

CCAF Campus Relations

Policies, Procedures and Guidelines (PPG)

(to include the Faculty Handbook)

15 July 2003



The CCAF Directory

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The Foreword

The CCAF Campus Relations *Policies, Procedures and Guidelines* (PPG) is designed to help affiliated school faculty and staff members become familiar with the Community College of the Air Force's academic mission, general organization, and policies and procedures applicable to schools affiliated with the college and their faculty members. Additionally, this document is intended to help affiliated school faculty and staff members understand how their duties and responsibilities fit within the larger picture of CCAF and its accreditation through the Commission on Colleges, Southern Association of Colleges and Schools.

According to Air Force Instruction 36-2304, *Community College of the Air Force*, the PPG is directive in nature, and affiliated school faculty and staff must comply with the content. The PPG is in compliance with applicable Air University Instructions.

Throughout this document the terms instructor and faculty are used interchangeably.

Summary of Changes: All paragraphs and figures marked with an "*" have been changed.

Section A - The Community College of the Air Force

1. Organization. The Community College of the Air Force (CCAF) is a multicampus, federally chartered institution. CCAF confers the associate in applied science degree and is regionally accredited through the Southern Association of Colleges and Schools Commission on Colleges (SACS/COC). Administrative staff, faculty, affiliated Air Force schools, education service centers, and civilian colleges and universities worldwide are all components of the CCAF system. Although the components are dispersed, the CCAF administrative center, located at Maxwell Air Force Base, Alabama, unifies all elements of the system under the authority of Air Force Instruction 36-2304, *Community College of the Air Force*.

1.1. The Community College of the Air Force was established in 1972 in response to a growing need for the development of noncommissioned officers to serve in leadership roles managing the increasingly sophisticated and complex technology of the United States Air Force. The primary objective of the college is to integrate Air Force technical education with voluntary college-level general education into programs that meet the needs of the Air Force and satisfy individual desires for career education and progression. Authority to award the associate of applied science degree was provided in Public Law 94-361, signed by President Gerald R. Ford on 14 July 1976. The college awarded its first associate degree in April 1977.

1.2. Accreditation is a nongovernmental and voluntary process concerned with improving educational quality and assuring member institutions meet established standards. Accreditation of an institution by the Commission on Colleges signifies the institution has a purpose appropriate to higher education and has resources, programs and services sufficient to accomplish its purpose on a continuing basis.

1.3. All accredited collegiate institutions in the United States must have their status reaffirmed. The Commission on Colleges reevaluates CCAF approximately every 10 years. The reaffirmation process includes writing a comprehensive report of self-study that incorporates data from across the CCAF system and an intensive peer evaluation to ensure compliance with the criteria for accreditation. The college must comply with this requirement, and each CCAF affiliated school must participate fully in this process to ensure CCAF retains its accredited status.

1.4. Although CCAF has no accrediting authority of its own, a separate process of affiliation identifies and describes Air Force schools and educational organizations within the CCAF system. Affiliated schools teach collegiate courses that contribute to CCAF degree programs, and affiliation enables those schools to mutually share the benefits and responsibilities of the regional accreditation held by CCAF. The affiliation process was developed because eligibility requirements for accreditation preclude most Air Force educational activities from gaining their own collegiate accreditation. Affiliation with the college is voluntary, and any school wanting to become a member of the CCAF system must commit to achieving and maintaining the rigorous standards that support regional accreditation. An institution interested in joining the CCAF system should become thoroughly acquainted with the procedures outlined in this publication and Air Force Instruction 36-2304.

1.5. The major technical training groups located on Keesler AFB, Mississippi; Lackland AFB, Texas; Goodfellow AFB, Texas; Sheppard AFB, Texas; Vandenberg AFB, California; and the School of Aerospace Medicine, Brooks AFB, Texas, provide the majority of the CCAF technical training. Specialized schools (flying training wings and command-sponsored schools) provide additional technical training, and professional military education (PME) centers provide the majority of the leadership, management and military studies courses required for the CCAF

degree. Each affiliated school is a component of the worldwide CCAF education system. The CCAF administrative center ensures affiliated schools maintain rigorous academic standards established by SACS/COC. The affiliation process binds the CCAF system together. To ensure the degree provides a comprehensive education beyond technical expertise, general education requirements are met through proven links with accredited civilian colleges and/or testing.

1.6. Unlike a civilian branch campus subordinate to its parent institution, affiliation with CCAF does not affect a school's command structure. Management matters (curricula, staff and faculty selection, student assignments, etc.) remain the responsibility of the major command (MAJCOM), direct reporting unit (DRU), or field operating agency (FOA) commanders. Institutions maintain their autonomy; however, they do incur certain obligations and responsibilities through affiliation. An affiliated school must also support the CCAF mission, vision and goals that grow out of the college's philosophy.

2. Philosophy. The United States Air Force requires well-trained, educated and professional noncommissioned officers prepared to meet current and future leadership, managerial and technological challenges of an increasingly sophisticated and complex Air Force. CCAF believes enlisted members of the Air Force are entitled to personal and professional growth through collegiate programs beneficial to the Air Force and the nation.

3. Mission. Offer and award job-related associate in applied science degrees and other academic credentials that enhance mission readiness, contribute to recruiting, assist in retention and support the career transitions of Air Force enlisted members.

4. Vision. The foremost occupational education institution—preparing the world's best air and space enlisted leaders.

5. Goals.

5.1. Maintain accreditation and prepare for reaffirmation.

5.2. Provide world-class customer service.

5.3. Build and sustain our reputation for excellence in the civilian/military community.

5.4. Taking care of our people: attract, train, recognize, and develop the best people in the Air Force.

5.5. Optimize technology to support the college mission.

6. Governance. The commander of Air Education and Training Command is authorized by Public Law to confer the CCAF degree and serves as the co-chair of the Board of Visitors.

7. Board of Visitors. The Board of Visitors consists of up to 12 civilian members appointed from education, industry and the professions by the Secretary of Defense. The BOV represents the public interest and serves jointly with the AETC commander as the CCAF governing board. The AETC commander, an ex officio member of the board, represents the interests of the United States Air Force. Other ex officio members are the Air University commander, who represents the interests of Air University; CCAF commander/president, who represents the interests of the institution; and the Chief Master Sergeant of the Air Force, who represents the student body. The AETC command chief is also an ex officio member. Collectively the board reviews policies and operations at least twice a year (typically board meetings are held in the spring and fall). After approval, the BOV's recommendations are forwarded to the Secretary of the Defense through the AETC commander and guide all CCAF actions.

8. Advisory Bodies. The college uses several advisory bodies representing the different components of the CCAF system and those appointed from the civilian sector. These advisory bodies review policies and procedures and make sound academic recommendations to the CCAF Board of Visitors.

8.1. Policy Council. Academic policies are developed by the Policy Council and endorsed by the BOV. The Policy Council is composed of representatives from all elements of the CCAF system. Chaired by the Dean of Academic Affairs, the Policy Council meets semiannually and submits recommendations concerning academic policies, degree programs, award of credit, academic standards, affiliation of Air Force schools and other policy matters to the president/commander and BOV for guidance and concurrence. Students, faculty members, counselors, administrators and other interested personnel may submit suggestions to the Policy Council by writing to CCAF/DF, 130 West Maxwell Boulevard, Maxwell AFB AL 36112-6613.

8.2. Affiliated Schools Advisory Panel. The Affiliated Schools Advisory Panel (ASAP) is normally conducted in the spring preceding the spring Policy Council. The panel represents the categories of technical and specialized training, enlisted professional military education and command-sponsored schools affiliated with the college. The purpose of this panel is to review policies and procedures developed to govern the CCAF affiliated schools. This review results in recommendations to be considered by the Policy Council. It also provides the forum for reaffirming the CCAF commitment to providing job-relevant educational opportunities to all enlisted personnel.

8.3. Education Services Advisory Panel. The Education Services Advisory Panel (ESAP) is normally conducted in August preceding the fall Policy Council. The panel (CCAF dean of academic affairs; education services advisor, Headquarters USAF; and major command personnel, base-level education services personnel, and Air National Guard [ANG] and Air Force Reserve Command [AFRC] components) provides interface between the college and the education services system. This panel also serves as one of the main sources of recommendations considered by the Policy Council.

8.4. Affiliation Committee. The Affiliation Committee is chaired by the Director, Campus Relations and is comprised of members from each directorate within CCAF, to include the Dean of Academic Affairs. This committee is the first level of review for issues affecting the affiliated schools. Recommendations from the Affiliation Committee will be presented to the Policy Council.

9. CCAF Administrative Center. The administrative center is located at Maxwell AFB, Alabama. The administrative center staff designs and develops associate in applied science degree programs, determines the academic value of course work delivered by affiliated schools, and awards and applies the appropriate academic credit for the completion of courses. The staff also provides the support routinely expected from the administrative functions of any college such as registration, maintenance of academic records and conferral of the degree.

Section B - The CCAF Affiliation Process

10. Candidacy Status Application. The school must conduct regularly scheduled college-level training for Air Force enlisted personnel. Training must be applicable to CCAF degree programs. Professional military education, Air Force specialty code (AFSC)-awarding courses and courses leading to the award of an AFSC or skill level are usually considered degree applicable. Courses must be of sufficient length and content to be evaluated for at least 1 semester hour of college credit. All faculty members must meet the criteria in Section C, The CCAF Faculty. The following documents are part of the request for candidacy:

10.1. Written request to CCAF Campus Relations, seeking approval to pursue the candidacy process—request will include MAJCOM, DRU or FOA approval.

10.2. Course documents for courses Air Force enlisted members routinely attend (including the instructional methods or practicum, if applicable) (see Section D, The CCAF Course Control Documents).

10.3. Complete Institutional Characteristics Report (figure 1), containing specific information about the school for CCAF to determine eligibility requirements. CCAF Campus Relations notifies the school in writing of eligibility or ineligibility to seek affiliation. If appropriate, CCAF Campus Relations will advise the school of the reapplication process.

11. Affiliation Procedures. The SACS/COC has established procedures to affiliate new schools into the CCAF system. New schools are affiliated through two types of changes that apply to CCAF affiliation. Type 4 substantive change procedures explain how to affiliate a new school, and the Type 11 substantive change sets procedures to relocate a campus. In either case, the Air Force school seeking affiliation must comply with affiliation requirements specified in this PPG. These requirements reflect mutual agreements and interpretations of SACS criteria by CCAF and the SACS staff. The following details the steps in the CCAF affiliation process:

11.1. Type 4, procedures for **affiliating new schools** into the CCAF system.

11.1.1. School contacts CCAF Campus Relations to discuss candidacy process.

11.1.2. School forwards MAJCOM, DRU or FOA written approval; course documents (to include practicum); and Institutional Characteristics Report (figure 1) to CCAF Campus Relations.

11.1.3. CCAF staff evaluates course documents.

11.1.4. CCAF evaluation team conducts a school-funded initial site visit. CCAF evaluation team surveys facilities and trains CCAF point of contact (POC) on processes. NOTE: Percentage of degreed faculty must be at least 90 percent before a school will be admitted to candidacy with the ultimate goal of achieving 100 percent.

11.1.5. CCAF evaluation team submits site visit report to the Affiliation Committee at CCAF.

11.1.6. Affiliation Committee recommends to the Policy Council that the school be admitted to candidacy.

11.1.7. Policy Council recommends to the BOV that the school be admitted to candidacy.

11.1.8. BOV approves school for candidacy.

11.1.9. CCAF sends written notification of candidacy to the requesting official with courtesy copy to the school commander. CCAF begins awarding credit to course graduates effective the date the BOV approves the school's admission to candidacy.

11.1.10. School has 1 year to complete affiliation requirements after becoming a candidate for affiliation.

11.1.11. School develops processes, analyzes operation and writes the report of self-study during that 1-year period but before the affiliation visit. The self-study is used to analyze school strengths and weaknesses to present the school in the most positive light and to form the foundation for organizational improvement. A thorough analysis will also help in preparing the report of self-study. The self-study should be the most comprehensive document ever written to describe the school. It should be even more thorough and more descriptive than unit histories. See figure 2, Guide to Writing the Report of Self-Study.

11.1.12. CCAF evaluation team conducts a school-funded affiliation visit and documents the visit.

11.1.13. School responds to any findings within 30 days of report.

11.1.14. Affiliation Committee reviews package.

11.1.15. Affiliation Committee recommends to Policy Council the school be affiliated.

11.1.16. Policy Council forwards approved affiliation package to SACS/COC.

11.1.17. SACS/COC substantive change oversight staff reviews package and notifies CCAF of approval or disapproval.

11.1.18. CCAF submits approved candidates to BOV for review. Upon BOV approval, school becomes full affiliate.

11.1.19. CCAF commander/president notifies SACS/COC and the school requesting official (with a courtesy copy to the school commander) of the BOV approval.

11.1.20. CCAF enters school into the system.

11.1.21. School's addition to CCAF system baseline is reflected in the CCAF annual report to SACS/COC.

11.2. Type 11, procedures for **relocating** a campus in the CCAF system:

11.2.1. When notified a school is relocating, CCAF Campus Relations conducts a school-funded site visit to the proposed new location to determine its suitability and to the existing location to evaluate the planning effort, timetable for relocation and transfer/hiring of the faculty.

11.2.2. The site-visit report will be provided to a special substantive change review panel of the CCAF Board of Visitors. This panel evaluates the results of the site visit for compliance with accreditation requirements and recommends any changes needed to ensure compliance. The panel will recommend to the CCAF Board of Visitors continued affiliation of the school in "Good Standing" or the need to place the school on "Sanction" or "Disaffiliation."

11.2.3. The CCAF commander/president provides written notification of the relocation of the school to the executive director of SACS/COC *after* completing the site visit and review by the BOV but *before* its relocation. With the written notification, the CCAF commander/president provides a prospectus to the executive director of SACS/COC that includes a copy of:

11.2.3.1. CCAF Campus Relations site visit to new location (to include rationale behind relocation and relocation timetable).

11.2.3.2. BOV recommendations and comments on relocation, plus any actions taken.

12. Affiliation Conditions. Affiliation necessitates a commitment to maintain quality standards. The school will support the institutional integrity and accreditation of the CCAF system. To become an affiliated school and maintain affiliation, a school agrees to accept certain responsibilities, complies with the requirements in these guidelines and provides CCAF required information for its continued regional accreditation.

12.1. The school commander is specifically responsible for:

12.1.1. Completing a self-study (during candidacy period) and maintaining a copy as a permanent document.

12.1.2. Reporting course graduates within 2 duty days after graduation, using a method acceptable to CCAF Campus Relations (e.g., Oracle Training Application [OTA], CCAF Graduate Reporting Software, etc.).

*12.1.3. Selecting and maintaining academically and technically qualified teaching faculty (ensuring faculty degree level remains 90 percent or higher).

12.1.4. Ensuring faculty members are subject-matter qualified and tested annually.

12.1.5. Submitting original, tentative, new or revised course documents at least 1 duty day before the class start date and reviewing and/or updating course documents biennially (see Section D, The CCAF Course Control Documents).

12.1.6. Reporting faculty credential data, including degreed faculty status, using CCAF Instructor Database (CCAFID).

12.1.7. Conducting an approved instructor qualification program.

12.1.8. Maintaining a faculty folder on each instructor assigned to an affiliated school teaching position or performing duties at the school as an instructor.

12.1.9. Publishing school-specific course and student administration criteria.

12.1.10. Appointing a primary and alternate CCAF POC.

12.1.11. Ensuring CCAF POCs receive training within 60 days of appointment.

12.1.12. Coordinating the CCAF occupational instructor certification program.

*12.1.13. Submitting an annual report by 15 December (see paragraph 19 for details) and maintaining a copy as a permanent document.

12.1.14. Providing students with course admission and release policies.

12.1.15. Identifying classrooms as “CCAF classroom” by either posting a notice in every classroom or by an initial briefing to the students at the beginning of each class.

12.1.16. Ensuring CCAF Campus Relations is notified concerning any actions relating to school transfer(s), course transfer(s) or change(s) impacting affiliation.

12.1.17. Ensuring funding is available for facilities, faculty development, student activities, temporary duty, etc.

12.1.18. Ensuring everyone is familiar with AFI 36-2304, *Community College of the Air Force*, and this guide (Campus Relations *Policies, Procedures and Guidelines* [PPG]).

12.1.19. Ensuring non-degreed faculty complete their degree within 12 months of assignment.

12.1.20. Ensuring the CCAF POC maintains or has access to Campus Relations PPG; AFI 36-2304, *Community College of the Air Force*; CCAF Update(s); and any policy memorandums applicable to affiliation.

12.1.21. Ensuring the school has test control procedures established and maintained.

12.1.22. Submitting a Course Verification letter to Campus Relations containing signatures of those authorized to verify course attendance.

*12.1.23. Maintaining, through either the CCAF Instructor Database or a locally developed spreadsheet, a listing of instructors and courses each are assigned to teach.

13. Affiliation Visits. CCAF Campus Relations will schedule a number of visits to assist the school seeking affiliation. The school can expect the following visits during candidacy and affiliation with CCAF:

*13.1. Orientation Training Visit. A school considering affiliation may request an orientation visit. This visit provides the school commander and staff with the training and tools necessary to assist the school in attaining affiliation. CCAF Campus Relations conducts extensive presentations and training containing specific “how to” guidance. This visit is optional. The school funds orientation visits.

13.2. Site Visit. CCAF Campus Relations will visit any school seeking candidacy. The length of the visit depends on the size and scope of the school. Normally, a visit by a two-member team lasts 1 to 3 days, depending on school size. The school funds this visit. The on-site evaluation allows CCAF to make a firsthand assessment of the school and gives the school an opportunity to discuss affiliation. Evaluators will tour facilities; visit classes; talk with staff, faculty, students and key base officials; and observe the school’s operation. To prepare for the site visit the school should:

13.2.1. Review Institutional Characteristics Report (figure 1).

13.2.2. Review course documents.

13.2.3. Review faculty credentials (see Section C, The CCAF Faculty) and prepare to discuss the faculty instruction qualification program.

13.2.4. Identify strengths and weaknesses.

13.2.5. Be familiar with affiliation requirements (see figure 3).

13.3. Affiliation Visit. This visit completes the affiliation process. The school funds this visit. The school completing candidacy schedules this visit approximately 1 year from candidacy approval date to seek affiliation. The visit will be scheduled at a time when classes are in session and key school personnel are available to discuss relevant issues. A school is responsible for all local arrangements, including room reservations, meal schedules, ground transportation and appointments with school and base officials. An organized, informal get-together (including key personnel and base officials) may be scheduled early in the evaluation. This gives CCAF Campus Relations the opportunity to explain affiliation to individuals who, by virtue of their positions, are interested in the school’s success. To prepare for the affiliation visit the school should:

13.3.1. Complete AF Form 2519, Affiliated School Compliance Requirements Checklist (see figure 3).

13.3.2. Document and show processes for the following items:

13.3.2.1. Course document submission.

13.3.2.2. Graduate reporting.

13.3.2.3. Faculty reporting.

13.3.2.4. Instructor evaluation program.

13.3.2.5. Instructor qualification program.

13.3.2.6. Review the self-study.

13.4. Staff Assistance Visit. The school may request a staff assistance visit at any time. The school is responsible for funding this visit, which is designed to assist the school with processes, policies, procedures and training.

*13.5. Compliance Requirements Visit. The compliance requirement visit (CRV) determines the school's compliance with the conditions of affiliation. This visit is funded by CCAF and is conducted after a school achieves affiliation status. School compliance with affiliation requirements could alter the frequency of a CRV. However, CCAF normally conducts CRVs to technical training centers biennially, and all other schools are visited every 3 years (overseas schools will be visited every 4 years). The length and scope of the visit depend on the size of the affiliated school. The CRV will be scheduled with input from the affiliated school, and a memorandum will be sent to the school's chain of command notifying them of the CRV date NLT 30 days prior to the visit. In addition, CCAF may perform "no notice" visits to any affiliated schools.

13.6. Substantive Change Visit. Significant changes to a school's organizational structure or course offerings may constitute a substantive change and require a written report and visit. Changes must be submitted to CCAF before any change occurs. The school commander will notify CCAF Campus Relations as soon as possible, but *always before* the change. The Community College of the Air Force or SACS decides whether a visit is warranted due to a substantive change. If a visit is required, the school must fund it. Examples of substantive changes:

13.6.1. Command realignment.

13.6.2. Significant increase or decrease in course offerings.

13.6.3. Satellite or branch campus addition.

13.6.4. Physical relocation.

*14. Other Visits. Affiliated schools may be selected for an on-site evaluation by SACS. This visit plays a significant role in reaffirmation of accreditation of the CCAF system. Because of the magnitude of the system, SACS will not visit each affiliated school. Therefore, SACS evaluates selected schools that are representative of the CCAF system. The Community College of the Air Force assists the school in preparing for the visit and provides an escort for the SACS evaluation team. CCAF will fund all SACS visits to schools.

15. Affiliation Reports. The finalized visit report is sent directly to the school chain of command, and a copy is sent to the school commander within 20 duty days. Improvement areas are identified as “findings” or “observations.” Schools must maintain previous reports and replies in accordance with AF instructions. The reports cover each area of the AF Form 2519, Affiliated School Compliance Requirements Checklist (see figure 3). Findings that are not corrected are reported to the Affiliation Committee to determine a school’s affiliation status.

15.1. A **finding** indicates a deficiency in meeting the criteria and requires a written response describing actions taken to correct the situation. A finding is a serious shortcoming and must be answered in an effective, realistic manner.

15.2. An **observation** does not imply a shortcoming; it is the evaluator’s assessment that some aspect of the school could be improved by adopting a specific proposal or procedure. Additionally, an observation could be a comment on some positive aspect or initiative the school has implemented. A negative observation does not require a written response, although a written response is encouraged.

15.3. Replies to the CCAF evaluation team’s report must specifically answer each finding and explain clearly and directly what corrective action has been taken or scheduled. Return replies to CCAF within 30 days of the report date. The report and the reply will be reviewed and a recommendation regarding candidacy for affiliation or continued affiliation will be made to the Affiliation Committee. Based on the “findings and/or observations,” a follow up visit may be scheduled to reevaluate the school within 90 days of the initial CRV.

16. Reporting Graduates

16.1. Air Education and Training Command schools and professional military education schools using the Oracle Training Application (OTA) will report graduates to the CCAF administrative center within 2 duty days of class graduation.

16.2. Schools that cannot use the OTA will directly report to CCAF Registrar via the Graduate Reporting Database (database available on the CCAF web site). The Community College of the Air Force will provide the graduate reporting format and complete reporting instructions. Be sure to use appropriate Privacy Act safeguards when transmitting graduate information. These schools have 2 duty days from the date each class graduates to report their graduates.

16.3. Schools must report all graduates using the CCAF course number. Do not report graduates using locally developed school numbers.

***17. Graduate Records.** Affiliated schools must keep CCAF course graduate records permanently to ensure student information can be verified if electronic graduate reporting fails. If a school closes or becomes disaffiliated, then the school must compile these student records electronically and send to Campus Relations. The data must be labeled with the affiliated school name, location and dates. The label must also include the type of software, if any, needed to access the data.

***18. CCAF Instructor Database.** The CCAFID report is a web-based system that provides “real-time” faculty data. Affiliated schools and candidate schools will report all instructors teaching CCAF courses in the CCAFID. Schools must also ensure current data is reflected in the CCAFID. Schools must establish procedures to add and delete instructors in a timely manner.

***19. Annual Report.** Annual reports are based on fiscal year (1 Oct – 30 Sep). The affiliated school will provide an acceptable annual report by 15 December to CCAF Campus Relations. All annual reports are addendums to a school’s self-study, and a copy is maintained with the self-study. CCAF uses this information to compile reports that may be required by the Policy Council, BOV or SACS/COC. Annual reports may be submitted electronically. Annual reports will address the following questions:

19.1. Describe any major changes for your school over the past year.

19.2. Describe how your school evaluates effectiveness in achieving its mission.

19.3. How does your school use evaluations, critiques, and other assessment results for institutional improvement (what changes have you made based on evaluations, critiques and other assessment tools)?

19.4. What professional memberships and/or subscriptions to professional journals does your school maintain?

19.5. Describe how faculty development and enhancements have been accomplished over the past year.

20. Affiliation Status

20.1. Good Standing. An affiliated school fully complying with the conditions of affiliation is considered to be in Good Standing. A school not in compliance with the conditions of affiliation is subject to sanctions. If necessary, CCAF Campus Relations will conduct a CRV to ascertain the scope of the issues and assist the school in meeting affiliation conditions. If the deficiencies are not readily correctable and sanctions must be imposed, the CCAF commander/president will notify the school’s chain of command in writing of any action taken.

20.2. Warning. Warning is a public sanction imposed for 1 year when a school has failed to maintain standards. If the school has not remedied infractions or other deficiencies during the 1-year Warning period, the school must show cause why it should not be placed on Probation—the most severe form of sanction (except for Dissaffiliation). If the school shows “just cause” and has a plan to come into compliance, the Warning period may be extended for 1 year. The BOV determines extension of the Warning period, but no more than one additional year may be granted. If the school corrects the deficiencies within the year, it may be placed in Good Standing.

The following are examples that could place a school on Warning status:

20.2.1. Failure to maintain 90 percent degreed faculty.

20.2.2. Failure to maintain an acceptable curriculum.

20.2.3. Failure to report graduates within 2 duty days of graduation.

20.2.4. Failure to submit an acceptable annual report by 15 December.

20.2.5. Failure to provide requested information in an acceptable and timely manner.

20.3. Probation. Probation is a public sanction imposed for 1 year when conditions that generated a Warning status have not been corrected after 1 year. If the school corrects the deficiencies within the year, it may be placed in Good Standing. However, if the school has not remedied the infractions or other deficiencies at the end of Probation, the school must show “just cause” why it should not be considered for Disaffiliation from CCAF.

20.4. Disaffiliation. Disaffiliation has serious consequences since graduates of a Disaffiliated school will no longer receive CCAF credit. The CCAF commander/president notifies the school's chain of command in writing when the school is placed on Warning or Probation, or when a school is Disaffiliated. Before affiliation status changes, CCAF Campus Relations notifies the school and local chain of command and attempts to resolve any issues. If Nonvoluntary Disaffiliation is being considered, CCAF Campus Relations will visit the school to ascertain the scope of the issues and to assist the school, if possible, in meeting the affiliation requirements. CCAF Campus Relations will report the school's status to the Affiliation Committee and the Policy Council. If the Policy Council recommends Disaffiliation to the BOV, the school commander may appeal the decision in writing to the BOV through the CCAF commander/president. The BOV's decision is final.

20.5. Voluntary Disaffiliation. A school wanting to withdraw from the CCAF system must send a written Disaffiliation request (signed by the original requesting authority's office) to the CCAF commander/president with a courtesy copy to CCAF Campus Relations. Once the request is received, the CCAF commander/president will contact the school to discuss the request and ensure understanding of Disaffiliation consequences for the school and students. The BOV must approve these requests before action to remove is granted. Once Disaffiliation is approved, the school forwards documents containing graduate reporting information (see para 17) to CCAF Campus Relations for accountability of course graduates.

20.6. CCAF Campus Relations continually monitors compliance with affiliation requirements. CCAF Campus Relations provides this information to the Affiliation Committee, Policy Council and the BOV when determining the affiliation status of a school.

Section C - The CCAF Faculty

***21. CCAF Faculty.** A CCAF faculty member is an instructor assigned to teach a course. Only CCAF faculty members can assume ultimate responsibility for ensuring all instructional objectives are met in a CCAF course. The commitment of the faculty to institutional purposes determines the effectiveness of the CCAF educational program. There are basically three categories of instructors recognized by CCAF—full-time faculty; part-time faculty; and guest lecturer, subject-matter expert or speaker of opportunity. All schools must maintain a degreed faculty rate of 90 percent or above with the ultimate goal of achieving 100 percent.

***21.1. Full-Time Faculty.** A full-time faculty member is an instructor assigned to the school who teaches CCAF courses. A full-time faculty member is eligible for certain benefits and opportunities as prescribed by CCAF. There should be enough full-time faculty members to effectively teach and ensure all instructional objectives are met. All CCAF faculty members must possess, as a minimum, an associate's degree from a regionally or nationally accredited postsecondary institution.

21.2. Part-time Faculty. A part-time faculty member is an instructor who has a written contract or agreement with the school to provide a specific course of instruction. A part-time faculty member has the same faculty credentials and qualification requirements as a full-time faculty member.

***21.3. Guest Lecturer, Subject-Matter Expert or Speaker of Opportunity.** Guest lecturers, subject-matter experts or speakers of opportunity are invited classroom guests. They are not responsible for ensuring course objectives are met. They are simply individuals who enhance student learning by virtue of their job, position or expertise. They are not afforded any benefits associated with being full-time or part-time faculty and should be used on a limited basis.

21.4. Hiring CCAF Faculty. All CCAF faculty members must possess, as a minimum, an associate's degree from a regionally or nationally accredited postsecondary institution. For faculty members who satisfy the credentialing requirement via a nationally accredited school, the school awarding the degree must have faculty credentialing requirements comparable to those of the SACS/COC. Schools that have instructors with degrees from a nationally accredited school must submit a memo for approval to the Dean, Community College of the Air Force (submit this memo via your Regional Manager for coordination). The minimum requirements are to have an associate's degree and possess appropriate academic preparation or academic preparation coupled with work experience. Academic preparation and work experience must be relevant and applicable to the subject matter being taught.

21.4.1. The Air Force Personnel Center will assign individuals to instructor positions in accordance with AFI 36-2110, *Assignments*, and the *Air Force Special Category Assignment Guide*. To the greatest extent possible, individuals assigned to instructor positions in courses designated as degree applicable will hold at least a 2-year degree from a regionally accredited institution. For those individuals who do not meet this 2-year degree requirement, in rare cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation. Each case must be justified by the affiliated school concerned and submitted to CCAF for approval.

MAJCOMs whose schools are candidates for affiliation or affiliated with CCAF will ensure applicants meet necessary degree completion requirements.

Category 1: Volunteers with degree

Category 2: Volunteers within 1 year of earning a degree

Category 3: Nonvolunteers with a degree

Category 4: Nonvolunteers within 1 year of completing a degree

Category 5: Volunteers who are AFSC qualified only

Category 6: Nonvolunteers who are AFSC qualified only

All assignment requests must include the category and the statement that the position is a degree-mandatory position (i.e., “member is Cat 1 for a degree-mandatory position”). In determining whether an individual is within 1 year of earning a degree, assignment NCOs will consider members who have a CCAF code “2” as being within 1 year of earning a CCAF degree. NOTE: After selection, if a review by the local education office reveals the member is more than 1 year away from earning a degree, the MAJCOM is responsible for reclama of the assignment. CCAF will provide AFPC/DPAAD with quarterly listings of affiliated schools and their locations.

21.4.2. Degreed Faculty. Each affiliated school must develop its own specific process for recruiting and selecting faculty members. The process must ensure compliance with the hiring requirements of Air Force instructions and this handbook and that only the most-qualified people are selected. When two candidates possess equal technical qualifications, preference will be given to degreed candidates.

21.4.3. Nondegreed Faculty. All nondegreed CCAF faculty members will complete their associate’s degree within 1 year of assignment. If the institution has two nondegreed candidates possessing equal technical qualifications, give preference to the individual with the highest level of academic achievement. For example, if none of the applicants has earned an associate’s degree or higher, give preference to the one who has the highest academic level and can complete a degree within 1 year of assignment to teach a CCAF course.

*21.4.3.1. In all cases where it is feasible, nondegreed faculty will receive educational counseling from the education services office before departing the losing base to an assignment as a CCAF faculty member. The education services office will help the individual develop a degree completion plan. The individual will also sign a Degree Completion Contract (see figure 4) with the affiliated school within 30 days of assignment. This contract will be reviewed and signed by the instructor’s supervisor and school commander on initial contract completion. Supervisors and commanders must review and sign if the degree completion date is extended. During educational counseling, the instructor should schedule the College-Level Examination Program (CLEP) or Defense Activity for Non-Traditional Education Support (DANTES) subject tests that apply to the degree program. We strongly encourage testing be completed within 60 duty days of assignment to a CCAF faculty position.

21.5. Faculty Instructor Qualification Program. Course control documents for all instructor practicum courses will be evaluated and approved by CCAF Campus Relations. Each school affiliated with CCAF will show it has a process for qualifying faculty members to conduct courses. All CCAF faculty must meet the following requirements:

- 21.5.1. Fully qualified in subject or specialty area.
- 21.5.2. Proficient in oral and written communications.
- 21.5.3. Successfully complete an instructor methodology course worth at least 3 semester hours.
- 21.5.4. Successfully complete a teaching practicum.

21.6. Instructor Methodology Course. All CCAF faculty members will complete an instructor methodology course worth at least 3 semester hours. The Basic Instructor Course is the most common course that satisfies this requirement. However, a school can develop its own instructor methods course. If a school chooses to develop its own course, it will contain:

21.6.1. At least 45 contact hours of instruction completed within no less than 6 academic or training days.

21.6.2. Fundamentals of teaching, emphasizing proficiency in specialized skills such as test and measurements, objectives and tests, and programmed instruction.

21.6.3. Instructional systems development and academic counseling.

21.6.4. Basic learning theories, effective study methods and audiovisual aids use.

21.6.5. Formal evaluation method.

*21.7 Instructor Practicum. The practicum gives new CCAF faculty members practical teaching experience under the supervision of a fully qualified CCAF faculty member. It should follow completion of an instructor methods teaching course and must be completed by every CCAF faculty member. Participants will exercise acquired instructor skills and gain experience in classroom and/or laboratory instruction and lesson plan preparation. This course provides an avenue for CCAF instructors to demonstrate their classroom management and teaching skills. In addition, faculty will gain experience in some or all of preparation and use of audiovisual aids, test administration and student academic counseling. CCAF faculty are required to have documented, supervised teaching experience. A faculty member's maximum enrollment will be 12 months.

The school commander (or Faculty Development Chief for Technical Training Schools), commandant or PME Flight Chief will certify when the instructor successfully completes a minimum of 180 hours in these areas:

- Minimum of 120 contact hours of classroom, aircraft and/or laboratory instruction.

- Minimum of 30 hours of lesson plan development.

- Minimum of 30 hours in the following areas based on the affiliated school needs:

- Test administration and review.

- Academic counseling of students.

- Documented feedback concerning instructor's performance.

- Subject-matter testing to assess instructor competence.

21.7.1. The practicum requires documents informing the faculty member of:

21.7.1.1. Affiliated school's subject-matter testing process requirements used to assess instructor competence on course materials being taught.

21.7.1.2. Supervision and evaluation program procedures.

21.7.1.3. Faculty qualification training tracking and certification documents.

21.7.1.4. Practicum completion process procedures.

*21.7.2. As a minimum, a faculty member must receive two successful instructional evaluations by a fully qualified CCAF faculty member to complete the practicum. School's may develop their own document to track a CCAF faculty member's progress or use the Practicum Completion Sheet (figure 5). When successfully completed, the school's registrar will report instructor's practicum completion to CCAF IAW para 16. In addition, the Practicum Completion sheet will be kept in the Faculty Folder (section three).

*21.8. Subject-Matter Qualification. Each school will establish procedures outlining the affiliated school's evaluation and subject-matter testing programs. Instructors will successfully complete all required quizzes and block tests prior to course qualification. This procedure ensures an instructor is subject-matter qualified. Subject-matter testing must be accomplished at least annually.

21.9. Faculty Evaluation. An affiliated school will establish procedures to periodically evaluate each CCAF faculty member and will show that it uses the evaluation program to improve its faculty and educational program. The evaluation needs to include the criteria against which the performance of each faculty member is measured. Evaluations must be conducted and documented at least annually.

21.10. Faculty Folder. The Commission on Colleges of the Southern Association of Colleges and Schools requires each school to keep on file documents demonstrating faculty members are qualified to accomplish the school's mission. Faculty folders will be maintained for each full-time and part-time instructor (officer, enlisted, contractor, civilian, other service, etc.) teaching a CCAF course. (NOTE: Do not establish a folder for a guest lecturer, subject-matter expert or speaker of opportunity.) Schools with contract instructors may submit a waiver to Campus Relations to maintain the contractors' faculty folders in a different location/format so long as they contain required CCAF information. The waiver will include a guide that indicates how these folders are maintained and where CCAF documents are located. Faculty folders must be maintained according to privacy act requirements.

The following sections must be contained in each faculty folder:

Section 1—Documents reflecting Instructor Qualification Program; e.g., initial and continuation instructor training and specialty or subject qualification to include testing.

Number and title of course(s) the instructor is qualified to teach. Recommend schools use the CCAF worksheet at figure 6 or an already established form (such as the AETC Form 10 or the CEPME Form 10) that contains at least the same information. This information must match the data in CCAFID.

Written confirmation that the instructor has access to and has read *Campus Relations Policies, Procedures and Guidelines*, the CCAF Policy Statement (figure 7) and the Academic Freedom & Responsibility statement (figure 8). Written confirmation must include the faculty member's signature and date of initial briefing and receipt.

Section 2—Instructor evaluation forms from the last 3 years or since date of assignment, whichever is sooner.

*Section 3—Verification of practicum progress. Recommend schools use the CCAF worksheet at figure 5 or an already established form that contains at least the same information.

Section 4—Official transcript, reflecting highest degree completed. If member has both a CCAF associate's degree and a higher level degree(s), then file the CCAF transcript and the transcript showing the highest degree completed.

or

Copies of CCAF Form 3, Request for Official Transcript, (figure 9) for civilian transcripts and/or CCAFID printout for ordering online. Figure 9 also explains procedures for ordering CCAF and civilian transcripts.

or

Degree Completion Contract for nondegreed instructor (figure 4).

21.11. Professional Development. The CCAF faculty members are encouraged to take the initiative in their own professional development and to seek professional certifications for which they are qualified. Schools should provide periodic in-service training, such as instruction in computer usage, and encourage attendance at professional workshops. The school should also maintain professional memberships and subscriptions to professional journals.

*21.12. Occupational Instructor Certification Program. The Community College of the Air Force offers the Occupational Instructor Certification (OIC) program for qualified instructors currently teaching at CCAF affiliated schools. The purpose of the certification is to recognize the excellent instructor qualification training provided to prepare an instructor to teach a CCAF course and to formally acknowledge instructor experience. Qualified officers, enlisted, DoD civilians and other service instructors are eligible for this certification.

21.12.1. To qualify for certification, the nominee must:

21.12.1.1. Be a full-time instructor *currently* teaching a CCAF course at an affiliated school at the time of nomination.

21.12.1.2. Have at least 2 years teaching experience as a CCAF instructor from date of teaching practicum completion.

21.12.1.3. Hold an associate's or higher degree from an accredited institution.

21.12.1.4. Have completed a teaching practicum course of at least 5 semester hours.

21.12.1.5. Have completed an instructor methodology course of at least 3 semester hours.

21.12.1.6. Hold the journeyman (5-skill level) or higher, or fully qualified equivalent.

21.12.1.7. Be recommended for certification by the affiliated school commander, commandant or PME flight chief.

21.12.2. For officer, civilian and other service nominees, the following documents must be submitted in order for CCAF to establish an academic record in the Student Transcript, Administration, and Record System (STARS):

21.12.2.1. Copy of ID card (front and back).

21.12.2.2. Copy of official transcript on file in faculty folder.

21.12.2.3. Applicable methodology course completion certificate (AF Form 1256) and teaching practicum course completion letter.

21.12.3. If the officer, civilian or other service instructor nominee holds a CCAF degree, a record has already been established at CCAF. Only the methodology and teaching practicum course completion documents are required.

*21.13. OIC nomination procedures. The affiliated school CCAF POC is the focal point for submitting OIC nominations. The only acceptable and valid mode of nomination is a memorandum bearing the original signature of the affiliated school's commander, commandant or PME flight chief. (figure 10).

21.13.1. The CCAF POC should access CCAFID to verify the instructor's OIC status prior to submitting the nomination letter. The OIC Status page indicates all certification requirements and the completion status of each requirement.

21.13.2 The nomination letter will include:

21.13.2.1. Nominating official's full mailing address.

21.13.2.2. Verifying statement that the nominee meets the qualification criteria.

21.13.2.3. Rank, full name and SSAN of the nominee(s).

21.13.2.4. Return mailing address (Unit/Office symbol and complete mailing address). The award letter and certificate will be mailed to this address.

21.13.2.5. Rank, full name, phone number and E-mail address of the affiliated school CCAF POC.

21.13.2.6. Signature block bearing the original signature of the nominating official (affiliated school commander, commandant or PME flight chief).

21.13.3. When a nomination does not comply with CCAF guidelines, the affiliated school POC will be notified via phone or E-mail of incomplete or unverifiable nomination packages.

21.13.4. Faxes are acceptable for verifying documents, such as letters of verification for instructor methodology courses. Fax, E-mail or other forms of written requests are acceptable for issuing duplicate certificates.

*21.14. The OIC program is managed and administered by the CCAF Licensure and Certification Programs Branch. Refer any questions or concerns to the OIC program manager at DSN: 493-5938 or E-mail: ccaf.dfal@maxwell.af.mil. Mail the original OIC nomination letter (figure 11) to:

CCAF/DFAL
OIC Program Manager
130 West Maxwell Boulevard
Maxwell AFB AL 36112-6613

21.14.1. Upon approval, certification is annotated on the CCAF transcript, and a certificate is issued to the nominee.

21.15. Role of Faculty. Faculty members should take an active role in the improvement of the school's educational programs. They are expected to serve on ad hoc committees or projects to improve all aspects of the affiliated school and the entire CCAF system. Faculty members have an input to the CCAF system as military consultants involved in degree program reviews and through the CCAF Policy Council and Affiliated Schools Advisory Panel.

21.16. CCAF Policy Statement. To ensure CCAF complies with the academic and professional preparation the SACS requires of its faculty, the Board of Visitors has endorsed the CCAF Policy Statement contained in figure 7 (Reference 21.10, Section 1).

21.17. Academic Freedom & Responsibility. The CCAF faculty member must document and understand the Academic Freedom and Responsibilities, and commitment to excellence statements in figure 8 before performing the role as a faculty member (Reference 21.10, Section 1).

Section D - The CCAF Course Control Documents

***22. CCAF Course Control Documents.** For CCAF purposes, course control documents consist of two parts. Part 1 includes plans of instruction, education plans, training plans, training appendices or syllabi of instruction. Part 2 includes training standards, course summary (see figure 11, AETC Form 449, Course Chart) or equivalent documents. Consistency helps ensure that each student receives appropriate academic credit during the course evaluation process. Figures 11-14 provide an example of sample forms. Course control documents are required for all courses attended by enlisted personnel, including the teaching practicum, for CCAF credit evaluation. Forward, via E-mail to dfca.ccaf@maxwell.af.mil (Campus Relations), all new, revised and tentative course control documents to CCAF for evaluation. The E-mail must include the Part 1 and Part 2 for each course being submitted. Part 1 and Part 2 must each be in a single file format (i.e. do not attach numerous files for Part 1 or Part 2). Incomplete E-mails will be returned to the school for resubmission. Course control documents must arrive together at CCAF Campus Relations at least 1 day *before* the class start date (this includes validation classes). Late submission may negatively impact the award of CCAF credit for students. The following information is required to determine credit hour value:

- 22.1. Stop date of superseded course, if applicable (required in Part I and II).
- 22.2. Course number (required in Part I and II).
- 22.3. Course title (required in Part I and II).
- 22.4. Course Personnel Data System Code (PDS) (required in Part I and II).
- 22.5. Course documentation dates/approval dates (required in Part I and II).
- 22.6. Course start or effective date (required in Part I and II).
- 22.7. Course POC or training manager with phone number and address (required in Part II).
- 22.8. Course length in academic days (required in Part II).
- 22.9. Brief description of each instructional unit or lesson (required in Part I).
- 22.10. Length of each instructional unit or lesson in hours (including evaluation time) (required in Part II).
- 22.11. Instructional design such as self- or group-paced (required in Part II).
- 22.12. Target population (enlisted, officer, civilian, branch of service, etc.) (required in Part I).
- 22.13. Course attendance requirements or prerequisites, if applicable (i.e., AFSC, skill level, etc.) (required in Part I).
- 22.14. Instructor-to-student ratio (required in Part II).
- 22.15. Method of presentation for each unit (required in Part I):
 - 22.15.1. Lecture or discussion (include length of time).
 - 22.15.2. Demonstration or performance/lab.
 - 22.15.3. Review.
 - 22.15.4. Test, evaluation or progress check.
- 22.16. Glossary of abbreviations, if applicable.

*23. CCAF Course Evaluations. Course evaluations can take up to 10 days to complete. Course evaluation letters and course listings can be viewed and printed from CCAFID. Report title changes, course location (unit) changes and course deactivations to CCAF Campus Relations via official memorandum or official E-mail. For course deactivation notifications, include the course number and the deactivation date. Graduates will not receive CCAF credit for courses completed after the deactivation date.

*23.1. All schools must have a formal system of course evaluation and must review all courses at least biennially and update as needed. Schools must also be able to explain their process for using course/student critiques and faculty input to assist in the course review process.

Figure 1

Sample Institutional Characteristics Report

1. **Institution Name:** ABC Technical Training School, Montgomery AL
2. **Address:** 123 First Ave, Montgomery AL 36108
3. **Commandant/Chief Administrative Officer Rank and Name:** CMSgt John Faulk
4. **Telephone:** DSN 493-3854 Coml (334) 953-3854, Fax 2387
5. **Date Chartered or Authorized:** 1 January 1995
6. **Agency Authorizing Institution:** US Air Force
7. **MAJCOM, DRU or FOA Authorizing CCAF Affiliation, Contact Rank/Name/Title, Address, E-mail Address, DSN:** Charleston AFB SC, Colonel Jane Downs, Director, Communications and Information, 10 E. Main Street Charleston AFB SC, 80912, downsj@charleston.af.mil, DSN 673-3948
8. **Date First Enrolled Students:** June 1995
9. **Date of First Graduation Class:** August 1995
10. **Courses Offered (include all courses at the school)**

Course No. & Title	Course Length	Average No. USAF Enlisted Students	Average No. Other Students
CCAF course code: 965ASO30XXX-000 Team Chief Course	80 hrs	84	0

11. **Primary Faculty List (include all faculty such as enlisted, officers, civilians, or contractors):**

Name	Rank	SSAN	Highest Degree Held	Courses Taught
James Adams	MSgt	453-56-7384	Associate's	Team Chief and Project Engineering
Joshua Michaels	TSgt	385-26-2957	Bachelor's	Team Chief and Project Engineering

12. **Mission & History:**

Provide detailed information on the mission and history of the organization. Provide details of the faculty and staff for the schoolhouse including information on facilities, classrooms and library materials.

Figure 2

Guide to Writing the Report of Self-Study

Section 1: Institutional Purpose

1. Describe the major purpose of the school. The purpose identifies the basic reason for the school's existence as an institution.
2. In what documents or publications are statements of purpose officially recorded? For example an Air Force instruction, a student brochure or school catalog may contain the purpose.
3. Describe the planning and evaluation processes used to ensure the purpose is being fulfilled. How is unit success measured? Describe this process. Since the purpose may change, there must be a system for periodic review.
4. Based on the criteria established for this section, what major areas have been identified for improvement? What steps are planned or have been taken to improve those areas? What exceptional strengths have been identified? This is a self-analysis of the school. Identify weak areas, analyze them, and determine how they can be corrected or, as a minimum, how to minimize any negative impact. The purpose of this process is to improve the school. Writing about strengths should be a lot easier. Determine what makes a certain aspect of the school really strong. Analyzing school strengths and weaknesses is repeated in each section of the criteria (e.g., SACS criteria for accreditation). This should give you another indication of the emphasis and thoughtful consideration you should give to providing a meaningful answer.

Section 2: Institutional Effectiveness

1. Describe the institution's procedures for planning and evaluating the achievement of the educational goals. Identify the process used to define expected educational outcomes of the school. Describe how achievement of these outcomes is determined and documented; e.g., how are surveys, student critiques, follow-up surveys and staff field visits used?
2. How is it determined the school is meeting the stated institutional purpose, policies, procedures and programs? Be prepared to demonstrate achievement of certain results from institutional planning and evaluation efforts. Institutional planning and evaluation should include as a minimum:
 - A clearly defined statement of institutional purpose.
 - Definitions of expected educational results.
 - Descriptions indicating how achievements of results are determined.
 - Documentation of how evaluation results improve institutional effectiveness.
 - A plan addressing educational, physical and financial development.
3. The institution should develop a concise, written description of its planning and evaluation processes, updating as appropriate. Review the institution's system for planning and evaluation and provide documents on each type of evaluation. Be prepared to demonstrate the linkage between statement of purpose and statement of goals or expected results; identify any significant discrepancies between stated purpose or goals and the results actually achieved; and describe plans made or actions taken to address those discrepancies.
4. Based on the criteria established for this section, what major areas have been identified for improvement? What steps are planned or have been taken to improve those areas? What exceptional strengths have been identified?

Section 3: Educational Program

Admissions Requirements

1. What are the usual minimum requirements to admit students to the school? How is the admission policy established, administered and reviewed?
2. How are students made aware of the admission standards?
3. What remedial programs do you have for students having difficulty completing course work at a satisfactory level? Is the remedial program voluntary or mandatory? Is it exclusive to the school, or do you work with an outside function or agency such as the education services office or a local civilian educational institution or system?
4. What are the policies regarding student dismissal and readmission?
5. Do students understand dismissal policies? How do you determine whether students are aware of these policies? Are they available to students in written form?
6. How do you document information used for selecting students who meet admission standards—individual student or class folder would be appropriate?

Completion Requirements

1. Summarize the quantitative and qualitative requirements for award of each certificate or diploma presented by the school. How are these requirements measured?
2. How does the school ensure the students fully understand all course completion requirements?

Curriculum

1. List all courses offered by the school. Include the length of each course and the current (or typical) enrollment. Indicate with an asterisk those courses for which CCAF will not award credit. List all course offerings regardless of their applicability to CCAF degree programs.
2. Describe any major changes planned for current courses and explain how these changes have been determined, focusing on major changes; e.g., introduction of a new system, modification of a course that would require completely new instruction, length change to the course.
3. Are courses described in published materials such as catalogs? If not, consider doing so.
4. Evaluate the effectiveness of the courses in terms of their support of the school and mission. How well do courses accomplish stated objectives? Cite evidence such as survey results, test scores and memorandums from commanders.
5. Describe the process used to develop and control courses. How and where are the courses developed? What guidance is followed? Once courses are developed, how are they controlled? What ensures the subject matter is covered as intended? Do the faculty have the prerogative to expand or deviate from prepared matter?
6. Is this process, used to develop and control the courses, clearly defined in writing and understood by all parties involved? Explain the procedures used to ensure everyone concerned understands the process.
7. Is the effectiveness of courses evaluated? Describe feedback programs. Are student and end-of-course critiques used during the course? How are end-of-course critiques used and evaluated? How are graduate surveys and follow-up studies used and evaluated?

8. Describe how the school ensures the curriculum content of courses reflects current practices in the field. How are curriculum content and subject matter currency determined?

Instruction

1. Describe the instructional techniques used in the school? Describe the methods used by instructors to promote student learning such as seminar, demonstration-performance.
2. Describe how decisions are made concerning selection of instructional techniques and how overall instructional policies are developed, approved and implemented.
3. How does the institution evaluate the effectiveness of instructors? Some possible ways could be student critiques, supervisors' evaluation of graduates, course development and review using instructional system design, and instructor evaluations. Describe systems used to document the evaluation of instructors. Explain how decisions to implement a certain instructional methodology are reached.
4. Describe the school's system of evaluating and testing students. All students and faculty should understand the goals of the evaluation program and the requirements of each course. A variety of assessment methods should be encouraged; e.g., written objective tests, hands-on performance, checklists.
5. Describe the resources the school uses to support instruction.
6. In programs where clinical experiences with other agencies are essential, describe how the school controls and supervises the learning experience.

Contractual Relationships

1. List all the school's courses taught under contract with civilian agencies for which CCAF awards credit. Provide sample contracts as an exhibit.
2. Describe the process used to ensure contracts for educational services are consistent with the purpose, policies and procedures of the institution?
3. How does the school ensure that courses offered under contract remain under school control?

Detachments/OL, etc.

1. List and describe any courses taught at more than one base location.
2. How is integrity for courses maintained? Are necessary resources available; e.g., library, labs, computers?
3. For each separate location, complete a geographically separated program and course listing.

Faculty

1. Describe the process for recruiting, selecting and certifying the education level of faculty.
2. Where is the school policy regarding faculty selection officially recorded?
3. If the faculty were to fall below the 90 percent degreed level, what actions would the school take to bring the non-degreed faculty members into compliance?

4. How does the school validate and document the credentials and qualification requirements of faculty?
5. Does the school have a statement of Academic Freedom & Responsibility?

Professional Growth

1. Describe all measures used to upgrade the professional status of the faculty and staff.
2. How does the school ensure the faculty and staff are aware of the requirements for professional development and the opportunities available to them?

Criteria & Procedures for Evaluation

1. Describe the criteria and procedures used to evaluate the faculty. Evaluate the quality of faculty with respect to the courses and programs they teach and in terms of meeting the school's purpose. Are presentations recorded? Are student critiques used? How do you ensure instructors are prepared before their first teaching assignment?
2. Are instructors aware of evaluation criteria? When specific preparation or schooling are required for individuals to become instructors, are they available when needed? Does the qualification and preparation program adequately prepare faculty to accomplish the mission?

Strengths & Weaknesses

What major areas have been identified for improvement? What steps are planned or have been taken to improve these areas? What exceptional strengths have been identified?

Section 4: Educational Support Services

Library Services

1. Library services are a crucial element in an educational institution. Identify the libraries available to the school. Identify all resources available to support the school.
2. Describe the services library resources provide. Show how each supports the school.
3. Describe how students and faculty are oriented to the library.
4. Provide the following information for each library/learning resources center.
 - Total square feet
 - Stack area for shelving volumes (square feet)
 - Seating capacity
 - Staff office and work areas (square feet)
 - Other areas (e.g., media, listening rooms) (square feet)
5. What are the operating hours for each of the library resources listed in item 1 above?
6. Describe the library and learning resource center staffs, including titles, training and specific duties or responsibilities of each person.
7. Is there a library and learning resource committee? If so, what are the responsibilities of this committee? How is it appointed?
8. How is the need for new material to support programs determined?
9. Evaluate how well library resources support the programs of the school.

10. Describe the procedures used to measure student and faculty use of libraries and materials.

Computer Services

Describe the computer resources available to the students. Include in your description your organization's technology plan as it relates to students and classrooms.

Student Development Services

1. What counseling or academic advisory services are available to the students?
2. Describe the policies concerning the kind of information gathered and retained on each student. Describe how it is determined what information is needed for student records.
3. Describe the procedures for recording and safeguarding student academic and personal information.
4. What follow-up procedures are used to determine the effectiveness of counseling and academic advisory programs?
5. Describe the student orientation program.
6. In what ways are students involved in matters regarding their academic and personal welfare? Is there a student organization? If so, how is it organized and run?
7. In what special activities do students participate?
8. How are students made fully aware of the special activities available to them? Are the criteria for awards published and available for general review?
9. Based on the evaluation of this section, what major areas have been identified for improvement? What steps are planned or have been taken to improve those areas? What exceptional strengths have been identified?

Physical Resources

1. List all buildings and other physical facilities occupied and controlled by the school and describe the physical environment.
2. Are any major modifications planned for any of the buildings listed in item 1 above?
3. Are any new buildings planned? If yes, evaluate the adequacy of each building in terms of the purpose for which it is being built. What are the estimated start and completion dates for each building?
4. Do you have a facilities master plan? Does this plan relate to the educational plan for the future of the school?
5. Evaluate the amount, adequacy and safety of all equipment and supplies used at the school.
6. Based on the evaluation of this section, what major areas have been identified for improvement? What steps are planned or have been taken to improve those areas? What exceptional strengths have been identified?

Section 5: Projections

1. Develop a narrative containing the best ideas on the future direction and growth of the institution.

2. How will the institution change in the next year, 5 years and 10 years?
3. What instructional technologies (computer-assisted-training or interactive video disks) might be used in the education programs?
4. What changes are anticipated in the student?
5. Will future students be better qualified when they come to the school?
6. How does the institution plan to deal with anticipated changes in instructional delivery?

Figure 3

Affiliated Schools Compliance Requirements Checklist

ALL PURPOSE CHECKLIST		PAGE 1 of 5 PAGES		
TITLE/SUBJECT/ACTIVITY/FUNCTIONAL AREA		OPR:	DATE	
Affiliated Schools Compliance Requirements Checklists		CCAF/SL	1 Jun 2002	
NO.	ITEM (Assign a paragraph number to each item. Draw a horizontal line between each major paragraph).	Y	N	N A
	Commander's Support			
1.	Is school commander familiar with AFI 36-2304, <i>Community College of the Air Force</i> , and <i>Campus Relations Policies, Procedures and Guidelines</i> (PPG)? (12.1.18)			
2.	Does commander ensure funding is available for facilities, instructor development, student activities, temporary duty, etc.? (12.1.17)			
3.	Does commander ensure CCAF Campus Relations is notified concerning any actions relating to school transfer(s), course transfer(s) or change(s) impacting affiliation? (12.1.16)			
4.	Has commander appointed a primary and alternate CCAF POC? (12.1.10)			
5.	Has commander ensured the CCAF instructor database is updated and maintained? (12.1.6)			
6.	Has commander submitted a Course Verification letter to Campus Relations containing signatures of those authorized to verify course attendance? (12.1.22)			
7.	If on sanction, does the school have a plan to bring the school back in compliance? (20.2)			
8.	Does the school commander monitor nondegreed faculty and ensure they progress towards degree completion within 12 months of assignment? (12.1.19)			

CCAF POC Responsibilities – General				
9.	Has CCAF POC been trained on duties and responsibilities within 60 days of appointment? (12.1.11)			
10.	Are classrooms being identified as “CCAF classrooms?” (12.1.15)			
11.	Does CCAF POC ensure the annual report is submitted to CCAF Campus Relations by 15 December? (12.1.13)			
12.	Does CCAF POC maintain or have access to, as a minimum, Campus Relations PPG; AFI 36-2304, <i>Community College of the Air Force</i> ; <i>CCAF Update(s)</i> ; and any policy memorandums applicable to affiliation? (12.1.20)			
CCAF POC Responsibilities - Reports				
13.	Does the school maintain copies of annual reports? (12.1.13)			
14.	Does the school maintain copies of the self-study? (12.1.1)			
15.	Are previous CCAF school visit reports and replies maintained, if applicable? (15)			
CCAF POC Responsibilities – Graduate Reporting and Graduate Records				
16.	Are graduates being reported within 2 days from the graduation date? (16)			
17.	Are course graduate records being maintained? (17)			
18.	Is the school aware of the policy to send student records to CCAF upon closure or disaffiliation? (17)			
CCAF POC Responsibilities – Instructor Database				
19.	Does the CCAF instructor database reflect current information? (18)			

20.	Are there procedures to add and delete instructors in the CCAF instructor database? (18)			
21.	Are there procedures to add and delete courses assigned to instructors? (18)			
CCAF POC Responsibilities – Faculty Status				
22.	Do degreed faculty members have their degree(s) from a regionally or nationally accredited institution? (21.4)			
23.	When the school hires nondegreed instructors, are they within 1 year of degree completion? (21.4.3)			
24.	Have nondegreed instructors signed a contract for degree completion within 30 days of assignment? (21.4.3.1)			
25.	If the degree completion date is extended, is the degree contract reviewed and approved by the supervisor and commander? (21.4.3.1)			
26.	Are instructors subject-matter qualified and tested annually? (21.8)			
27.	Does the school have an instructor qualification program, including an approved teaching practicum of 180 hours? (21.5)			
28.	Do all instructors complete a 3 semester-hour Methodology Course? (21.6)			
29.	Are instructor evaluations conducted and documented annually? (21.9)			
30.	Are CCAF faculty members encouraged to seek professional certifications for which they are qualified? (21.11)			

31.	Does the school maintain professional memberships and/or subscriptions to professional journals? (21.11)			
32.	Are CCAF faculty members involved in periodic in-service training or encouraged to attend professional workshops? (21.11)			
CCAF POC Responsibilities – Course Management/Documentation				
33.	Is there a process to review and update (if needed) course documents biennially? (23)			
34.	Are all new, revised, and tentative course documents sent to CCAF for evaluation? (22)			
35.	Are course documents (plan of instruction and course chart) sent to CCAF Campus Relations at least 1 duty day before class start date? (22)			
36.	Are test control procedures established and maintained? (12.1.21)			
37.	Does the school use course critiques to assist in the course review process? (23)			
CCAF POC Responsibilities – Faculty Folders				
38.	Is there a faculty folder for each faculty member (enlisted, officer, contractors, civilians, etc.)? (21.10)			
39.	Are folders maintained in proper sequence? (21.10)			
40.	Are folders maintained according to privacy act requirements? (21.10)			

Section 1				
41.	Does section 1 contain the appropriate form, reflecting instructor qualifications, and list courses each instructor is qualified to teach? (21.10 Section I)			
42.	Does information in section 1 match data in the CCAF instructor database? (21.10 Section 1)			
43.	Does section 1 contain verification of subject-matter testing for courses each instructor is qualified to teach? (21.10 Section 1)			
44.	Does section 1 contain information verifying member is qualified to teach if member does not have a CCAF degree or a higher degree in the subject area teaching? (21.5.1)			
45.	Does section 1 contain verification instructor has read and has access to PPG and the CCAF Policy Statement and the Academic Freedom & Responsibility statement? (21.10 Section 1)			
Section 2				
46.	Does section 2 contain instructor evaluations for last 3 years or from date of assignment? (21.10 Section 2)			
Section 3				
47.	Does section 3 contain evidence of practicum progress or completion? (21.10 Section 3)			
Section 4				
48.	Is the Degree Completion Contract completed within 30 days of assignment for those without at least an associate's degree? (21.4.3.1)			
49.	Do the supervisor and commander review and approve changes if the degree completion date is changed? (21.4.3.1)			
50.	If required, are the appropriate transcripts or request for transcripts contained in section 4? (21.10 Section 4)			

Figure 5

Practicum Completion

Name		Grade	
Organization		SSAN	
Practicum Enrollment Date		Practicum Completion Date	
Practice Teaching Hours			
Start Date	End Date	Hours Taught	

Total hrs practice teaching _____

Training

- Lesson Plan Preparation
- Audiovisual Aids Preparation & Use
- Student Test Administration
- Academic Counseling of Student
- Instructor Performance Feedback
- Instructor Subject-Matter Testing

Date Completed Required Contact Hrs

Instructor Evaluation & Rating

Evaluation Date _____ Rating _____

Evaluation Date _____ Rating _____

Instructor Information

- Subject-Matter Testing Procedures
- Education Counseling Procedures
- Supervision & Evaluation Procedures
- Tracking Faculty Qualification Training Documents
- Practicum Completion Process

Date Received

 Faculty member signature, verifying practicum requirement completion date

 Commander/commandant/PME flight chief signature
 (or Faculty Development Chief for Technical Training Groups) date

Figure 6
CCAF Faculty Folder Worksheet
 Section 1 - Template

NAME (Last, First, MI)	RANK	ORGANIZATION					
INSTRUCTOR QUALIFICATION							
COURSE TITLE					DATE COMPLETED		
RELATED MILITARY EDUCATION & TRAINING							
COURSE TITLE					DATE COMPLETED		
SUBJECT MATTER QUALIFICATION							
COURSE/BLOCK					DATE QUALIFIED	DATE DROPPED	
SUBJECT MATTER TESTING/VERIFICATION							
COURSE/BLOCK	DATE	SCORE	CERT INIT	COURSE/BLOCK	DATE	SCORE	CERT INIT

Figure 7

CCAF Policy Statement

To ensure CCAF complies with the academic and professional preparation requirement of its faculty required by the Commission on Colleges of the Southern Association of Colleges and Schools, we, the Board of Visitors of the Community College of the Air Force, endorse the following policy statement. CCAF operations must enhance the readiness of the Air Force, assist in retention of the finest enlisted personnel and contribute to the Air Force's ability to attract the most competent enlistees. CCAF educational programs are intended to produce the highest quality, most technically proficient airmen possible.

As an element of the Air Force, the college will support the Air Force mission. Ultimately CCAF's institutional effectiveness is measured by its students' performance. Therefore, CCAF faculty must be selected in ways that maximize the quality of training and professional development. CCAF faculty members will be selected on the basis of academic preparation, demonstrated technical competence, professional appearance and behavior, and potential to be effective in the classroom. CCAF military faculty selection is done through the Air Force Personnel Center, which must be responsive to the Air Force mission as well as the mission of the college and other units. The Personnel Center will assign airmen to instructor positions according to Air Force requirements, policies and procedures as determined by the President, Secretary of Defense, Secretary of the Air Force and Air Force Chief of Staff. To the extent possible, those selected for assignment as CCAF faculty members will hold at least an associate's degree from a regionally or nationally accredited institution. For faculty members who satisfy the credentialing requirement via a nationally accredited school, the school awarding the degree must have faculty credentialing requirements comparable to those of the SACS/COC. Changes in the Air Force mission, restructuring of the Air Force and other factors that affect the environment of the college must be considered when implementing this policy.

The Community College of the Air Force must provide extensive curriculum development and an improvement process for its faculty. This process must enhance the faculty member's ability to deliver a particular subject. Also, the college must have an instructor evaluation program that ensures its faculty members consistently perform to the highest standards of subject-matter mastery and classroom techniques. The instructor qualification program must also prepare faculty members to understand the following:

- Development of learning objectives.
- Curriculum development and improvement.
- Focus of evaluation instruments on learning outcomes.
- Classroom techniques in support of expected outcomes.
- Learning styles of students.

Military faculty must be selected from the career field in which they will be teaching and should be returned to the workplace with sufficient frequency to ensure the subject matter and training reflect the needs of the Air Force. The Air Force is a dynamic institution, and the rotation of military instructors back to the workplace is an institutional imperative. We recognize refreshing creates an added burden on the personnel and faculty development systems but are convinced it is the strength of the CCAF educational programs.

Military instructors must demonstrate subject-matter expertise and be certified at the journeyman or craftsman level in their primary career field before being assigned to CCAF classrooms. This certification is indicative of the professional experience and technical competence of the CCAF faculty.

The Community College of the Air Force must maintain full compliance with the academic and professional preparation criteria of its faculty required by the Southern Association's Criteria for Accreditation. All military faculty are technically qualified on the basis of training and experience; nevertheless, the college will continuously seek to have 100 percent of its faculty have at least an associate's degree. Additionally, each military faculty member must complete required instructor training and a practicum before being certified as fully qualified.

This policy has been endorsed by the Board of Visitors and is effective immediately.

Implementing instructions should be included in appropriate Air Force, affiliated school and CCAF instructions. Updated by the Community College of the Air Force Board of Visitors 6 June 2000.

Figure 8

Academic Freedom & Responsibility

(All CCAF Faculty members must read and agree to the following prior to teaching students)

Academic Freedom & Responsibility—*Academic freedom* is a respected and honored tradition involving privilege and responsibility. The Community College of the Air Force endorses academic freedom for its faculty members in the classroom environment as essential in attaining truth and its exposition. The principal elements of academic freedom include the freedom to:

- Teach, conduct research and publish research findings.
- Discuss in a classroom any material that is relevant to the subject matter.
- Exercise one's constitutional rights.
- Seek changes in academic and institutional policies through lawful and peaceful persuasion.

Academic freedom carries with it correlative *academic responsibilities*, of which all faculty members should be aware. They include the responsibility to:

- Meet defined teaching, research and service obligations.
- Pursue excellence, intellectual honesty and objectivity in teaching.
- Encourage students and colleagues to engage in free discussion and inquiry.
- Evaluate student and college performance on a scholarly basis.
- Carefully differentiate official activities from personal activities and act accordingly.

Commitment to Excellence—As an institution of higher learning, the Community College of the Air Force is dedicated to offering and awarding job-related associate in applied science degrees and other academic credentials that enhance mission readiness, contribute to recruiting, assist in retention and support the career transitions of Air Force enlisted members. The CCAF instructor ensures the students receive the finest occupational training. The instructor demonstrates this commitment through the following objectives that help build institutional effectiveness throughout the CCAF system:

- Instill the importance of academic integrity in the students.
- Create an environment conducive to student success.
- Ensure students receive an education that will enhance their contributions to the Air Force and our nation.
- Continuously evaluate and recommend curriculum and instructional modifications to fulfill the needs of the Air Force and the student.
- Demonstrate the highest degree of professionalism that students will recognize and emulate as they assume leadership positions.
- Encourage lifelong learning and continuous self-improvement. As an institution of higher learning, the Community College of the Air Force is dedicated to offering and awarding job-related associate in applied science degrees and other academic credentials that enhance mission readiness, contribute to recruiting, assist in retention and support the career transitions of Air Force enlisted members.

*Figure 9

**REQUEST FOR OFFICIAL TRANSCRIPT
CIVILIAN EDUCATIONAL INSTITUTION
PRIVACY ACT STATEMENT**

AUTHORITY: 10 U.S.C. 8013, Secretary of the Air Force; Powers and Duties. **PURPOSE:** Used for positive identification.

ROUTINE USES: Will not be released outside the Department of Defense. **DISCLOSURE:** Voluntary. However, failure to provide requested information will invalidate request.

Complete request for the institution that awarded your highest degree. If nondegreed, complete a separate request for each institution attended. **NOTE: All requests must include exact location and complete address.**

PLEASE PRINT OR TYPE

NAME OF COLLEGE/UNIVERSITY: _____

ADDRESS: _____

DATES & LOCATIONS OF ATTENDANCE: _____

GRADUATION DATE: _____ DEGREE RECEIVED: _____

STUDENT NAME: Last _____ First _____ MI _____

MAIDEN NAME (Or other names used): _____

STUDENT SSN: _____ DATE OF BIRTH: _____

CCAF AFFILIATE SCHOOL/CURRENT UNIT OF ASSIGNMENT: _____

AUTHORITY TO RELEASE INFORMATION

I request and authorize you to furnish the Community College of the Air Force with an official transcript of my student record. This transcript will become the property of the U.S. Air Force for use in my instructor record as required by the Community College of the Air Force's regional accreditation association.

INSTRUCTOR SIGNATURE

DATE

CCAF USE ONLY

STARS UPDATE YES NO

DATE SENT TO COLLEGE:

DATE RECEIVED AT CCAF:

DATE SENT TO UNIT:

CCAF FORM 3, 20011204 (EF-VI) (DFCA)

PREVIOUS EDITIONS ARE OBSOLETE

Figure 9 (Continuation)

Procedures for Ordering CCAF and Civilian Transcripts

The CCAF transcripts will be ordered through CCAFID. Transcripts are processed and sent to the address listed and should be received at the school within seven days. Civilian transcripts are ordered by completing the CCAF Form 3. The affiliate school POC is ultimately responsible for ensuring a CCAF Form 3 is correctly filled out and submitted to CCAF. Missing or incomplete information will cause delays and result in the Form 3 being returned for further information. The affiliate school POC will mail the original Form 3 to:

CCAF/DFRS
Attn: Instructor Records
130 W. Maxwell Blvd
Maxwell AFB AL, 36112-6613.

A civilian school transcript will be ordered when the instructor has completed all degree requirements. CCAF will order transcripts reflecting the instructor's highest degree level. Please wait until all coursework is completed and grades are posted before ordering transcripts. Transcripts will be sent directly to the affiliate school CCAF POC for placement in the Faculty Folder.

Transcripts purchased by CCAF will remain in the faculty folder. They will not be removed for inclusion in OTS packages, special duty assignments or for any other reason. Replacement of transcripts lost or removed from the CCAF faculty folder is the affiliate school's responsibility.

*Figure 10

Sample OIC Nomination Memo

[date]

MEMORANDUM FOR CCAF/DFAL

FROM: [Full Unit Address]

SUBJECT: Occupational Instructor Certification Nomination

1. The following individual(s) is/are submitted according to the Campus Relations PPG for award of the Occupational Instructor Certification:

[nominee's rank, full name and social security account number]

[nominee's rank, full name and social security account number]

2. Please mail certificate(s) and supporting documents to:

[Unit/Office Symbol]

[Unit Address]

[Base, State, 9-digit Zip Code]

3. Please address any questions to our CCAF POC [*rank, name*] at DSN [*number*] or [*E-mail address*].

[signature/signature block of affiliated school commander, commandant or PME flight chief]

Figure 11
Course Chart

<i>COURSE CHART</i>			
NUMBER	TITLE	PDS CODE	
SUPERSEDES COURSE CHART(S)	APPLICABLE TRAINING STANDARD	INSTRUCTIONAL DESIGN	
LOCATION OF TRAINING	WING/GROUP/DEPARTMENT		
COURSE SECURITY CLASSIFICATION	OPR APPROVAL DATE	NUMBER OF ATTACHED TABLES	
COURSE LENGTH (_____ Academic days)	WARTIME COURSE LENGTH (_____ Academic days)	<i>HOURS</i>	
Technical Training			
Other Training/Administrative Time			
		TOTAL	
REMARKS			
Effective Date:			
Training Manager:			
<i>TABLE 1 - MAJOR ITEMS OF EQUIPMENT</i>			

AETC FORM 449, 19960601 (EF-V6)

PREVIOUS EDITIONS ARE OBSOLETE.

Figure 12

Course Standardization

Course No.	Title		PDS
Supercedes	Location	Course Length	
Approval Date	Effective Date	Wing/Group	
POC Name & Contact No.		Target Population	
Summary of Changes			

Training Breakdown

Academic: Tie the instructional hours into the units with a list of objectives.

Block 1

Unit(s)	Performance	Lecture	CAI
----------------	--------------------	----------------	------------

Total

Block 2

Unit(s)	Performance	Lecture	CAI
----------------	--------------------	----------------	------------

Total

Block 3

Unit(s)	Performance	Lecture	CAI
----------------	--------------------	----------------	------------

Total

Flight Training

Type	Demo/Performance	CAI
-------------	-------------------------	------------

Total

Aircrew Training Devices; Additional Qualification Training

Type	Lecture/Discussion	Demo/Performance	CAI
-------------	---------------------------	-------------------------	------------

Total

Figure 13

Sample Flying Training Course

Course No.: MH53JAGMQ	Title: MH-53J Aerial Gunner Mission Qualification	PDS: #MG
Supercedes: 045AET2W1X1-000 961001	Location: Kirtland AFB, New Mexico	Course Length: 70 days
Approval Date:	Effective Date: 01 January 2000	Wing/Group: 58 Special Operations Wing
POC Name & Contact No.: Ms. Sue Smith, DSN 788-8888; com1 (222) 478-8888		Target Population: flight training qual; attended prereq crs

There are no changes. Or there are changes in hours to unit 5WEA454545 reducing the lecture time to 5 hours and increasing the review time to 15 hours (contact hours). If the course is taught for 45 minutes of a 50-minute instruction block, round off to 1 hour.

Training Breakdown:

Academic: Brief description of classroom or computer-aided instruction type of environment for academic training. Is this training measured by an exam or is it standard class-paced training? List special equipment. Finally, tie the academic hours to the units with a list (must be identifiable in the syllabus).

	Lecture/Discussion	CAI
111 POC	20	5
12POC23XXX		
Objectives 1POC (a-c)	<u>33</u>	<u>2</u>
	53	7

Flight Training: Brief description of flight training and equipment involved. Inside the aircraft is the training new theory (new information) ... is it review of what was learned in previous academic sessions, or a little of both?

	Demonstration/Performance	CAI
2FLT1000222	40	5
Objectives 2FLT (a-f, h-j)		
3FLT2291289	<u>30</u>	<u>2</u>
	70	7

Aircrew Training Devices and Additional Qualification Training: Specific weapons for this airframe, components unique to this airframe not already covered in previous sections.

	Lecture/Discussion	Demo/Performance	CAI
5WEA343434	5	15	3
5WEA454545	<u>2</u>	<u>6</u>	<u>6</u>
	7	21	9
<i>total hours</i>			<i>174</i>

Figure 14
Plan of Instruction

<i>PLAN OF INSTRUCTION/LESSON PLAN PART I</i>					
NAME OF INSTRUCTOR	COURSE TITLE				
BLOCK TITLE					
<i>COURSE CONTENT</i>				<i>TIME</i>	
<i>SUPERVISOR APPROVAL OF LESSON PLAN</i>					
SIGNATURE AND DATE		SIGNATURE AND DATE			
POI NUMBER		BLOCK	UNIT	DATE	PAGE NO

AETC FORM 133, 19980901 (EF-V2)

REPLACES ATC FORM 133, JUL 93 WHICH IS OBSOLETE.