

2004-2005  
USAF ACADEMY MENTORING & ADVISING  
HANDBOOK



"WHY... MR. MIYAGI? WHEN WILL YOU TEACH ME KARATE?" "DANIEL SON, SHOW ME PAINT THE FENCE; SHOW ME WAX ON, WAX OFF; SHOW ME SAND THE FLOOR."

## INTRODUCTION

In the movie KARATE KID, Daniel Laruso and his mother move from New Jersey to Southern California, where he's not too keen about his new home--until he meets Ali, an attractive girl who seems to like him. But trouble looms when Ali's ex-boyfriend and his gang of ruffians start tormenting Daniel. One day, as Daniel is suffering a beating at the hands of these louts, Mr. Miyagi (Noriyuki "Pat" Morita), an elderly Japanese handyman, comes to his rescue. To Daniel's amazement, Miyagi manages to take down the whole group all by himself using karate. Daniel begs to learn this ancient martial art, and soon Miyagi begins the boy's training, teaching Daniel that there is more to karate than fighting. Through a series of lessons, the **wise mentor** instills a sense of honor and nobility in his young pupil while preparing him for the ultimate karate showdown. However, as Daniel studies the discipline and art of karate, his enemies are learning a dirtier kind of fighting from Kreese, a cold-blooded ex-marine. Ultimately, the boys will fight to the finish in the All Valley Karate Championship in a rousing and triumphant finale. Morita is a gem as the elderly **father figure Miyagi**, giving the character warmth, wisdom, and comic charm. Macchio's underdog character inspired an entire generation to run out and join the nearest karate school while chanting "wax on, wax off."

Within this handbook you will find an extended expression of thought on the subject of mentoring and advising. A common motif in the body of this document is an emphasis on establishing strong relationships between AOCAs and their advisees (cadets). In this edition you will find several pages devoted to the incorporation of mentoring into the advising process; thus, genesis or idea for the handbook cover of Mr. Miyagi and his pupil Daniel son. The cover and synopsis above wonderfully illustrates the bond of a strong relationship depicted by the movie Karate Kid. Mr. Miyagi's interest and wise tutelage of the young Daniel Laruso parallels nicely with what AOCAs should strive for when forging strong relationships with their advisees. Not unlike Mr. Miyagi, AOCAs must be willing to leap into the USAFA milieu and help his/her cadet. In Karate Kid, Mr. Miyagi embodies the distinguishing characteristics/qualities of a mentor: father-figure, patient and compassionate guide, a motivator and encourager. In the life of Daniel, Mr. Miyagi casts what is called a "Pygmalion effect," a self-fulfilling prophecy (you'll need to read this handbook to learn about this phenomenon). An earnest effort is made within this handbook to discuss the various aspects of mentoring and advising, offering helpful insight into: 1) connecting; 2) communicating; 3) establishing and nurturing relationships; and 4) providing frameworks and tips to enhance quality mentoring and advising. Now turn the page and let's learn how to challenge our cadets to wax on, wax off!

Cover was taken from the Karate Kid website and synopsis was taken from the website GREEN CINE. Words that are in bold or underscored were devices intentionally applied by DFRC to make analogous points in pointing to the parallels of the karate kid movie with the many aspects of mentoring and advising contained within this publication.

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# SECTION I

## MENTORING & ACADEMIC ADVISING



### PHILOSOPHY

Advising is a developmental process which assists cadets in clarifying their goals and developing educational plans to attain these goals. Cadets are encouraged to realize their educational potential through interaction with a mentor/advisor. The advisor serves as a mentor, facilitator, academic and career counselor, and as a referral agent to other agencies.

### DEFINING A MENTOR AND AN ADVISOR

Mentoring is a relationship in which an Associate Air Officer Commanding for Academics (AAOCA), an academic advisor, or an Advisor-in-Charge (AIC) with greater experience & wisdom guides a mentee (cadet) to develop both personally and professionally. Advising is a relationship in which an AAOCA or an AIC provides counsel or recommends, primarily in the academic arena.

### DIFFERENT TYPES OF USAFA ADVISORS

The Dean of the Faculty has given the Office of the Registrar (DFR) responsibility for administering the academic advising programs.

#### **Associate Air Officer Commanding for Academics (AAOCA)**

AAOCAs are officers or civilians who serve as academic advisors to cadets who have not declared a major. AAOCAs serve as a primary pool of mentors from the Dean of Faculty staff (see History & Delineating Features of Mentoring below). Each cadet squadron is assigned a technical and a non-technical 4<sup>o</sup> AAOCA. AAOCAs should have served at least one year at USAFA prior to becoming an AAOCA and have at least one year retainability. General responsibilities of an AAOCA:

- Mentor undeclared advisees on personal and professional development
- Demonstrates and explains the registration process to advisees
- Assists advisees on interpreting academic schedules
- Assists “at-risk” advisees and those who volunteer for the Strategies for Academic Success Program offered by Student Academic Services
- QCs Academic Program Summary (APS) registration changes
- Communicates with advisees on ARC-directed actions
- Ensures advisees declare a major NLT the registration period in their 3<sup>o</sup> fall
- Assists cadets who are on academic probation in developing “Get Well” plans

- Will serve as a facilitator for at least one Vector! Course (see mentoring below)

### **Advisor in Charge (AIC)**

Each major has an AIC who is the expert on the courses and requirements of the major. The AIC ensures cadets complete all graduation requirements and coordinates all academic/curriculum matters. The AIC is the cadet point of contact for major declaration. General responsibilities of an AIC:

- Acts as the liaison between the major and the Registrar’s Office
- Trains all academic advisors in the major on curriculum policies
- QC’s all advisee registrations for accuracy/coordination prior to submission
- Provides information to DFRC for inclusion in curriculum publications
- Handles other duties associated with curricula as assigned by the dept

### **Academic Advisor**

Once a cadet selects a major, the AIC assigns a faculty member as the cadet’s advisor. The academic advisor monitors the cadet’s progress until graduation. General responsibilities of an academic advisor:

- Provides guidance and expertise on course selection and grad requirements
- Maintains a working knowledge of AFSC possibilities of declared major
- Provides feedback to the AIC concerning curriculum matters and updates
- Assists cadets who are on academic probation in developing “Get Well” plans

## **MENTORING: HISTORY, DELINEATING FEATURES, & SKILLS**

Mentoring versus academic advising is a more informal & open-ended relationship; a mentor’s past experiences & wisdom will help shape cadets personally & professionally.

### **Origin of Mentors**

The history of the word “mentor” traces back to a friend of Odysseus who was entrusted with the education of Odysseus’ son Telemachus.



### **Synonyms for Mentor:**

- Trusted Counselor
- Trusted Guide
- Tutor
- Teacher or Coach

**Mentoring:** Developing a relationship based on mutual respect & trust; a process that helps mold & shape young cadets both personally & professionally

## Does a Mentor Need Special Skills/Characteristics? A valuable mentor is:

- Available
- Ready to share personal and professional experiences
- Prudent counselor: dispenses general advice regarding academics, career paths, goals, CORE values, and can offer helpful problem-solving hints
- Compassionate & sympathetic (sensitive to cadet's emotions)
- Empathetic: (able to project one's personality into the life of the cadet, and so fully understand his/her cadet)
- Able to cast a Pygmalion Effect
- Ethical: mentor's ethos is based on moral principles & values; their walk matches their talk and is worthy of emulation

**Empathy:** Empathy may require you to be transparent as you share from your portfolio of life experiences. Examples: "I can understand how he is feeling right now." "I can see she needs a word of encouragement, because I have been there." "That happened to me once."

**Pygmalion Effect:** A convincing body of behavioral research that when an individual (AAOCA) demonstrates positive regard toward another person (cadet) and invests him/herself into the life of this individual, an incredible transformation takes place known as The *Pygmalion Effect!* This human phenomenon is also known as the self-fulfilling prophecy.

The Pygmalion Effect is the result of a persistently held belief in another person such that the belief becomes a reality. Thus, the person (cadet) believed in becomes the person whom they are believed to be. Although the name Pygmalion is associated with a mythological character (a prince of Cyprus) found in Ovid's tenth book of *Metamorphoses*, a wonderful illustration of the Pygmalion Effect is seen in George Bernard Shaw's play *Pygmalion*. The play illustrates very well the casting of a Pygmalion Effect; USAFA mentors would do well to consider the impact of this illustration.

In *Pygmalion*, Professor Higgins insists that he can take a Cockney flower girl and, with some vigorous training, pass her off as a duchess. He succeeds. But a key point lies in a comment by the trainee, Eliza Doolittle, to Higgins' friend Pickering:

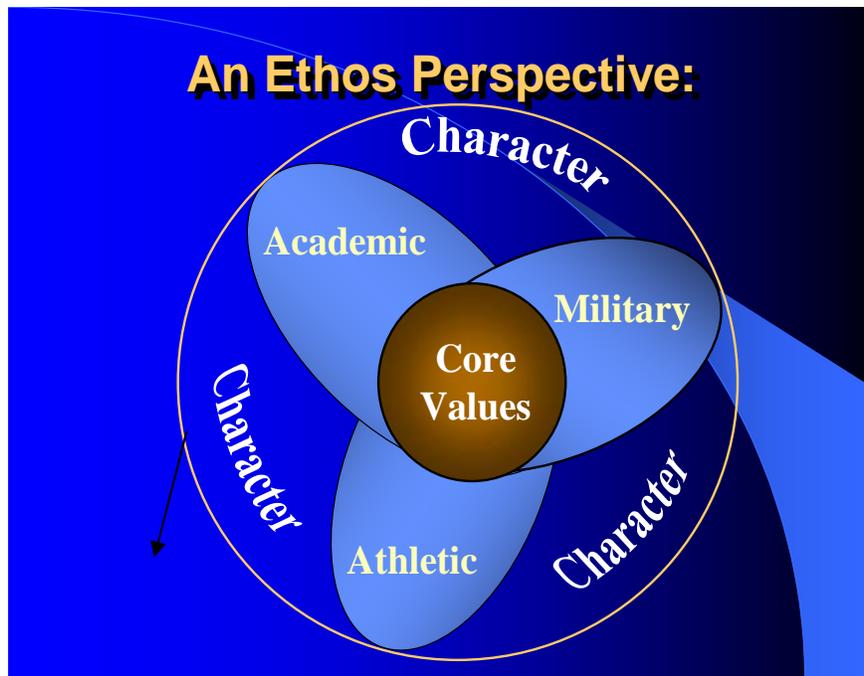
"You see, really and truly, apart from the things anyone can pick up (the dressing and the proper way of speaking and so on), the difference between a lady and a flower girl is not how she behaves, but how she's treated. I shall always be a flower girl to Professor Higgins, because he always treats me as a flower girl, and always will, but I know I can be a lady to you because you always treat me as a lady, and always will."

The key principles of The Pygmalion Effect are as follows:

- We form certain expectations of people or events
- We communicate those expectations with various cues (signals, hints, etc.)
- People tend to respond to these cues by adjusting their behavior to match them
- The result is that the original expectation becomes true

You, the mentor, can inspire confidence & hope in your cadets and enable them to transform before your eyes. As you view them favorably, in light of all their great potential, they will begin to pick-up on your words of encouragement and positive cues that you consistently set before them.

### Framework for Viewing Ethos



- Rather than focus on USAFA pillars: academic, military, and athletic pillars as being independent of each other, think of all three connected as in the diagram (propeller blade)
- Notice at the center is the **hub** (*core values*). The Air Force Core Values must be deeply embedded in the very fiber of our being
- Radiating out from the hub are the **blades** (*areas of excellence*, expected in faculty and cadets alike).
- Lastly, as the propeller blades whirl through the **air or atmosphere** (*character*), the plane is lifted to greater heights; so must advisors and cadets live in an atmosphere where core values and areas of excellence are surrounded by a pervading influence of character.

**Note:** societal mores may implore one to be value-neutral in judging performance or behavior; however, at USAFA, a nonjudgmental mindset blurs the ancient line of right and wrong. At USAFA we shape USAF officers for the 21<sup>st</sup> century—thus we do what’s right!

### **Reasons to Combine Mentoring with Academic Advising:**

- Fundamental responsibility of all supervisors
- Great partnership opportunity for DF and CWC to enhance advising & mentoring process
- Enhance the role of AAOCA’s
- Integration of AAOCA’s into CWC Vector! Program
- Great ODS integration initiative; support TRW & DF ties at the grassroots level

**Vector! Course:** All AAOCA’s are encouraged to facilitate one Vector! Course. Vector! is a three-hour personal leadership course designed for all 4-degrees and is a graduation requirement administered by the Center for Character Development (CWC). The course consists of dynamic interaction focusing on self-reflection, purpose, vision, values, and influence. *What is the benefit?* VECTOR! Is a great partnership opportunity and mechanism to enhance mentoring across mission elements. Every attempt will be made to marry-up an AAOCA with his/her squadron during the facilitation of Vector! This will prove beneficial as both AAOCA and cadet(s) share in this learning experience. Secondly, the terrain covered, the common vocabulary learned, and the concepts to be embraced will be internalized by AAOCA’s and cadets alike. Thirdly, USAFA benefits from this mentor/advisee connection (Vector!), follow-up (AAOCA/mentoring sessions), and cadet application of Vector! principles; this will further perpetuate and embed mentoring into an integrative process!

**ODS Integration:** How does mentoring & advising tie-in with the Officer Development System (ODS) initiative? Lieutenant General Rosa in the ODS Handbook states “Officers without character cannot be truly effective leaders.”

Thus, the *mission of our Academy*: To graduate lieutenants of character to lead the world’s greatest air and space force.

As faculty members, we are responsible for practicing the art and science of influencing and directing people to accomplish the mission. At USAFA our mission goes beyond the halls of academia. A **guiding principle** of the ODS is to practice cross-functional strategies that capitalizes on the talents of staff, faculty and cadets. Principle number three emphasizes: Integrating and coordinating all education and training experiences to meet ODS outcomes. Furthermore, good mentoring is encouraged in the ODS Handbook under the heading: “Be, Know, Do” Framework. We are charged to provide great leadership as we collectively mold and shape young cadets into becoming future officers of character.

## How to be a Fruitful Mentor

- Be available
- Plan ahead: be prepared even during busy times
- Be low key & listen with empathy
- Be positive & supportive
- Let the cadet determine how much help you can be
- Refrain from “Let me tell you what to do.”
- Be willing to “back off”
- Dialogue with the cadet
- Help cadet find their intrinsic motivations
- Help identify their strengths & weaknesses
- Help them prioritize their time
- Motivate cadet to think for themselves
- Routine follow-up
- Collaborate with others
- Don’t wait to make a referral

***Trust + Time + Dialogue + Sharing = Lively, Insightful Relationship***



### Signs of Mentoring Success:

- Increased self-confidence
- Higher degree of trust
- Increased capacity to make reflective decisions
- Increased ability to arrive at problem resolution
- Improved ability to make better value choices
- Become more inner-driven & demonstrate self-reliant behavior
- Appreciation of the value of human connections

## **MENTOR/ADVISOR DUTIES AND RESPONSIBILITIES**

Mentors/Advisors handle many roles besides academic counselor, such as expert, advocate, authority, and role model. Taking action is the cadet's responsibility. The following are the primary duties and responsibilities for all mentors/advisors (IAW AFI 36-3401, and the Faculty Handbook):

- Conducting face-to-face meetings with advisees throughout the semester, and as a minimum, at least once before the registration deadline for the next semester
- Staying up-to-date on the curriculum, especially the core and grad requirements
- Motivating cadets to take responsibility for planning their academic programs
- Assisting cadets with registration to include sequencing of courses, prerequisites, offering times, and deadlines
- Maintaining an academic folder on each cadet containing, at a minimum:
  - A copy of the current Academic Program Summary (APS)
  - Academic Review Committee (ARC) action letters (if applicable)
  - Academic Probation Notification and USAFA Form 68 (if applicable)
  - A copy of the end-of-semester grade reports and current mid-semester prog grade reports (if applicable)
  - Memos for the Record from formal and informal counseling sessions
- Verifying that each advisee's program meets graduation requirements, and if required, helps the cadet process academic waivers
- Initiating necessary registration changes in Q2
- Approving late registration changes by signing an annotated APS
- Accomplishing ARC-directed counseling and registration changes
- Helping cadets meet academic responsibilities if hospitalized (USAFAI 36-188)
- Providing evaluations on advisees when required
- Referring advisees to other helping agencies
- Being available for cadet appointments
- Initiating an annotated APS to drop all overload courses for cadets who do not meet minimum GPA criteria
- Reviewing USAFA Forms 68 on academically deficient cadets (USAFAI 36-164)
- Assisting advisees with ARC appeals package and attends their ARC interview.
- (AAOCA) Meeting with third class cadets who have not selected a major by the start of their third semester; counsels them on their responsibility to select a major (cadets must declare a major NLT the end of registration in their 3<sup>o</sup> fall)
- (AAOCA) Visiting the squadron twice a month to meet advisees and check the ACQ environment

## **BENEFITS OF MENTORING & ADVISING**

- Helps cadets clarify their values and goals, and better understand themselves as individuals
- Helps cadets understand the nature and purpose of higher education
- Provides accurate information about majors, requirements, and procedures

- Helps cadets plan a program consistent with their interests and abilities
- Assists cadets in monitoring and evaluating their educational progress
- Integrates USAFA's many resources to meet the cadet's needs and aspirations
- Increases cadet retention

### **Benefits to Cadets**

- Identification and development of a plan for attaining their educational goals
- Achievement of grade point averages (GPAs) consistent with their abilities
- Greater likelihood of graduating
- Satisfaction with the process and a positive attitude toward the institution
- Development of a meaningful relationship with their mentors/advisors
- Increased awareness of policies and procedures which affect their plan
- Assistance in deciding career paths

### **Benefits to Advisor**

- Development into a curriculum expert, providing timely information cadets need for course and major selection and achievement of their educational goals
- Expanded communication between the various mission elements, creating a team approach in guiding cadets through the USAFA program
- Assistance in building officership and leadership skills
- Development of a productive mentor-advisee relationship

### **Benefits to the Institution**

- Creates a caring, helping relationship among cadets and faculty
- Increases retention and recruitment of cadets
- Fosters a positive attitude toward USAFA; less cynicism
- Fosters an atmosphere of incessant learning
- Broadens cadet's knowledge base, overall worldviews, and understanding of human nature. Good mentoring helps mold & shape cadets into becoming outstanding future officers



**SECTION II**  
**NUTS AND BOLTS OF MENTORING &**  
**ADVISING**



**MENTORING TOOLS & SUGGESTIONS**

<b>USAFA Academic Mentoring/Advising Worksheet</b>			
Cadet Name: _____		Year: _____	
		SQ: _____	
Hometown: _____		<b>Top USAFA Goals:</b>	
1. _____		<b>Date of Completion</b>	
		<b>Projected/Actual</b>	
		2. _____	
		3. _____	
<b>Strengths:</b>		<b>Weaknesses</b>	
_____		_____	
_____		_____	
_____		_____	
<b>Likes:</b>		<b>Dislikes:</b>	
_____		_____	
_____		_____	
<b>Involvements/Achievements:</b>		<b>Life Goals:</b>	
<b>Education:</b>		<b>Date of Completion</b>	
_____		<b>Projected/Actual</b>	
_____		1. _____	
<b>Military:</b>		2. _____	
_____		3. _____	
_____		<b>Personal USAFA Vision:</b>	
<b>Athletics:</b>		_____	
_____		_____	
<b>Social/Spiritual:</b>		<b>Personal Life Vision:</b>	
_____		_____	
<b>Other:</b>		<b>Heroes/Admired People:</b>	
_____		_____	
_____		_____	
		<b>Miscellaneous Notes:</b>	
		_____	
		_____	

## HOW TO CONDUCT A MENTORING & ADVISING SESSION

An advising appointment can be broken down into 5 basic components, whether the appointment lasts for 10 minutes or an hour. A typical sequence is as follows:

### Opening the Interview

- Opening questions, such as “How are you doing?” & “How can I help you?”
- Have the cadet’s folder available, but don’t stay buried in it. Notes can be added later
- Show openness, interest, concern, and attention

### Identifying the Problem

- Have the cadet state the problem; help to articulate if needed
- Help cadet review all facts; ask questions, as needed, to clarify situation
- Does the cadet recognize the cause of any difficulties experienced? Ask probing, open-ended questions
- Restate the purpose; give cadet a chance to clarify, elaborate, or correct your interpretation, if needed



### Identifying Possible Solutions

- Ask cadet for ideas to solve the problem
- Help cadet generate additional or alternative solutions
- What, how, when, who will solve the problem?
- What resources are needed?
- Discuss implications for each solution if two or more are identified

### Taking Action on the Solution

- What specific actions are required? Is additional information needed?
- In what order do action steps need to be taken?
- In what time frame do they need to be taken?
- What follow-up is needed? By cadet? By advisor?

### Summarizing the Transaction

- Review what has transpired, including restating action steps.
- Encourage future contact; make an appt if a referral or assignment was made.
- Summarize in the cadet’s folder what took place, including follow-up steps or assignments if made.

(Adapted from Virginia Gordon’s Book, “Handbook of Academic Advising,” 1992)

## SUGGESTED FRAMEWORKS & TIPS FOR EFFECTIVE COMMUNICATION

### AAOCA COMMUNICATION



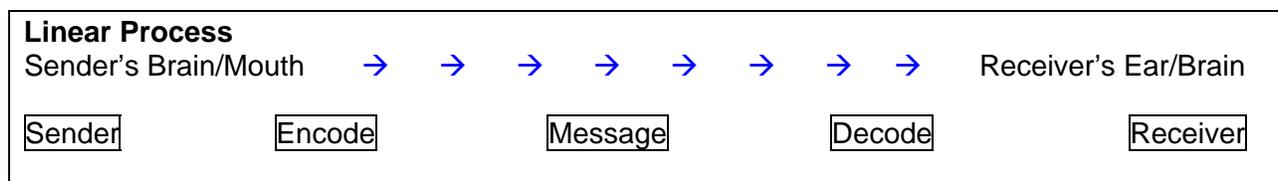
An AAOCA communicates effectively by providing prudent counsel or recommendations, primarily in the academic arena

15

What will the cadet say after communicating with his/her AAOCA? He/she will praise or complain as follows:

- Listens to me (or doesn't)
- Cares what I think (or doesn't)
- Explains things well (or doesn't)
- Treats me with respect (or doesn't)
- Understands my concerns (or doesn't)
- Encourages me to ask questions (or doesn't)
- Will serve as a facilitator for at least one Vector! Course (see mentoring below)
- Knows something about me as a person (or doesn't)

### COMMUNICATION MODELS



**Is one model more effective?** Most communication experts would promote the transactional model as the more effective process. **Why?**

With the transactional model both the sender and receiver are involved in the communication process simultaneously. A mentor or advisor's expressions might convey understanding, interest, boredom, sadness, or shock as he/she listens to the cadet. The transactional model is built around the idea that messages are *filtered through different frames of reference*, which are a product of just about everything: upbringing, culture, experience, training, literacy, even mood. This model highlights the importance of treating cadets as individuals with unique sets of perspectives, ideas, attitudes, worries and concerns that, at least at the outset, may be very different from the advisor. In other words, it shows that communication is the basis for mutual understanding, or the lack thereof.

## **TWO FRAMEWORKS FOR PRODUCTIVE MENTORING & ADVISING SESSIONS**

### **THE FOUR HABITS MODEL**

- 1. Invest in the beginning**
  - Plan for the session with the cadet
  - Create rapport quickly
  - Draw out the cadet's concerns
- 2. Elicit the cadet's perspective**
  - Ask for the cadet's ideas
  - Elicit specific concerns & request
  - Explore the effect of the cadet's concerns
- 3. Demonstrate empathy**
  - Be open to the cadet's emotions
  - Make at least one empathic statement
  - Convey empathy nonverbally
  - Be aware of your own reactions
- 4. Invest in the end**
  - Deliver prudent information or suggestions
  - Provide education/clarification
  - Involve cadet in making decisions

Source: Adapted from Terry Stein, M.D., The Permanente Medical Group, Inc and Richard Frankel, Ph.D., School of Medicine, Indiana University.

## Adaptation of the Macy Model on Effective Communication

<b>Eight steps include:</b> → → → → → → →	<b>Maintain relationship-building during eight-step process:</b>
> Prepare	
> Open	
> Gather	> <i>be attentive &amp; nonverbally empathic</i>
> Elicit & understand cadet perspective	> <i>allow cadet to express himself</i>
> Communicate during mentoring/advising session	> <i>use appropriate language &amp; try to be nonjudgmental</i>
> Educate and share life & professional experiences	> <i>be respectful</i>
> Negotiate when appropriate	> <i>supportive attitude</i>
> Close	

Adaptation of the Macy Model developed by Dr. Lipkin and his colleagues at the Macy Initiative on Health Communication

## REGISTRATION

### Four Types Of Registration

**Special Semester Registration:** Changes authorized anytime. Coordination by all affected departments is required. Changes authorized:

- Drop courses per course drop timeline (Figure 2-4 Curriculum Handbook)
- First-class only: correct grad check discrepancies (department coordination required)
- Department-approved changes to lower/higher-level courses
- Academic Review Committee-directed changes
- Change of advisor and/or major.

**Late Registration:** Registration changes for the next semester requested after the registration deadline (e.g., changes to spring requested in December) are made only in special circumstances. Obtain permission to add or drop classes from each affected department head in the form of a signature on the APS.

**Future Semester On-Line Registration:** changes for future fall and spring semesters are accepted anytime in Q2. If past the registration deadline for that semester, late registration procedures apply (see paragraph above). Coordination by affected departments is not required unless the change does not follow the normal core course sequence (Paragraphs 7-3 and in the Curriculum Handbook) or the course requires department permission as directed by the course description given in Chapter 11 of the Curriculum Handbook.

**Summer Registration:** Occurs in the spring semester preceding the summer term. Details will be advertised by DFRC to cadets and advisors. Enrollment in summer courses is on a "first come, first serve" basis. APSs registering a cadet in summer academics will only be accepted from the cadet.

Registration guidelines can be found in the *Curriculum Handbook Supplement* each semester. Guidelines on how to interpret an APS and Grad check can be found in the *Curriculum Handbook*.

## PROGRAM PLANNING

During their first semester at the Academy, fourth-class cadets should begin planning their academic program. As an aid to cadets and their AOCAs, DFR will pre-register each cadet in all core courses the cadet must complete at the Academy. Cadets and AOCAs must check APSs for omissions and sequencing errors. Cadets may make changes to this initial schedule, provided they satisfy core-sequencing policies.

- **Contact Hours.** The two-day USAF Academy scheduling cycle limits the available number of periods (contact hours) to 14. Because many academic courses meet every day or require a double period for laboratory or seminar meetings, cadets should be careful to keep their programs within the 14-period limit each semester. Cadets should pay particular attention to flying programs that require additional periods. The number of contact hours for each course is shown in the course description section of this handbook beside the course identifier. For example, an entry "3(2)" indicates that a course has a three-semester hour value and meets two contact hours over the two-day scheduling cycle.
- **Course Load.** When planning course loads, cadets should attempt to balance their schedules as much as possible.

(1) The minimum course load for fourth-class cadets **in the fall semester is five academic courses (must be a minimum of 14.5 semester hours)**. The exceptions are mandatory enrollees in the Academically At-Risk Program (see para 6-4 of CHB); the course loads for their first two semesters are determined upon entry into the Academy. All cadets enrolled in the at-risk program carry four academic courses and Study Skills 101 during the fall semester. If enrolled in both Math 130 and English 110, at-risk fourth-class cadets will carry five academic courses and Study Skills 101. Math 104 does not count toward course loads or fulfill any graduation requirement.

(2) At-risk fourth-class cadets will be enrolled in five academic courses (must be a minimum of 14.5 semester hours) during the spring semester of the fourth-class year. In addition, these cadets will be granted an academic-plus-leave slot in the summer prior to their third class year. The normal course load for all other fourth-class cadets in the spring semester is six academic courses. Fourth-class cadets cannot overload to seven courses.

(3) Third-class, second-class and first-class cadets must take a minimum of five courses (must take a minimum of 14.5 semester hours) and a maximum of 7 academic courses, or 22 semester hours per semester. Cadets who are in good standing may exceed 22 semester hours if they have a minimum 3.25 cumulative or previous semester GPA. Waiver authority is ARC Chair approval (coordinated with 34 TRG and/or AH).

(4) Any cadet placed on academic probation may be ARC-directed to drop a course or courses.

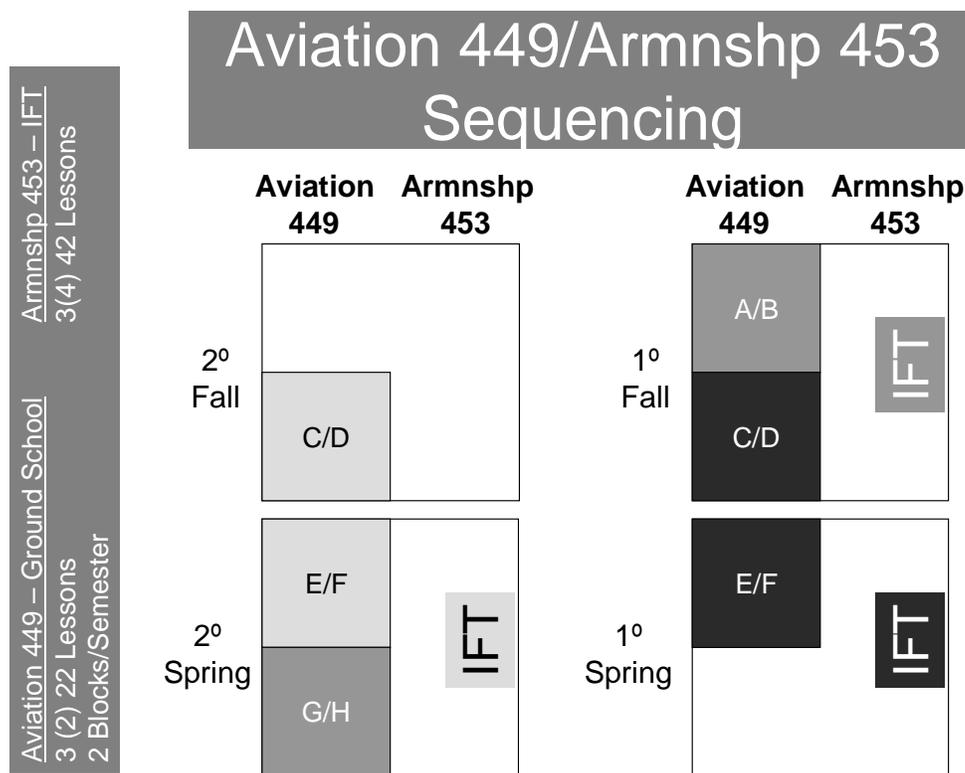
### Normal Course-load Progression for Graduation:

CLASS	SEMESTER	SEMESTER HOURS	
		<i>Divisional</i>	<i>Disciplinary</i>
Fourth	1	15.5	15.5
	2	18.5	18.5
Third	3	17.5	18.5
	4	18	20.5
Second	5	18.5	18.5
	6	18.5	18.5
First	7	18.5	19.5
	8	16	17.5
Total Semester Hours:		141	147- 149



## INTRODUCTORY FLYING TRAINING

Introductory Flight Training (IFT). IFT (Aviation 449 and Armnshp 453) is USAFA's flight screening program. IFT is taken by Pilot Qualified (PQ) or Pilot Qualified – Waiverable (PW) cadets in the spring of their 2<sup>nd</sup> class year, summer before the firstie year, or during the firstie year. Cadets must complete IFT before attending Specialized Undergraduate Pilot Training (SUPT), either at USAFA or after graduation. Aviation 449 is a corequisite for Armnshp 453. The scheduling sequence for Aviation 449 and Armnshp 453 is illustrated below. The color coding indicates the optimum scheduling sequence for IFT. For instance, cadets flying IFT (Armnshp 453) in the fall of their first-class year should take Ground School in the previous spring (Aviation 449GH) or at the beginning of the semester (Aviation 449AB). Each of those options is coded in the same shade of gray. Ground School and IFT should be as close as possible to each other to aid information retention and the transition from classroom to cockpit.



- **IFT During the School Year.** The earliest cadets can enroll in Armnshp 453 (IFT) is the spring of the second-class year. Ground school (Aviation 449) must be taken before IFT or at the beginning of the IFT semester (Aviation 449EF for spring IFT, Aviation 449AB for fall IFT). The maximum IFT course load, including Armnshp 453, is 6 courses. The minimum course load during the IFT semester, including Armnshp 453, is 4 courses. Cadets should work with AH Scheduling to remove Phy Ed courses from their IFT semester and reschedule those Phy Ed

course to other semesters. Intramural participation is optional for cadets while enrolled in IFT.

- IFT During the Summer. Enrollment in summer IFT is limited. Cadets enrolled in summer IFT will be scheduled for one summer period of Aviation 449 (Ground School), one summer period of Armnshp 453 (IFT), and one summer period of leave.

Requirements for IFT:

- Must be PQ or PW
- No more than 18 semester hours during semester enrolled in IFT
- Can't already have Private Pilot License (PPL)
- Can't be a four-year international student



## REGISTRATION ERRORS YOU AND YOUR ADVISEES WILL NEVER MAKE

- Overloading/Underloading: check the *Curriculum Handbook* on the semester hours a cadet must complete or is allowed to take based on class year and GPA
- Core prerequisites/co-requisites - please check the *Curriculum Handbook*
- Delaying core without approval - core can be moved one year either side of course number (e.g., a cadet can enroll in a 300-level core course from third-class year to first-class year unless otherwise indicated in the Curriculum Handbook)
- For paper APS changes
  - No signature from either or all of the following - advisor, cadet, and AIC
  - Lining through drops versus circling drops: only circled courses are dropped
  - Using an old APS - this leads to grad check failures or courses being delayed which could jeopardize timely graduation
- Not using red ink - DFR uses a variety of colors - red is reserved for advisors
- Forgetting to add a minor (Foreign Language, Philosophy)
- Breaking the Physics 110/215 sequence
- Remember: It is your job to help the cadet develop an academic program - it is the cadet's responsibility to insure that all paperwork is turned in on time
- Making registration changes for the next semester after the registration deadline



## SUMMER PROGRAMS

(TAKEN FROM CURRICULUM HANDBOOK, PG 60-65)

Academic, airmanship/aviation, and military training core requirements are offered during the summer. Summer Program Scheduling (34TRS/DOS) coordinates scheduling procedures with DFRC, 34OG/OGR, and Athletics (AH). As the single point of contact for all program actions, 34TRS/DOS also notifies cadets of flight and military training summer program registration and changes.

- a. Military Training. All cadets will complete two programs per summer. For the two upper classes, one program will be a leadership program. Certain summer military training programs must be completed to meet graduation requirements. General graduation requirements are as follows:

- (1) Core military training requirements:

- (a) Basic Cadet Training (BCT) student
- (b) Combat Survival Training (CST) student
- (c) Global Engagement (GE) student
- (d) Operation Air Force (Ops AF), Air Education Training Command (AETC) Leadership, or CE Ops/Civil Engineer Field Engineering Research Laboratory (CE-FERL)

- (2) Two Leadership Programs, one of which must be a Military Leadership. Military Leadership programs are:

- (a) Any commander selected from the Command Selection Board
- (b) BCT Cadre, CST Cadre, GE Cadre
- (c) Ops AF Cadet-in-charge, AETC Leadership, or CE-FERL Leadership
- (d) Leadership credit can be earned in select academic year positions.

- (3) All cadets are automatically assigned three weeks of leave every summer. They may choose to give up leave for a third military training program or an academic class. In order for a cadet to participate in two TDY programs during the same summer term, cadets must give up their leave.

- (4) The following programs are available to fulfill the additional requirement for two military training programs each summer.

### **MILITARY LEADERSHIP PROGRAMS:**

All Cadet Commanders  
Command Center  
BCT Cadre  
CST Cadre  
GE Cadre  
Ops AF Cadet-in-charge

CE-FERL Leadership  
AETC Leadership

**CAREER BROADENING PROGRAMS:**

Falconry  
Media Flight  
Honor Flight  
EMT Flight  
Mission Support Group  
Training Squadron  
Student Squadron  
Space Ops Center  
CE-SAME Camp  
Summer Seminar  
Sports Camp  
Prep School  
BSA Philmont Ranger  
BCT Prep

**JOINT MILITARY TRAINING PROGRAMS:**

Marine Bulldog  
Army Air Assault  
Army Airborne  
Navy Mini-Buds  
Navy Cruise

**DF COORDINATED PROGRAMS:**

Summer Research  
Olmstead Trips  
Language Immersion  
French/German Exchange  
Special Projects  
Internship

**AIRMANSHIP/AVIATION PROGRAMS:**

Soaring Student  
Introductory Flight Training (IFT)  
Precision Flight Training  
Soaring Instructor  
Basic Freefall Parachuting student (JUMP)  
Parachuting instructor  
Private Pilot Ground School  
Aviation Instructor Training  
Aviation Instructor Duty

**NOTE 1:** Summer Training Review Committee (STRC) – Directed Core Military Training. STRCs can direct core military training in lieu of leave during the summer if deemed appropriate for completing graduation requirements based on circumstances surrounding incompleteness of core military training during prescribed summer term.

**NOTE 2:** All joint military training programs as well as BSA Philmont will have limited enrollment restricted by USAFA based program manning.

**NOTE 3:** A cadet who successfully completes Basic Freefall Parachuting will not be eligible for Army Airborne.

**NOTE 4:** Cadets who are taking Ops AF cannot be scheduled for Summer Research in the same summer unless they complete Summer Research in lieu of leave.

b. Summer Academics. The purpose of summer academics is to enable cadets to correct a failed grade or deficiency and allow students to achieve personal goals such as completing a major, strengthening weak area, or preparing for special academic programs and IFT. Each fall, the DFRC Summer Academics Program Coordinator develops the academic program. The goal of this program is to include most core courses. Most courses will be open to all interested cadets. Registration for summer academics occurs in the spring. After the established deadline date, changes to a cadet's summer academic schedule will be reviewed on a case-by-case basis.

- (1) Academic Review Committee (ARC) – Directed Summer Academics. ARCs can direct summer academics in lieu of leave if deemed necessary for the cadet to maintain an achievable course load and graduate in 4 years.
- (2) Summer Academics plus Leave. This program is designed to serve academically “at risk” rising-class cadets who either perform below average academically but continue to demonstrate the ability to benefit from a service academy education or, to a lesser degree, maintain above average academic performance while contributing extensive time to the Academy community.

**NOTE:** Academic plus leave slots are limited to specific class years depending on the number of cadets needed to fill core military requirements and will vary from year to year. DFRC selects fourth-class cadets with inputs from academic advisors/AOCAs.

(a) Summer Research is usually taken in lieu of leave.

(b) 34TRS will waive one military training program during the summer for those who receive an academic plus leave slot.

- (3) Summer Academics in Lieu of Leave. A number of cadets choose to register for summer academics in lieu of leave to ease future course loads, make room in their schedule for IFT, or enrich their academic programs. Cadets who wish to drop or add a summer academic course must do so prior to the registration deadline in the spring. After that date, the only additions or deletions will be ARC actions, 34TRS changes, or exceptions approved by DFR.

c. Airmanship Programs. Soaring student and Basic Freefall is not available to first- and second-class cadets during the summer. Third-class cadets will be required to participate as either Soaring student or Basic Freefall student during the summer unless waived by 34TRS/DOS due to academics or medical restrictions. Because of the limited number of student slots available, third-class cadets who wish to participate in Basic Freefall must volunteer, weigh less than 215 pounds and pass a scored Physical Fitness Test (PFT). Slots will be filled based on PFT scores.

d. Aviation Programs. Academic credit is given for private pilot ground school and IFT when taken during the summer term. Only first-class cadets can take private pilot ground school and IFT. Private pilot ground school is a prerequisite to IFT.

6-8. SOARING STUDENT. Airmanship 251, Glider Instruction. Third-class cadets who did not complete Airmanship 251 in the summer will be enrolled during the school year, where possible, by DFR. First- and second-class cadets interested in Airmanship 251 should contact their academic advisor for scheduling Airmanship 251. Cadets interested in becoming Soaring Instructors must take Airmanship 251 during the summer or NLT B-block during the fall semester of their third-class year.

6-9. AIRMANSHIP/AVIATION COURSES: Cadets may complete Airmanship and Aviation courses during the academic year. Airmanship and Aviation courses are generally non-academic courses and do not satisfy requirements for an academic major. Cadets interested in becoming instructors must choose either Airmanship or Aviation, since a cadet may not be an instructor in both areas. The 94 FTS and the 50 ES must approve exceptions.

a. 98 FTS Parachuting and 94 FTS Soaring Programs (Airmanship Courses): Except for Airmanship 453 (IFT), Airmanship 461 (Cadet Soaring Instructor Upgrade), and Airmanship 492 (Jumpmaster/Instructor Training), these courses are non-academic and cannot satisfy requirements for an academic major. The minimum entry GPA for upgrade and instructor parachuting and soaring courses is 2.6 semester or cumulative GPA, regardless of course load. Cadets will be dropped if placed on academic probation during any progress report. Parachuting and soaring courses do not factor into a cadet's course load; however, they cannot be taken by cadets on academic probation (exception: Airmanship 251, Soaring Student). If a cadet is placed on academic probation at any progress report, the ARC may remove him or her from parachuting and soaring courses. Cadets enrolled in two airmanship courses must have a 2.6 semester or cumulative GPA. Cadets in Airmanship 251 (Soaring Student), Airmanship 461 (Cadet Soaring Instructor Upgrade), Airmanship 491 (Advanced Parachute Training), Airmanship 492 (Jumpmaster/Instructor Training), and Airmanship 453 (IFT) cannot participate in any other airmanship programs during that course.

b. Aviation Courses: Most Aviation courses do not carry semester hour credit and therefore do not factor into a cadet's course load. Cadets enroll in these courses in the same manner and at the same time as other courses. All Aviation courses are open and encouraged for every cadet.



## **ACADEMIC “GET-WELL” PLAN (USAFA FORM 68)**

All academically deficient cadets, regardless of probationary status, will initiate the counseling process by obtaining a USAFA Form 68, known as the “Get-Well” Plan. The cadet’s squadron Academic Officer will ensure the administrative details are completed on the form prior to the cadet visiting his or her academic advisor.

### **AOC Counseling**

AOCs will notify underclassmen of their probationary status upon publication of a progress report and will notify applicable 1<sup>o</sup>s upon notification from DFRR. With the assistance of the Academic Officer, AOCs will assign probationary cadets Weekend Academic Call to Quarters (WACQs) on the USAFA Form 68. An example Form 68 is in Section 5 of this handbook. WACQs are one-hour weekend study periods assigned to cadets to improve their academic performance. Assignment is as follows:

- 1 WACQ automatically for being on academic probation
- 1 for each "C-" grade
- 2 for each "D" grade
- 3 for each "F" grade

Additional WACQs may be assigned, up to a maximum of 15. Cadets serve the WACQ total each weekend until the next progress report. Cadets may select the specific period on the weekend to serve their WACQs. AOCs may further assist cadets to develop more effective study plans and monitor extracurricular, military, and athletic time commitments. AOCs can also refer cadets to Student Academic Services for assistance.

### **Academic Advisor/AAOCA Counseling**

Academic advisors counsel all academically deficient advisees. Advisors evaluate the cadet's proposed "get-well" plan, its strengths and weaknesses, make recommendations for improving grades, and summarize this counseling session on the USAFA Form 68.

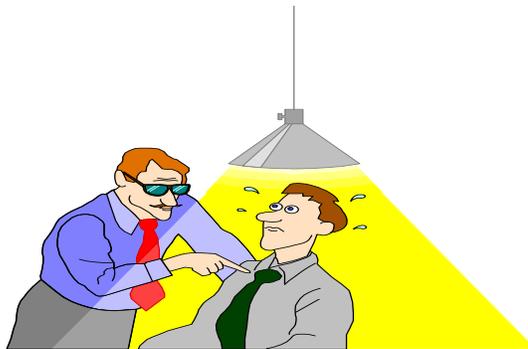
### **Counseling Rapport**

- Develop a rapport with your advisee
- Encourage open discussion of personal interests, academics and career goals
- Help advisees objectively evaluate personal, social, and emotional events impacting their academic performance
- Build toward a long-term academic plan, rather than stop-gap crisis actions
- Encourage responsibility, rather than excessive dependence on the advisor
- Take advising beyond paper pushing to a mentoring relationship

## Examples of Academic Probation Evaluation Questions

- How many proficient/deficient (less than 2.00) semesters?
- Has the semester, core, or cum GPA been continuously falling or climbing?
- Has the cadet been behind the normal course load progression?
- Has the cadet ever been proficient with at least 19 semester hours?
- What is the proposed future course load?
- How many "C-", "D", and "F" grades during cadet career?
- How many repeated courses?
- What were grades of repeated courses?
- How many advanced placement courses?
- Is the cadet academically at risk?
- Any validation/transfer credit?
- Is the major's GPA deficient or proficient?
- Has the cadet ever had summer leave?
- How much time does the cadet dedicate to military duties? athletics? clubs?
- Has the cadet sought help from Student Academic Services?
- Is the cadet getting professional assistance from the Cadet Counseling Center, chaplain, etc.?
- Did the cadet voluntarily seek extra instruction (EI)?
- How much does the cadet study?
- Has the cadet been hospitalized? Did he/she request hospital instruction (HI)?
- Has there been serious illness, divorce, or death in the family?
- Is the cadet on other probations: academic, athletic, honor, conduct/aptitude?
- Has the cadet previously met an ARC? What were the results?
- What were the cadet's prog grades? Was there an improvement or not?
- What is the cadet's ARC deficiency category?
- Does the cadet understand the deficiencies and what's needed to succeed?
- What is the cadet's perception of how he/she is being treated in the squadron?

All of these questions can lead the advisor to a better understanding of the cadet's performance. Answers to such inquiries are critical for the advisor to explore before completing the USAFA Form 68.

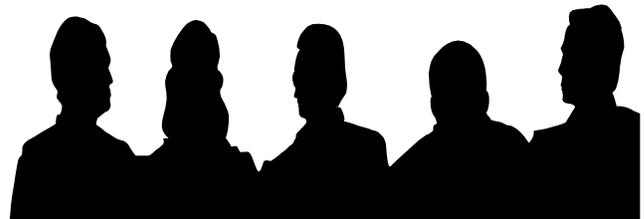


## ACADEMIC REVIEW COMMITTEE (ARC)

The ARC has 5 voting members: a Department Head/Permanent Professor is the chairman, plus two DF Faculty Forum reps, a 34th Training Group AOC, and an AH rep. A member of DFR is the ARC coordinator.

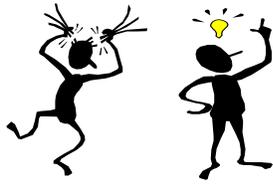
### Midsemester

- ARC Chairman and ARC coordinator
- No disenrollments or interviews
- Directive/Prescriptive action only
  - Change major
  - Drop a course(s)
  - Referral to a “helping organization”
  - One-on-one Meeting
  - Enrollment in Study Skills 102

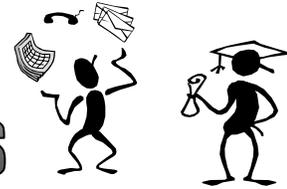


### End-Of-Semester

- All voting members
- Record Review
  - ARC Coordinator screens records of all cadets on the ARC Roster
  - Selected records reviewed by full ARC
    - Comment Cards from deficient courses and comments from AOC
    - Mandatory reviews: hardlook category
  - Vote Retain/Disenroll
    - If retained, follow ARC directives
    - If recommended for disenrollment, cadets are briefed on appeal rights, responsibilities and the appeal process (appeal package, interview and presentation)
- ARC Interview
  - Cadet's right to appeal
  - Only formal appeal (written & oral) - cadets may not submit subsequent appeals to any person or committee at USAFA
    - If appealing, advisor/AAOCA & AOC/MTL must attend ARC interview
    - Upperclasses give 5-10 minute presentations - ARC votes after interview
    - Cadets retained by majority vote follow ARC directives
- Dean of Faculty is briefed by ARC Chairmen and reviews packages of cadets recommended for disenrollment - the Dean can overrule ARC's recommendation
- Superintendent is briefed by the Dean and ARC Chairmen - decides final disposition of cadets (may request input from Academy Board)



## SECTION III STUDENT ACADEMIC SERVICES



### STUDENT ACADEMIC SERVICES CENTER

Director: Dr Tom Mabry  
Location: Fairchild Hall, Suite 1A103  
Phone: (719) 333-4172

The Office of the Registrar's Student Academic Services Center offers programs designed to enhance the academic success of every cadet. The Center offers four formal programs: the Strategies for Academic Success Program, the Reading Enhancement Program, the Writing Center and the Graduate Studies Program. The Student Academic Services Center is located on the first floor of Fairchild Hall, north end, facing Vandenberg Hall.

### STRATEGIES FOR ACADEMIC SUCCESS

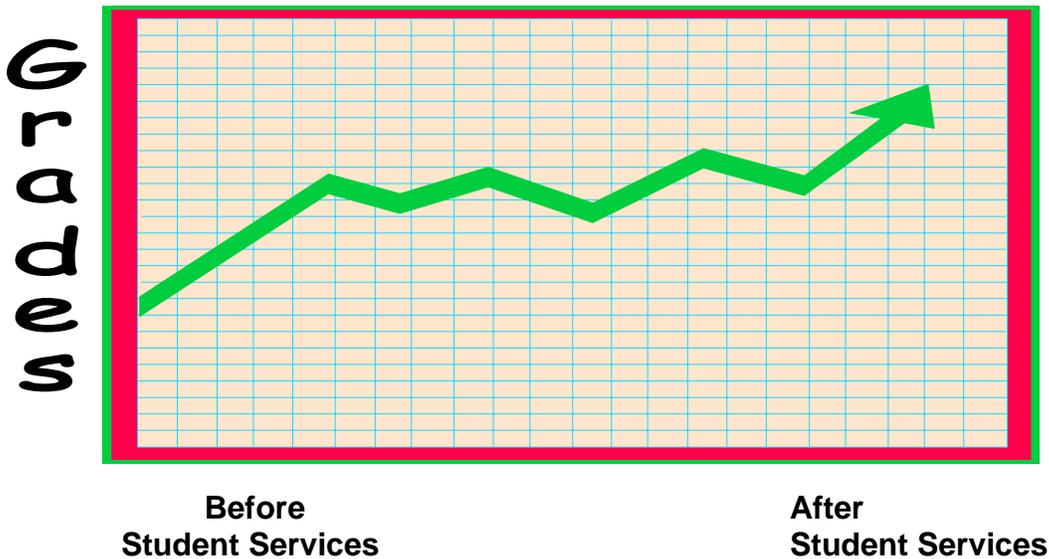
The Strategies for Academic Success program offers courses and seminars that teach cadets proven study skills techniques that can boost academic performance and effectiveness. In essence, cadets learn how to learn. Time management and schedule planning are also emphasized. Cadets can see a study skills counselor on an individual basis by making an appointment or on a "walk-in" basis. Faculty and staff can direct a cadet to the Student Academic Services Center.

The Center has a Computer/Study Room available for cadet use. Wireless net access is available. There is also access to a flatbed scanner and color laser printer for putting finishing touches on reports and projects.



A variety of printed resources are available. Study skills books, planning calendars and a collection of helpful handouts are free for the taking. Here's a sampling of topics included in the handouts:

- Time Management
- Test-Taking Strategies
- Note-taking
- How to Study Math
- Writing a Good Paper
- Memory Techniques
- Procrastination Avoidance
- Reading Effectively
- Stress Avoidance
- How to Study Chemistry
- Improving Concentration
- Motivation



### Study Skills 101

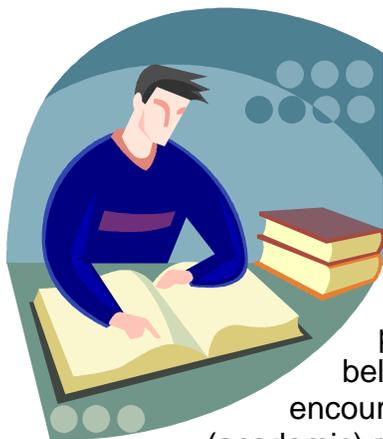
- Study Skills 101 is a semester-long course offered in the fall.
- “At-risk” fourth-class cadets are automatically enrolled. They cannot drop the course, even if they took a study skills class somewhere else, such as at the USAFA prep school.
- The course includes goal setting, time management, the advisor/advisee relationship, test preparation, test-taking, note-taking, procrastination avoidance and other topics vital to academic success. More importantly, the course is “skills oriented.” Cadets participate in a variety of exercises that emphasize and reinforce concepts taught in the class.
- Cadets in Study Skills 101 are required to meet with their AAOCA’s one-on-one at least once during the semester. They are encouraged to make the most of that valuable resource.

### Study Skills 102

- Study Skills 102 is a shortened version of the 101 course. It is taught after Prog in the fall and twice during the spring semester. The Academic Review Committee, advisors and AOCs may direct a cadet into the Study Skills 102 course, but cadets may also volunteer to take the course.
- Stop by or contact Dr Tom Mabry (e-mail: [tom.mabry@usafa.af.mil](mailto:tom.mabry@usafa.af.mil)) or Mr. Bob Giardino (email: [robert.giardino@usafa.af.mil](mailto:robert.giardino@usafa.af.mil)) for more information on the Strategies for Academic Success Program.

## READING ENHANCEMENT

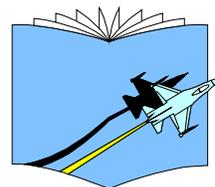
The Reading Enhancement Program is designed to equip cadets to successfully handle the increased reading demands they encounter at the Academy and during their career in the Air Force. Research studies indicate that most high school seniors are not prepared for the significant increase in reading tasks expected during the first year of college. College reading assignments are usually three to four times longer and they contain a wide variety of technical and highly specialized vocabulary. These increased demands at the collegiate level are compounded by the hectic schedule faced by USAFA cadets, and reading requirements can appear overwhelming. One opportunity for cadets to meet this challenge is to enroll in Reading Skills 103 or 201 (RdgSkls 103 or 201), the Reading Enhancement courses at the USAF Academy. Specific course goals are to improve each student's reading rate, comprehension (to 90% or better), recall ability, and vocabulary skills.



As students increase their reading rate (while maintaining a high rate of comprehension), they find this new ability translates to a savings of time – something as valuable as gold to the members of the Cadet Wing. On the average, cadets double or triple their reading rate, which translates to a “savings” of seven to ten hours per week (based on a 15 semester hour load). Not surprisingly, cadets who have completed this course report a significant improvement in both academic and military performance, and often a rekindling of the love of reading. We believe that reading is the “mother of all study skills,” and we encourage cadets to improve their reading skills not only for short-term (academic) reasons, but also for life-long reading.

**RDGSKLS 103** is a voluntary course and designed specifically for fourth-class cadets. Fourth-class cadets who take the course are better prepared for the challenging third-class year (often described as the hardest year academically at USAFA).

**RDGSKLS 201** is open to all upperclasses, but we recommend cadets take the course as soon as possible. Upperclassmen who have taken the course often comment “I wish I had taken this course sooner!” Faculty, staff and cadets have also taken RDGSKLS 201 to prepare for service schools and graduate programs.



For more information, contact the Program Director, Dr Frank Gahren, at 3-4172 or [frank.gahren@usafa.af.mil](mailto:frank.gahren@usafa.af.mil).

## WRITING CENTER

The Writing Center, open to all members of the Academy community, offers a broad range of writing and editing services and resources. Whether you need help developing a draft for your research paper or revising your resume, our tutors can help you “write it right.”

In addition to one-on-one tutoring, The Writing Center offers individual and group consultations, writing workshops and seminars, and assistance with basic writing skills and special writing projects. We also offer access to two networked computers; a video viewing station; and a comprehensive Writer’s Resource Library including audio and video tapes; writers’ magazines; handouts and writing exercises; and a collection of general and specialized references such as dictionaries, thesauri, handbooks, and style guides.

The Writing Center is open Monday through Friday from 0830-1630. Appointments are recommended, but not always necessary. An evening Writing Center should open in August 2004. Located in the Multimedia Center on the 4<sup>th</sup> Floor of the Library, hours are Sunday-Thursday, 1800-2200 hours, while school is in session.

Unleash the power of your pen! Stop by today or visit us online at <http://discovery/writing>.

For more information, contact the Program Director, Professor Durthy A. Washington, at x9095/4172 or [durthy.washington@usafa.af.mil](mailto:durthy.washington@usafa.af.mil).

## GRADUATE STUDIES

The Graduate Studies Programs Office (GSPO) oversees graduate study programs available to cadets. The National Competitive Scholarship Program (NCSP) includes prestigious awards such as the Rhodes, Marshall, Fulbright, National Science Foundation, Hertz Fellowship, Draper Labs @ MIT and Rice Universities, and Harvard’s JFK School of Government. In a second program, the Graduate School Program (GSP), DF selects qualified cadets for a 12-month Master’s Degree program with the express intention of the graduate returning to USAFA for a tour-of-duty as a faculty member later in their career. The GSPO also helps qualified cadets in the Basic Sciences and Engineering majors to apply for various AFIT-in-Residence graduate degree programs.



The GSPO focuses on ensuring cadets are aware of all possible graduate education opportunities, requirements and the tools needed to improve their chances of qualifying for post-graduate education. Call 3-4172 or contact the program director, Dr. Kenneth A. Lavin ([Kenneth.Lavin@usafa.af.mil](mailto:Kenneth.Lavin@usafa.af.mil)) or the assistant director, Mrs. Arlene Messer ([Arlene.Messer@usafa.af.mil](mailto:Arlene.Messer@usafa.af.mil)) for more information.



# SECTION IV TOOLS



## ADVISOR RESOURCES

- **Academic Program Summary (APS)** (example in Section 5)
- **Academic Grad Check** (example in Section 5)
- ***Advisor Handbook***
- **Cadet Folders**
  - Grade Reports
  - Record of Interviews
  - USAFA Forms 68 (as applicable)
  - APSs/Grad Checks
- ***Cadet Handbook*** (produced by Student Academic Services)
- **Cadet Schedules** (example in Section 5)
- **Comment Cards** (Computerized)
- ***Curriculum Handbook***
- ***Curriculum Handbook Supplement***
- **Green Sheet** (example in Section 5)
- **Student Academic Services Handouts**
- **USAFA Form 68** (Get-Well Plan) (example in Section 5)
- **USAFA Form 69** (Academic Waiver Request) (example in Section 5)

## DFR TIMELINE FOR 2004-05

### Aug:

5 Aug New AAOCA Training (1300-1500) Location: TBA  
9 Aug AAOCA/AIC Briefing (1000; Location: TBA)  
AAOCA Briefing to Class of 2007 (1800-1930 hrs)  
2<sup>nd</sup> wk Summer ARC Records Review convenes  
USAFA Forms 68 due to advisors  
3<sup>rd</sup> wk Summer ARC Interviews (as required)  
4<sup>th</sup> wk Academic Working Group

### SEP:

TBA Majors' Night (1830 – 2000 hrs)  
TBA AIC/AAOCA Meeting (1145-1245 hrs)  
3<sup>rd</sup> - 4<sup>th</sup> wk Academic Working Group

### OCT:

2<sup>nd</sup> wk Mid-semester grades released (Tentative)  
Comment Cards completed on all prog C-s, Ds, and Fs  
3<sup>rd</sup> wk Mid-semester ARCs convene  
Spring Registration Deadline, Q2: 3<sup>o</sup> cadets must declare major  
4<sup>th</sup> wk Academic Working Group  
USAFA Forms 68 due to advisors  
2<sup>o</sup>s: **Process begins for summer academics with leave slots, CSRP, and Language Immersion**

### Nov:

3-4<sup>th</sup> wk Academic Working Group  
28 All DF Summer Program List finalized

### DEC:

TBA AIC/AAOCA Meeting (1230 hrs)  
3<sup>rd</sup> wk Study Day  
3-4<sup>th</sup> wk Finals (Final grades due 22 Dec)  
Comment cards completed on all cadets with C-s, Ds, and Fs

### JAN:

2<sup>nd</sup> wk ARC Records Reviews  
TBA Academic Working Group  
3<sup>rd</sup> wk ARC Interviews  
4<sup>th</sup> wk USAFA Forms 68 Due to advisors  
Grad Check audit on all 1<sup>o</sup>s  
Summer academics with leave slots are finalized- 4degree

### FEB:

TBA Majors' Night (1830-2030 hrs)

TBA AIC/AAOCA Meeting (1145-1245 hrs)  
TBA Academic Working Group

**MAR:**

2<sup>nd</sup> wk Mid-semester grades are released  
k Comment Cards completed on all prog C-s, Ds, and Fs  
Fall/Summer Registration Deadline via Q2  
3<sup>rd</sup> wk Mid-semester ARCs finished  
TBA Academic Working Group  
TBA Spring Break begins LMD  
4<sup>th</sup> wk Spring break ends; cadets return NLT 1900

**APR:**

1<sup>st</sup> wk USAFA Forms 68 due to advisors  
TBA Academic Working Group

**MAY:**

TBA AIC/AAOCA Meeting (1145-1245 hrs)  
2<sup>nd</sup> wk Study Days  
3<sup>rd</sup> wk Finals  
Comment cards completed on all cadets with C-s, Ds, and Fs  
Firstie ARC Records Review  
ARC Records Review for 2<sup>os</sup>, 3<sup>os</sup>, & 4<sup>os</sup>  
Appeals Briefing  
4<sup>th</sup> wk ARC Interviews

**JUN:**

1<sup>st</sup> wk Graduation  
2<sup>nd</sup> wk 1st summer term begins  
8-9 ARC Interviews  
27 2nd summer term begins  
4<sup>th</sup> wk Entering class takes validation and placement tests

**JUL:**

18 3rd summer term begins  
TBA New AAOCA training (2nd offering)  
TBD New AOC training

## **REFERRAL AGENCIES**

- **Student Services**  
1st floor Fairchild Hall, North End, facing Vandenberg Hall  
Ext 3-4172
- **Cadet Counseling and Leadership Center**  
2nd floor Sijan Hall, Southeast corner (next to Cadet Issue)  
Ext 3-2107
- **Cadet Chapel**  
Ext 3-4515
- **Center for Character Development**  
Rm 3C15 Vandenberg Hall  
Ext 3-4904
- **Office of the Registrar**  
Rm 2G13 Fairchild Hall  
Ext 3-3970
- **AH Scheduling**  
Cadet Gym  
Ext 3-3525
- **Summer Programs**  
Rm 6A22, Commandant's Area  
Ext 3-2120
- **Cadet Personnel (DPY)**  
Rm 3C24 Vandenberg Hall  
Ext 3-2080

**CORE COURSES**  
(Taken from Curriculum Handbook)  
31 courses

7-1. CORE COURSE: All cadets must complete mandatory courses referred to as the core. Core courses form the foundation around which all majors are built. Cadets are required to take 85 semester hours of DF academic core courses, in addition to 6 semester hours of Military Strategic Studies and 5 semester hours of Physical Education.

7-2. CORE REQUIREMENTS Below is a listing of core requirements by division. Cadets who fail an alternate core course may not repeat the course, but must instead take the original core course.

**DIVISION COURSE DESIGNATOR**

**SEMESTER HOURS**

**BASIC SCIENCES**

Biology	215	3.0
Chemistry	141 and 142	6.0 total
or Chemistry	222	
Computer Science	110	3.0
Mathematics	141	3.0
Mathematics	142 or 152	3.0
Mathematics	300, 356 or 377	3.0
Physics	110	3.0
Physics	215	3.0

**ENGINEERING**

Engineering	100	3.0
Engineering Mechanics	120	3.0
Aeronautics	315	3.0
Astronautics	310 (or Astro Engr 436 or Astro Engr 452)	3.0 (4.0)
Civil Engineering	210	3.0
Electrical Engineering	215 or 231	3.0

**SOCIAL SCIENCES**

Behavioral Science	110	3.0
Behavioral Science	310	3.0
Economics	200	2.0
Law	220	3.0
Management	200	2.0
Political Science	311	3.0
Social Science	112	3.0

**HUMANITIES**

English	111	3.0
English	211	3.0
or Humanities	200	
English	411 or 370	3.0
History	101	3.0

History	202	3.0
Philosophy	310 or 311	3.0

### **INTERDISCIPLINARY**

Energy/Systems Option		3.0
(One of the following courses: Engr 310, Engr 311, Physics 421, Chem 335, AeroEngr 241, Mech Engr 312, Ops-Rsch 310, Geog 310)		

### **MILITARY STRATEGIC STUDIES**

MSS	100	3.0
MSS	400	3.0

### **NOTES:**

1. Chemistry course level will be determined by summer placement examination, credit transfer, or AP scores. Chem 222 fills the requirement for cadets who do well on the DFC placement exam but haven't had the prerequisite lab experience expected of cadets. Cadets successfully completing Chem 222 receive validation credit for Chem 141 and 142.
2. Mathematical Sciences and Operations Research majors must take Math 377 to fulfill the core requirement. Economic majors must take Math 356. Technical departments have the option to require their majors to take Math 356. All other cadets must take Math 300.
3. Selected cadets from majors other than Astro, who have a strong interest in the USAFA small spacecraft or small rocket program, may take either the Astro Engr 436/437 or AstroEngr 452/453 two course sequence with Department of Astronautics approval (enrollment limited). Cadets in Astro Engr 436 or 452 may receive core substitute credit for Astro Engr 310. While the intent is completion of both courses in a sequence, Astro Engr 436/437 or 452/453, any further dual, validation, or waiver credit for the second course in the sequence is under the purview of the cadet's major department. Astro Engr 436, 437, 452, and 453 are all 4.0 semester hours.
4. EI Engr 231 must be taken by Astronautical Engineering, Civil Engineering, Computer Engineering, Computer Science, Electrical Engineering, Engineering Mechanics, Environmental Engineering, Mechanical Engineering, and Physics majors. Majors in other disciplines requiring greater knowledge of linear circuit analysis and transducer systems may also take this course. If both EI Engr 215 and EI Engr 231 are taken by a cadet, the cadet will receive credit for both courses due to the significant differences in the material covered in each course.
5. Philosophy 311 will serve as a core alternate for cadets with DFPY Department Head permission.
6. English 370 will serve as a core alternate only for cadets pursuing the English Major.
7. Humanities 200 is a core substitute for English 211. To take Hum 200, students must have Humanities Chair approval. Hum 200 is an interdisciplinary course designed to lay the foundation for further study in the disciplines of the Humanities
8. Cadets in the Engineering Mechanics major and the Mechanical Engineering major shall take Mech Engr 312 as a their Energy/Systems core.

9. The Academy's core curriculum is a carefully chosen and designed collection of integrated courses that are crafted to prepare cadets for outstanding service as Air Force officers. The Academy staff has prepared a number of briefings and activities to help cadets gain a better appreciation of the core and make the most of their core experience. In briefings to the entering class of cadets at the start of each fall semester, the Dean of the Faculty and the Division Chairs provide the new cadets with an overview of the core curriculum, explaining the rationale for its design and illustrating its value for officer preparation. For scheduling purposes, these briefings most likely will occur during the second hour of Chemistry classes. Then, early in each core course, the section instructor or a department leader introduces the course and sets it in the context of the Dean's briefings. As the core course progresses, cadets are alerted to the many ways the course relates to other core courses and to preparation for service in the Air Force officer corps. Finally, for at least one lesson toward the end of the semester, cadets in each core course complete an active-learning "capstone" exercise or case study that explicitly illustrates the relevance of this particular course to contemporary Air Force operations. Taken together, these briefings and activities, coupled with carefully crafted learning experiences and assignments, equip cadets with a breadth of integrated fundamental knowledge across the full spectrum of academic disciplines and help them hone their skills in applying this knowledge to the unique tasks of the military profession.

10. USAFA's foreign language requirement, specific to each major, is an in-residence requirement. The Department of Foreign Languages (DFF), based on placement testing, determines where in a language sequence each cadet starts. As appropriate, validation credit for the 100-level courses in that foreign language sequence will be awarded upon successful completion of four foreign language courses at the 200-level or above in the same language. DFF will award validation credit immediately for entering cadets validating the foreign language requirement. Based on their foreign language proficiency, these cadets will receive validation credit for the two 100-level courses in their proficient foreign language. Additionally, cadets validating the foreign language requirement (those awarded validation credit upon entering USAFA based on DFF's evaluation) are not required to take additional foreign language courses, unless specifically required by their major. For instance, most cadets with a major in the Social Sciences division take four foreign language courses. A cadet with foreign language validation in a Social Sciences major would have two of the required foreign language courses fulfilled by the validation credit. The other two foreign language requirements for the major could then be fulfilled by any 3.0 semester hour course (via USAFA Form 69 Academic Waiver Request), as approved by the major.



# ACADEMIC GRAD CHECK

Courses not matched against specific graduation requirements

Cadet      Class Year: 2005      SQ: 20      Academic Grad Check      DFRU Q01 System -- Grad Check As Of: 02/20/04 8:51:27 AM

SSAN:      Personal Data - Privacy Act of 1974      Advisor:

Core		Major: Ist ( LegalStu )		Other Courses Taken	
Requirement	Grade	Course	Grade	Course	Grade
C1148 - Astrology 219	315 C	Astrology	315 C	Sci 101	340
C1204 - Survey of Systems	310 C	Comp 101	310 C	Sci 102	340
C1342 - Astro 310	310 C	Astrology	310 C	Sci 103	340
C1440 - Chem Core	141 C	Chem	141 C	Sci 104	340
C1440 - Chem Core	142 C	Chem	142 C	Sci 105	340
C1540 - Comp Sci 110	110 C	CompSci	110 C	Sci 106	340
C1540 - Comp Sci 110	110 C	CompSci	110 C	Sci 107	340
C1540 - Civ Eng 210	210 C	CivEng	210 C	Sci 108	340
C1540 - Civ Eng 210	210 C	CivEng	210 C	Sci 109	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 110	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 111	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 112	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 113	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 114	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 115	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 116	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 117	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 118	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 119	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 120	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 121	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 122	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 123	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 124	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 125	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 126	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 127	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 128	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 129	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 130	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 131	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 132	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 133	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 134	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 135	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 136	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 137	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 138	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 139	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 140	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 141	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 142	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 143	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 144	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 145	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 146	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 147	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 148	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 149	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 150	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 151	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 152	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 153	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 154	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 155	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 156	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 157	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 158	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 159	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 160	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 161	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 162	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 163	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 164	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 165	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 166	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 167	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 168	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 169	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 170	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 171	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 172	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 173	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 174	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 175	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 176	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 177	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 178	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 179	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 180	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 181	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 182	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 183	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 184	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 185	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 186	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 187	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 188	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 189	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 190	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 191	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 192	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 193	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 194	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 195	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 196	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 197	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 198	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 199	340
C1540 - Eng 111	111 C	Eng 111	111 C	Sci 200	340

Total Resident Hours

Validation Credit: V  
Transfer Credit: T  
Course not taken or loaded: \*

\* = Missing Requirement      Page 1 of 1      Personal Data - Privacy Act of 1974      GPA: C = Core, M1 = 1st Major, M2 = 2nd Major  
WV: Y = Waiver Granted      Sem: Y1=Academic Year, A=Summer, B=Fall, C=Spring

# CADET ACADEMIC SCHEDULE

## Cadet Academic Schedule

A cadet's academic schedule reflects 'M' day and 'T' day information. The common unscheduled course is PDP XXX. This is the cadet's Professional Military Education program designator. The academic periods are:

M1/T1	0730-0820 hrs
M2/T2	0830-0920 hrs
M3/T3	0930-1020 hrs
M4/T4	1030-1120 hrs
M5/T5	1310-1400 hrs
M6/T6	1410-1500 hrs
M7/T7	1510-1600 hrs

**"COURSE"** - course name and number. Phy Ed is taught in 8 lesson blocks, but begins at the same time as Armnshp which is taught in 10 lesson blocks. Phy Ed and Armshp courses have a suffix of A - H. These courses are taught in 8-10 lesson blocks. Block A is lessons 1-10 of the fall semester. Block H is lessons 31-40 in the spring. Other suffixes: "H" for honors, "Y" for idea section, "Z" for experimental, "FR" is a section of 4°s, and "SO" is a section of 3°s.

**"Section"** - when the course is scheduled and which section. The suffix denotes the section when multiple sections are scheduled during the same period.

**"Room"** - classroom where the course meets

**"Instructor"** - Instructor for that section

**Cadet's Name (Aca Yr/Tr: 2004 Spring) Major: GenEngr Advisor: Maj Timothy Scully**

Course	Section	M1	M2	M3	M4	M5	M6	M7	T1	T2	T3	T4	T5	T6	T7	Room	Instructor
Physics 315	A		*													2B17	Lt Col Rick Pitino
MechEngr 492Z	A			*	*											2L6	Maj Mitch Barnhart
PhyEd 486F	A					*	*									00000	
AeroEngr 457	A									*						AL114	LtCol David E. Bossert
Engr 311	A										*					4J12	Lt Orlando Smith
Physics 310	A											*				2B11	LtCol J. Ed Wilks
PhyEd 484G	A												*	*		00000	
PDP 401	A															00000	

# GREEN SHEET

## USAF ACADEMY LEARNING SKILLS CENTER WEEKLY ACTIVITY SCHEDULE

Month \_\_\_\_\_ Week \_\_\_\_\_ to \_\_\_\_\_ Number of Study Hours Planned \_\_\_\_\_

Time/Day							
0625 - 0720							
0730 - 0820							
0830 - 0920							
0930 - 1020							
1030 - 1120							
1130 - 1220							
1230 - 1320							
1330 - 1420							
1430 - 1520							
1600 - 1700							
1700 - 1800							
1800 - 1900							
1900 - 2000							
2000 - 2100							
2100 - 2200							
2200 - 2300							

**REVISED USAFA FORM 68 (GET-WELL PLAN)**

**CADET ACADEMIC DEFICIENCY EVALUATION AND PROBATION ACTION PLAN**

THIS FORM IS SUBJECT TO THE PRIVACY ACT OF 1974

**(See reverse for instructions and reference USAFAI 36-164 and the Curriculum Handbook)**

AUTHORITY: Title 10 U.S.C., Sections 8013 and 133: E. O. 9397

PRINCIPAL PURPOSE: SSN is used for identification purposes.

ROUTINE USE: None.

DISCLOSURE IS VOLUNTARY: However, if information is not provided, waiver may not be processed.

TO

Academic Review Committee (ARC) Chairman thru ARC Coordinator, Academic Advisor, AOC/CADO, Cadet

**1. Basic information:**

CADET NAME (Last, First, MI)		CLASS YEAR	SSN	SQUADRON	MAJOR
Date:	Semester GPA:	Cum GPA:	Core GPA:	Major GPA:	Semesters on probation (including current):

**2. Self Evaluation:**

What caused you to be on probation grade-wise (ie 1 "F", all "C's" and 1 "C-", incomplete)?

What caused you to be on probation study-habit wise (procrastinate, personal issues, dislike subject)?

**3. Academic Plan**

**WEEKEND ACADEMIC CALL TO QUARTERS (WACQs)**

1 WACQ + \_\_\_\_\_ ("C-" Grades) + \_\_\_\_\_ ("D" Grades) + \_\_\_\_\_ ("F" Grades) = \_\_\_\_\_ TOTAL WACQs per week

One WACQ equals 60 minutes of study. Assign 1 automatic WACQ plus 1 WACQ per "C-" grade, plus 2 WACQs per "D" grade and 3 WACQs per "F" grade for each week on probation. A maximum of 15 WACQs may be assigned per weekend. 1 degree cadets are exempt from serving WACQs.

Activity	No. of Times per Week	Total Time	Comments
Extra Instruction			
Peer tutoring			
Group Study			
Individual Study			
Study Skills			
Writing Center			
Other			

Method used to track grades:

Method used to keep track of graded events:

Improvement Areas:

**Primary Counseling (Required):**

<b>Element NCO/Leader/Substitute Name:</b>	Date: _____
Comments:	
Counselor Signature _____	
Counselee Signature _____	

<b>Academic NCO/Officer Name:</b>	Date: _____
Comments:	
Counselor Signature _____	
Counselee Signature _____	

<b>AOC/MTL Name:</b>	Date: _____
Comments:	
Counselor Signature _____	
Counselee Signature _____	

<b>Academic Advisor Name:</b>	Date: _____
Comments:	
Counselor Signature _____	
Counselee Signature _____	

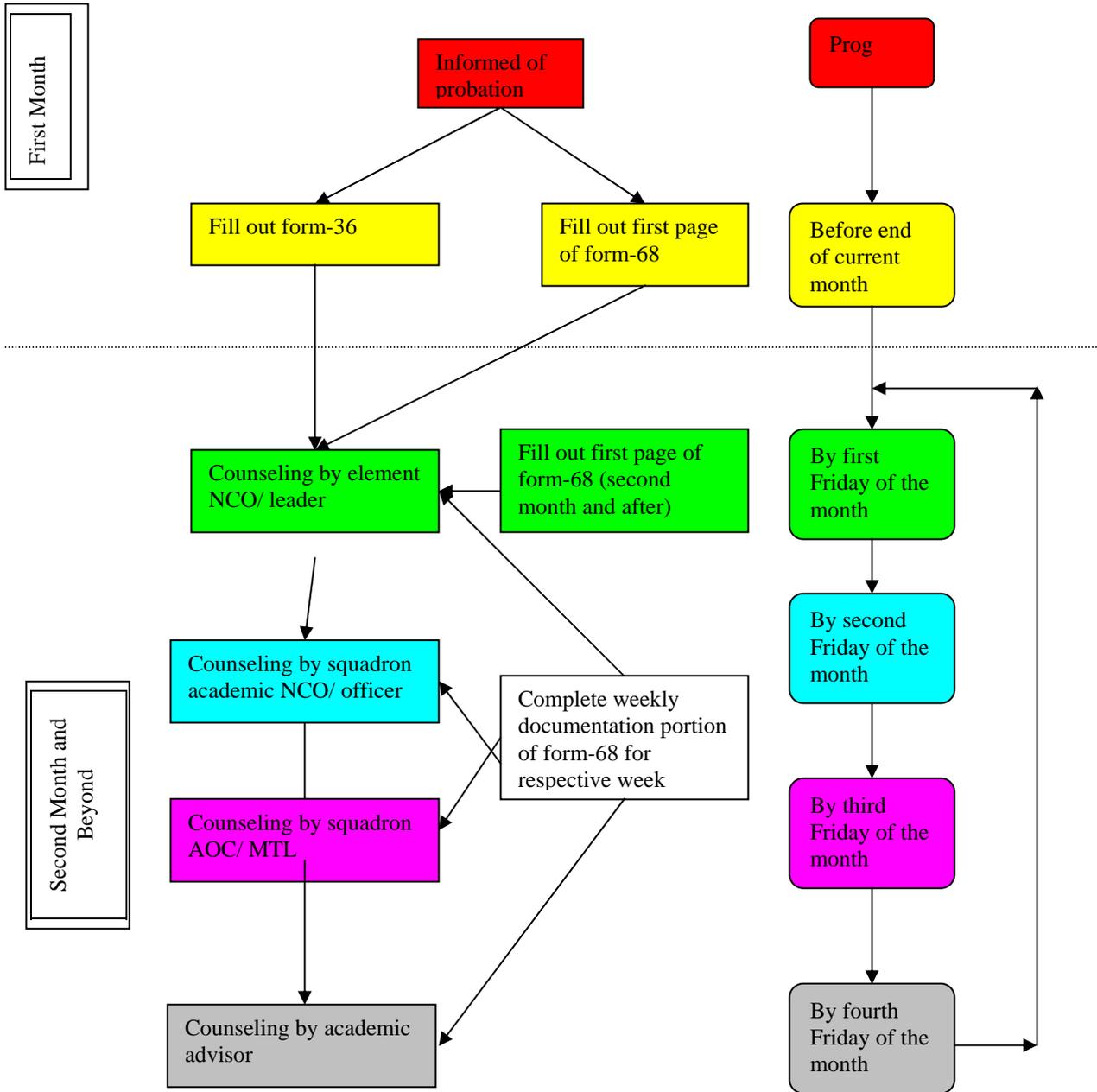
## INSTRUCTIONS FOR CADET ACADEMIC DEFICIENCY EVALUATION AND PROBATION ACTION PLAN INSTRUCTIONS

**PURPOSE:** The academic advisor and cadet counseling session is considered an appointment with the Academic Review Committee (ARC). It is your responsibility to read the academic probation chapter in the USAFA Curriculum Handbook and then complete items 1 and 2 below. Your advisor will assist you in evaluating your current academic program, defining your deficiency, and developing a plan of study to deter future probationary standing. It is your responsibility to update your plan weekly and meet other designated counseling sessions as directed. You must meet the deadline dates specified in para 5a.

1. **BASIC INFORMATION:** Self-explanatory. Define your current academic standing. Use most current semester, cumulative, core and Major's GPAs. What courses did you earn a "C-", "D", or "F" grade? What categories of academic probation apply to you? Think about the consequences of continued probationary status and potential ARC actions.
2. **SELF EVALUATION:** Cadet should honestly evaluate academic situation. Define the factors contributing to your academic deficiency. Discuss other problem areas including overall abilities, aptitudes and attitudes based on demonstrated performance (academic strengths and weaknesses), study habits, military bearing and behavior, medical, social, and personal info (family, divorce, illness, or death).
3. **ACADEMIC PLAN:**
  - a. Weekend Academic Call to Quarters (WACQs): Determine WACQs per formula found on the form.
  - b. Extra Instruction (EI): List current semester courses and annotate the necessary number of meetings: once, weekly, or monthly. Coordinate with the instructor of each course to ensure your plan is reasonable.
  - c. Describe your "get well" program. Discuss alternatives such as Study Skills, Writing Center, Counseling Center, and other options listed. Also, consider academic actions listed in the academic probation chapter in the USAFA Curriculum Handbook. If there is not enough space for your proposal, attach a separate page.
  - d. APS revisions will be reviewed by the appropriate ARC chairperson for approval or disapproval. Until you receive a new schedule, you must attend the originally scheduled courses. If you submit a revised APS. And you do not receive a new schedule within two days, contact your academic advisor immediately. (Exception: APSs for cadet on the ARC records review roster will not be processed by DFRC until after the records review meeting. APSs for cadet eligible to be interviewed, and who so elect, will be processed after the interview.
  - e. APS revisions will be reviewed by the appropriate ARC chairperson for approval or disapproval. Until you receive a new schedule, you must attend the originally scheduled courses. If you submit a revised APS. And you do not receive a new schedule within two days, contact your academic advisor immediately. (Exception: APSs for cadet on the ARC records review roster will not be processed by DFRC until after the records review meeting. APSs for cadet eligible to be interviewed, and who so elect, will be processed after the interview.
4. **COUNSELING AND EVALUATION WORKSHEETS:** Self-explanatory counseling forms for use as applicable. The academic probationary cadet is required to weekly track their progress and assess their current academic situation.  
**NOTE:** Academic Advisors must complete an ARC recommendation worksheet for cadets recommended for disenrollment.
  - a. Concur: Advisor supports plan of action (Exceptions noted)
  - b. Nonconcur: Advisor does not support plan of action (Exceptions noted)
  - c. Retain: Advisor recommends retention based on current knowledge of cadet and the probability of successful/proficient academic and overall performance at USAFA.
  - d. Disenroll: Advisor recommends disenrollment based on current knowledge of cadet and the probability of unsuccessful/deficient academic and overall performance at USAFA.
  - e. When selected to be interviewed, cadet advisor must provide a written statement regardless of his/her recommendations. However, the advisor may require the cadet to rework action plan before documenting comments. Advisor statements should briefly address the following questions: Did the cadet realistically evaluate strengths and weaknesses based on past performance? Did the cadet outline all action plan and submit a revised APS that reflects strengths? What was the cadet's attitude/demeanor during counseling? Was the cadet just "filling a square", gaming the system, genuinely concerned, and/or actively participating in plans for the future? Known medical and personal problems should be noted. If there's not enough space for advisor's comments, attach a separate page.
5. **ACTION PLAN DEADLINE DATES:** Meet with your academic advisor no later than the dates specified below. However, if you request an APS revision and you are not listed on an ARC records review roster, submit it with this form as soon as possible to your advisor to expedite ARC review and administrative processing.
  - a. Midsemester: two weeks after the publication of the progress report
  - b. End-of-semester: two weeks after the beginning of the semester
  - c. End-of-semester (fall and spring) counseling for ARC records Interview: as prescribed by the appropriate class ARC coordinator

**Conclusion:** This form will be referenced in ARC records review and interview meetings. This evaluation is an integral component of the cadet profile (instructor comment cards, records of counseling, military and athletic performance ratings, medical history, and written statements including a revised APS) and will be considered during committee procedures. Additionally, this form should facilitate a cadet's tracking of their academic performance and academic counseling sessions to enhance their overall academic performance.

# Academic Probation Flow Chart for Probation Starting at Prog



## USAFA FORM 69 (ACADEMIC WAIVER REQUEST)

ACADEMIC WAIVER REQUEST <small>(Reference USAFAI 36-171 and the Curriculum Handbook)</small>																																																													
TO DFRR thru DFRS, DFR, DFRC, Academic Advisor																																																													
CADET NAME <small>(Last, First, MI)</small> Shidler, Jay B.	CLASS YEAR 2002	SSN 123-45-5678	SQUADRON 13	MAJOR English	DATE 3 Mar 98																																																								
<b>X</b> 1. REASON FOR ACADEMIC WAIVER																																																													
<table style="width: 100%; border: none;"> <tr> <td style="width: 15%; border: none;"><b>X</b> Substitute</td> <td style="width: 35%; border: none;">Law 360 taken in semester F 99</td> <td style="width: 15%; border: none;">for graduation requirement</td> <td style="width: 15%; border: none;">English Option</td> <td style="width: 15%; border: none;">(Master file line number M53LB) in</td> <td style="width: 10%; border: none;">English</td> <td style="width: 10%; border: none;">major.</td> </tr> <tr> <td colspan="7" style="border: none;">Delete requirement for _____ in _____ major.</td> </tr> <tr> <td colspan="7" style="border: none;">Delete prerequisite of _____ for _____</td> </tr> <tr> <td colspan="7" style="border: none;">Substitute _____ for _____ as prerequisite for _____</td> </tr> <tr> <td colspan="7" style="border: none;">Allow concurrent enrollment in _____ and _____</td> </tr> <tr> <td colspan="7" style="border: none;">Delay _____ until _____ semester of _____ class year.</td> </tr> <tr> <td colspan="7" style="border: none;">Underload to _____ course units.</td> </tr> <tr> <td colspan="7" style="border: none;">OTHER <small>(Specify)</small></td> </tr> </table>						<b>X</b> Substitute	Law 360 taken in semester F 99	for graduation requirement	English Option	(Master file line number M53LB) in	English	major.	Delete requirement for _____ in _____ major.							Delete prerequisite of _____ for _____							Substitute _____ for _____ as prerequisite for _____							Allow concurrent enrollment in _____ and _____							Delay _____ until _____ semester of _____ class year.							Underload to _____ course units.							OTHER <small>(Specify)</small>						
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2. ACADEMIC ADVISOR'S JUSTIFICATION																																																													
<p>Law 360 is team-taught with the Law and English Departments. It's an in-depth study of literary works that deal with Law. The course should count for an English Option.</p>																																																													
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3. COMMENTS/COORDINATION <small>(Reference Curriculum Handbook)</small>																																																													
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