

DEPARTMENT OF THE AIR FORCE
Thomas N. Barnes Center for Enlisted Education
Maxwell AFB, AL 36118

01 Mar 18

**AIRMAN LEADERSHIP SCHOOL
STUDENT GUIDE**

**PART I
COVER SHEET**

LESSON TITLE: CF01, COURSE INTRODUCTION

TIME: 3 Hours

TEACHING METHOD: Informal Lecture

REFERENCES:

Air Force Instruction (AFI) 36-2301. *Developmental Education*, 16 July 2010.

Thomas N. Barnes Center for Enlisted Education. *Airman Leadership School Curriculum Synopsis*

Thomas N. Barnes Center for Enlisted Education. *USAF Enlisted Professional Military Education Procedural Guidance*, 15 October 2014.

STUDENT PREPARATION: None

PART IA

ACTIVITY STATEMENT: Receive information on the Airman Leadership School's purpose, policies, procedures, and requirements.

PART IB

ORGANIZATIONAL PATTERN: Topical

LESSON OUTLINE

CONTENT
INTRODUCTION: Attention, Motivation, and Overview
MP 1. Procedural Guidance Briefing <ul style="list-style-type: none">A. USAF Enlisted Professional Military Education Procedural GuidanceB. Professional BehaviorC. Academic FreedomD. Non-AttributionE. Academic IntegrityF. Internet SourcesG. Operational Sources

H. Study Aids I. Curriculum Materials J. Use of Recording Devices K. Use of Electronic Devices L. Extenuating Circumstances M. Graduation Criteria N. Student Responsibilities O. Objective Exams (Test Procedures) P. Re-Test Q. Academic Review Board R. Disciplinary Review Board S. Student Releases T. Awards Program U. Peer Leadership Points V. CCAF Credit
MP 2. Local Topics
MP 3. Team-Building Activity
CONCLUSION: Summary, Remotivation, and Closure

PART II

STUDENT READING

This reading covers a variety of topics designed to help students succeed while attending Airman Leadership School (ALS). Content below comes from the USAF Enlisted Professional Military Education's (EPME) Procedural Guidance (PG). A flight room lecture and group activity provides additional information that supports and reinforces this reading.

MP 1. PROCEDURAL GUIDANCE BRIEFING

A. USAF Enlisted Professional Military Education Procedural Guidance: The Thomas N. Barnes Center for Enlisted Professional Military Education at Maxwell-Gunter AFB, Alabama develops and publishes this document under the authority of AFI 36-2301, *Developmental Education*. As the primary directive for administering EPME programs, the directive ensures a standardized EPME experience for all attendees. It is vital for students to understand what is expected of them while attending this course.

B. Professional Behavior: Students and faculty are expected to be professional in and outside the classroom. Students and faculty will not engage in behaviors that violate articles outlined in the UCMJ, any AFI, or local guidance. Any violation of policies or the UCMJ will be dealt with appropriately, including the possibility of release from the school. Students and faculty members must use sound judgment in avoiding unprofessional relationships while attending EPME; this includes student/faculty and student/student relationships. Professional/unprofessional behavior is defined in AFI 36-2909, *Professional and Unprofessional Relationships* and AETCI 36-2909, *Recruiting, Education, and Training Standards of Conduct*.

C. Academic Freedom: Academic freedom is the privilege of debate *with discretion* on any subject related to EPME curricula. Students are encouraged to engage in responsible classroom discussion of controversial issues; however, this policy does not authorize the use of offensive remarks, irresponsible statements (e.g. sexist comments, ethnic slurs, profanity, and so forth). Students must temper academic freedom with good judgment.

D. Non-attribution: As specified in AFI 36-2608, *Academic Freedom*, statements, disagreements, and other comments made by individuals or groups in the educational forum are protected through the practice of non-attribution. Communication among students and faculty is privileged information; neither will reference statements to a specific individual or group of individuals. Safeguard statements and other comments made by guest speakers, instructors, or students. Permission must be obtained from speakers and the school before releasing or discussing remarks outside the academic forum. This includes references and comments made in Communication Skills or performance assignments.

E. Academic Integrity: Academic integrity is the uncompromising adherence to a code of ethics, morality, conduct, scholarship, and other values related to academic activity. All individuals who violate academic integrity standards of conduct are subject to administrative action and may be prosecuted under Article 92 of the UCMJ. Violations of

academic integrity include, but are not limited to, cheating, plagiarism, and misrepresentation.

- ***Cheating*** is the act of giving or receiving improper assistance. Examples include, but are not limited to:

- using previously written papers, briefings, test answer strings, or other types of work provided by former students of the course, current students at another EPME school, the same student re-attending after a previous release, or from any other non-student sources.

- copying answers from another student's examination;

- copying another student's writing assignments,

- knowingly permitting another student to copy one's writing assignments or examination answers;

- gaining unauthorized access to faculty materials not intended for student use or collaborating with other persons to gain access to unauthorized curriculum materials;

- or using copies of official writing accomplished in any unit or organization except as specifically authorized by the school;

- Possessing, distributing, reviewing, copying, transmitting, or having access to actual controlled test material, or allowing/causing access to unauthorized individuals;

- Discussing or sharing, in any form, information about actual test material or suspected test material with another student or potential examinee outside of authorized activities (i.e., test review).

- Using texts, notes, issue materials, or other references and study aids not authorized for examinations or other assigned course work;

- Collaborating with other persons on individual assignments except as specifically authorized by the school (i.e., students with same communications assignment scenario are prohibited from working with one another).

- Allowing another student to complete one's assignments in part or in whole. NOTE: While editing by other students is permitted and encouraged, all completed assignments must reflect each student's individual effort.

- ***Plagiarism*** is the act of passing off the literary ideas and work of others as the product of one's own mind. An example is copying an outside source verbatim without using quotation marks and a citation of the source. Intent is based on consideration of all circumstances and evidence presented. The correct method for giving credit to a source in written work is to use quotation marks and an accompanying footnote or bibliographies when quoting directly or just a footnote when paraphrasing. In oral presentations, students must cite, integrate, or qualify (whichever is applicable) the outside sources they quote or paraphrase.

- ***Misrepresentation*** is the act of making an assertion to intentionally deceive or mislead. Examples include, but are not limited to, falsifying a report or knowingly giving a false statement to an academic, a disciplinary review board or to faculty

members attempting to investigate suspected behavior in violation of established policies.

F. Internet Sources: “Students are not authorized to use products or language on Internet Websites as their own work for communication skills assignments or individual projects. Some examples of such sites include but are not limited to: airforcewriter.com, afwriting.com, afmentor.com, afeprbullets.com, militarywriter.com, and eprbullets.com. Downloading, copying and pasting, copying and modifying, using the content from such sites as a template, or any other use of the content on such websites without proper citation constitutes a disciplinary issue that may result in disciplinary action up to and including disciplinary release.”

G. Curriculum Materials: Brief the following statement verbatim: “All course materials provided to students to include but not limited to student study guides, handouts, and any versions of completed student assignments are intended for the exclusive use by the student while attending the course and may be retained by the student as personal reference material. Students may not provide copies of any course materials to future students or commercial entities, nor upload in whole or in part instructional materials to Internet websites.”

G. Study Aids: “All assigned course objectives and assignments must be completed in a manner that reflects each student's individual effort. Therefore, students are authorized to use only those study aids developed by either themselves or with members of their current class. Study aids include but are not limited to: study notes, flashcards, practice tests, and quick reference sheets. Unless explicitly authorized for use as foundational course knowledge, **distance learning (DL) course materials are prohibited**. Downloading, copying and/or using prohibited study aids from former students, or from internet websites constitutes a disciplinary issue that may result in disciplinary action up to and including disciplinary release. Some examples of such sites include but are not limited to: quizlet.com, proprofs.com, and cram.com.”

H. Operational Sources: “Students are not authorized to use products or language from Air Force or other military or civilian organizations as their own work for communication skills assignments or individual projects unless explicitly authorized. This includes using products developed in the student's home unit or any other military or civilian organization as a template, copying and pasting content from such sources, copying and modifying, or any other use without proper citation. Using material from these sources without proper citation constitutes a disciplinary issue that may result in disciplinary action up to and including disciplinary release.”

I. Use of Recording Devices: Students will not use any type of recording device in the classroom/auditorium during delivery or review of academic curriculum. This includes but is not limited to: cameras, tape recorders, digital voice recorders, cell phones, iPods/mp3 players, scanning pens, etc. Images, video, or audio will not be recorded when class is in session unless using government procured official equipment for the specific purpose of providing student feedback on performance exercises or evaluations. Students may use personal recording devices, such as cameras, during breaks or during off-duty hours at the discretion of school faculty.

J. Use of Electronic Devices: Students may use laptop computers, tablets, e-readers, or other electronic devices in the classroom; however, students must stay fully engaged in the discussion and are always at risk of being called upon at any time. Additionally, as stated above, built-in cameras, microphones, and/or other recording software will not be used in the classroom during the delivery or review of academic curriculum. School faculty will have the final say regarding student use of electronic devices in the classroom.

K. Extenuating Circumstances: Extenuating circumstances are those unforeseen and uncontrollable circumstances that prevent students from meeting academic or performance standards. Extenuating circumstances include events such as death or notification of terminal illness of a family member; marital, family, or financial problems; and natural disasters. Students must inform their instructor or other faculty member as soon as extenuating circumstances arise, or they become aware of the possibility of such circumstances.

L. Graduation Criteria: Students must meet all of the following requirements to graduate:

- **Objective Track:** In the objective track, students must show curriculum mastery by attaining the minimum passing score as defined by EPME Academic Affairs. Schools are responsible for verifying the minimum passing score for the formative, summative, and re-test.
- **Performance Track:** In the performance track, students must meet the minimum passing standard in each performance evaluation as defined by EPME Academic Affairs. Students who fail to meet lesson objectives due to lack of participation face disciplinary action. A continued lack of participation results in a disciplinary release.
- **All Lesson Objectives:** Students must satisfactorily accomplish all lesson objectives, including those pertaining to fitness, Drill and Ceremonies, and/or Combined Operations using the criteria outlined in each lesson. Unsatisfactory completion of any area may result in the student's disqualification from awards at the commandant's discretion. The student's instructor will manually disqualify the student in iGecko using the "redline" function.
- **Lessons with No Evaluation Instruments:** For those lessons without evaluation instruments, students will participate and meet lesson objectives to the instructor's and commandant's satisfaction. Students will participate in all aspects of every program/event. Students with profiles that limit their ability to participate in specific activities will meet graduation requirements as determined by the commandant on a case-by-case basis.
- **Awards Eligibility.** To be eligible for the John L. Levitow, Distinguished Graduate, or Academic Achievement Awards, students must meet the minimum passing standard on every summative evaluation (objective and/or performance as applicable to course).ⁱ

M. Student Responsibilities:

- Adhere to class schedule attendance; engage in the learning process; complete all homework, objective, performance and remediation assignments on time; listen actively, think critically; discuss lesson objectives willingly.

- Satisfactorily participate in all aspects of programs and events. Unsatisfactory participation is a disciplinary issue.
- Successful participation and accomplishment in all areas of the EPME program ultimately lead to success as an Airman, supervisor, leader, and citizen.
- Adhere to the highest standards of academic integrity.

N. Objective Exams (Test Procedures):

- Test Compromise. Unauthorized discussion, disclosure, or possession of EPME examinations is a violation of Article 92, UCMJ. USAF Reserve components and Air Force civilian employees are subject to disciplinary action per AFI 36-704, *Discipline and Adverse Actions*, and civilian penalties. Examples of test compromise include, but are not limited to:
 - Discussing or sharing, in any form, information about actual test material or suspected test material with a student or potential examinee.
 - Bringing unauthorized materials into the examination room.
 - Unauthorized removal of test materials from the examination room.
 - Using or possessing an actual test or testable materials to assist a student or potential examinee in taking a test.

O. Re-Test: Students who fail the summative objective test take a re-test. Students who fail a summative Supervisory Communicator assignment will re-fire on the assignment. Students who fail a re-test or a re-fire will meet an Academic Review Board (ARB).

P. Academic Review Boards (ARB): An ARB convenes when a student is unsuccessful on a re-test or re-fire. The ARB investigates and determines whether a student fulfilled his/her responsibilities by engaging in the learning process. If the ARB determines a student did not put forth the effort necessary to graduate, the commandant may decide a disciplinary release is more appropriate than an academic release.

Q. Disciplinary Review Boards (DRB): The DRB investigates all circumstances and issues surrounding a student's violation of Air Force directives or individual school policies. Violations include lack of effort, disruptive/poor attitude, engaging in unprofessional relationships, academic irresponsibility, cheating, plagiarism, misrepresentation, or other conduct in violation of local policies or the Uniform Code of Military Justice (UCMJ). If the DRB determines the student violated directives and/or school policy, the commandant may disciplinarily release the student.

R. Student Releases: There are three types: administrative, academic, and disciplinary.

- **Administrative Release** - Used when students encounter extenuating circumstances (e.g. death of a loved one, serious medical issue, etc.) or if their unit recalls them. (e.g. mission will fail without their presence.) Unit commanders and first sergeants may recall students with unusually stressful family or personal situation or an emergency situation with an immediate family member as similarly defined under humanitarian

reassignment guidance. NOTE: Administratively released students do not always have to repeat the entire course.

- ***Academic Release*** - Used when students fail to meet academic standards. Academic releases render students ineligible for reentry into any EPME course of instruction for three months from the release date.
- ***Disciplinary Release*** - Used when students violate Air Force directives or individual school policies (e.g., cheating, lack of effort, disruptive or poor attitude, or other conduct in violation of the UCMJ). Disciplinary releases render students ineligible for reentry into any EPME course of instruction for one year from the release date.

S. Awards Program: Commandants may disqualify award candidates who fail to exhibit USAF leadership, followership, and physical fitness standards, from one or more of the following awards.

- ***John L. Levitow Award*** - The highest honor awarded, based on a combination of summative objective and performance evaluations, instructor leadership points, and peer points. The award is presented to the number one graduate as identified in iGecko. The John L. Levitow Award is the most distinguished graduate and is included as part of the top 10 percent of Distinguished Graduates. Each school has only one recipient.
- ***Distinguished Graduate Award*** - Presented to the top 10 percent of the class based on a combination of summative objective and performance evaluations, instructor leadership points, and peer points as determined by iGecko.
- ***Academic Achievement Award*** - Presented to the student with the highest academic standing, excluding the John L. Levitow Award recipient, and is based on a combination of summative objective and performance evaluations.
- ***Leadership Award*** - Presented to the student who, in the Commandant's judgment, made the most significant contribution to the overall success of the class. The John L. Levitow Award recipient is NOT eligible for this award. Students academically redlined are still eligible for this award.

T. Peer Leadership Points: Toward the end of the course, students rank-order the top three students in the flight and may include themselves in the rank ordering.

Although students have their own criteria for what makes a good leader, students are encouraged to consider the following questions when making their choices:

- ***Leadership/Followership*** - Who best exemplified top military standards and the image of a military leader? Who exhibited a high degree of personal fitness? Whose demeanor would you like to emulate?
- ***Teamwork*** - Who did the most to promote teamwork and harmony within the flight? Who rallied you together when you needed it? Who was instrumental in helping to manage stress?
- ***Goal Accomplishment*** - Who did the most to help the flight achieve its goals? Who kept you on track during discussions? Who encouraged you to study and practice together so you all could succeed? When necessary, who sought

clarification? Who helped motivate you? Who exceeded all duty requirements and expectations?

-- ***Professional Conduct On/Off Duty*** - Who were the professionals in the flight? Who exhibited integrity in word and action? Who displayed energy, initiative, and a volunteer spirit? Who always seemed courteous and supportive? Who conducted themselves in a professional manner in and outside the classroom?

To maintain the integrity of this effort, students make their selections independently. In other words, this is an individual vote, not a collaborative effort. Students vote by assigning an 'A' to the top student, a 'B' to the next best, and a 'C' to the third student. Every student must assign all three positions. This information, combined with other factors, helps determine award recipients. Failure or refusal to participate in awarding peer points represents an unwillingness to fulfill supervisory duties similar to those performed in the normal duty section; therefore, a failure to comply with this policy constitutes a disciplinary issue.

U. CCAF Credit This is a Community College of the Air Force accredited program; therefore, students receive 9 CCAF credits upon graduation.

CONCLUSION

As you can see, we expect students to maintain a high level of professionalism while here. Apply the information from this introductory lesson, and you will be successful.

ⁱ BCI 36-2301, *USAF EPME PROCEDURAL GUIDANCE*, 15 October 2014, pages 28-31