awards the Professor rank. As faculty move through the promotion cycle, ascending from Lecturer to full Professor, the expectation at each rank increases, thus the degree of excellence required for promotion to full Professor is significantly higher than that required for promotion to Assistant Professor. A documented record of teaching, scholarship and service is the primary basis for award of academic rank.

   a. Teaching, in a broad sense, includes instructing, advising, mentoring, developing and revising courses, analyzing the impact of one's teaching and service and chairing committees. Teaching also includes responding to student's needs beyond the classroom. Teaching faculty should impart knowledge and demonstrate a sustained commitment to excellence in teaching appropriate to the unit's mission. Candidates for academic rank must provide evidence of current research in their field. Faculty should reflect qualities expected for academics at institutions of higher learning. Measures used to assess effectiveness include supervisor and peer feedback, course performance data, student evaluations, stakeholder feedback, and other sources that identify quality in the instructional area.

   b. Scholarship includes conducting primary research, integrating and transforming knowledge through the intellectual work involved in teaching and facilitating learning. The three forms of scholarship particularly relevant to Eaker Center are discovery, integration, and application of functional content. The scholarship of discovery relates to creating knowledge. Examples of discovery are publishing books, conference papers, and articles in peer-reviewed journals. The scholarship of integration pertains to making connections across disciplines and interpreting knowledge to produce new insights. Examples of integration are focused studies, textbooks, and literature reviews. The scholarship of application refers to applying knowledge to address immediate or persistent problems and issues in the profession. Examples of the scholarship of application are consulting with operational units or staff organizations, publishing institutionally reviewed policies and strategies and evidence based program assessment reports. A productive scholar is heavily involved in research, writing, and creative efforts that advance knowledge in his or her academic field or educational activities concerning their position within a school.

   c. Service includes working creatively to ensure professional knowledge has an impact on the Eaker Center, Air University, or broader community. The level of service should include leadership roles relative to functions that contribute to an increased reputation as a

professional in his or her field. Faculty demonstrate service by participating in committee work, professional organizations, academic administration, faculty governance, recruiting activities, and additional duties that support the mission. Faculty also exhibit service by counseling, consulting, mentoring faculty and students, developing and sponsoring professional student groups and evaluating research proposals for institutional review board approval.

2. Criteria for appointments to specific academic ranks IAW AUI 36-2602.

a. Lecturer. A relevant undergraduate degree from an accredited institution, or in rare cases, equivalent experience and professional recognition, interest in and likely potential for effective teaching, scholarship, and service.

b. Instructor. A relevant master's degree from an accredited institution or equivalent experience and professional recognition; interest in and demonstrated or likely potential for effective teaching, scholarship, and service.

c. Senior Instructor. A relevant master's degree from an accredited institution or equivalent experience and professional recognition; and a demonstrated record of effective teaching, scholarship, and service; and typically, no less than five years of significant professional experience, generally including a minimum of two years of full-time University-level teaching at the academic rank of Instructor. Time-in-Grade (TIG) or academic rank alone do not suffice for promotion to Senior Instructor.

d. Assistant Professor. A relevant earned terminal degree from an accredited academic institution or equivalent experience and professional recognition; demonstrated or presumptive potential for effective teaching, or scholarship, or service.

e. Associate Professor. A relevant earned terminal degree from an accredited academic institution or an appropriate terminal professional or academic degree; evidence of sustained teaching effectiveness; evidence of appropriate scholarly activities (e.g., for the scholarship of discovery: publishing peer-reviewed professional journal articles, books or monographs; for the scholarship of application: publishing institutionally-reviewed policies, plans and strategies; for the scholarship of integration: publishing meta-analyses, literature reviews and articles for professional audiences); academic leadership and administrative activities for AU, USAF, DoD, and the scholarly community; and usually five to seven years of full-time University-level teaching at the academic rank of Assistant Professor. TIG or academic status alone does not suffice for promotion to Associate Professor.

f. Professor. Promotion to Professor implies national or international recognition and significant contributions as a demonstrated leader in carrying out the AU mission. A relevant earned terminal degree from an accredited academic institution or an appropriate terminal professional or academic degree; evidence of maturity as a scholar; an established outstanding reputation in an academic discipline demonstrated through broad recognition of scholarship and service accomplishments across and beyond AU; and typically 10 to 12 years of full-time University-level teaching with a minimum of three years at the academic rank of Associate Professor. TIG or academic status alone does not suffice for promotion to Professor.

3. Nomination Procedures: Include the following information in the application package:

a. Biographical information: Name, title, office address and telephone number.

b. Education: Include the title of all degrees earned, the name of the institution that conferred the degrees, dates conferred, title of dissertation or theses, area of concentration, honors, fellowships and scholarships.

c. Professional history/curriculum vitae: List position titles from the award of the associate degree to the present, dates of appointment and promotion, and if not made clear in the position's title, a short description of significant responsibilities while encumbering the position.

d. Scholarly activities: Note: The items below are only examples and are not all-inclusive or limiting.

i. Teaching. List courses taught in chronological order from the present backward; include terms, classes, years and course titles.

ii. Courses developed. List new courses developed, significant revisions made to existing courses, instructional materials authored, case studies designed, and results related to this work.

iii. Academic advising. Describe work with students and faculty outside the classroom that fall under academic advising.

iv. Teaching Awards. List titles of awards, dates given and awarding agency.

e. Other teaching information. Include research, scholarship and publications.

i. Research. Provide a chronological summary, beginning with the most recent research projects. Include a brief description of the projects to show participants, sponsors and significance. If applicable, provide a list of theses, dissertations, and student research projects for which the applicant has been an advisor.

ii. Professional practice. Provide a summary of involvement in professional organizations, including consulting/advisory services performed, offices held, magnitude, level and type of work, papers presented, the significance of work and recognition received.

iii. Publications. Provide a chronological list of published works starting with the most recent. Include articles published in peer-reviewed journals, books and conference papers, presentations and technical reports. As appropriate, include the publication's title, volume number, page numbers, date, and co-author(s), if any.

f. Service. Include all significant professional services provided to the applicant's assigned program, Eaker Center and the greater community. Indicate membership, leadership roles, nature of service and contribution.

g. Activities internal and external to the organization. List activities applicant participated in, such as faculty committees and councils. Include roles and participation dates.

h. Administrative Service. List roles held such as a course or curriculum director, department head, Dean or educational director.

i. Professional societies. Indicate membership, leadership roles, nature of service and contributions.

j. Workshops, conferences, sessions. List membership, leadership roles, nature of service and contribution, dates and location of events.

k. Community Service. List membership, leadership roles, nature of service and contributions, dates and location of events.

l. Letters of Evaluation. Letters of evaluation may be of value in establishing the academic and professional stature of nominees for senior academic ranks. For each letter, briefly describe the relationship of the writer to the nominee (e.g., research or thesis advisor, co-

author, expert, in the nominee's field). Anyone in the application process may request supporting documents from individuals such as:

i. Experts in the field who can comment on the nominee's contributions.

ii. Sponsors who can highlight the importance and quality of the nominee's work.

ii. Consulting clients who can comment on the importance of the nominee's professional work and its value within the applicant's organization.

iv. Close professional associates who can comment on the unique role played by the nominee in both past and ongoing research, consulting, and service efforts.

v. Individuals from other universities or organizations who can comment on the nominee's contributions to professional societies and the role the nominee played in them.

vi. Individuals from other external sources, such as DoD personnel, who address the nominee's professional ability regarding service on boards, technical review panels and other critical advisory groups.

n. Nominee Digest. The nominee may offer a concise, integrative summary of past professional activities considered to be most important and to describe career plans that have potential benefit to the Eaker Center or broader community.

o. Copies of recent books and articles. The nominee may include copies of recent monographs, books, articles, and other material or information that may help evaluate the nominee for promotion.

4. Nominating and submitting. The applicant completes the nomination packages using guidance in this memorandum and coordinates the package through his or her chain to the school director/commandant. The director/commandant forwards the packet to the Dean of Academic Affairs to review and recommend approval/disapproval to the Commander. The commander makes the final decision and notifies the faculty member.

5. Refer any questions concerning this Eaker Center Academic Rank Policy to the Eaker Center Dean of Academic Affairs (334-953-9735)