



2011-2012 Guidebook for Students

**Cadet Officer's Basic Course**

**19 December 2011**

**Cadet Programs**



**2011-2012 GUIDEBOOK FOR CADET  
OFFICER'S BASIC COURSE STUDENTS**

OPR: CP/COBC  
(LtCol George K. Ishikata)

Certified by: CP/ILP  
(LtCol John W. Boyle)  
Pages: 28  
Distribution: L

This guide implements Paragraph 8-7, CAP Regulation (CAPR) 52-16, *Cadet Program Management*, 1 February 2011, with Changes 1 and 2. It outlines course curriculum and schedule, school policies, and course procedures for students of Cadet Officer's Basic Course (COBC). Send recommended changes or comments to Headquarters, California Wing, CAP (CP/COBC), PO Box 7688, Van Nuys CA 91409-7688.

<b>Chapter 1 – Educational Foundation</b>	<b>3</b>
Section 1A Course Curriculum	3
1.1. Original Intent.....	3
1.2. Current Philosophy .....	3
1.3. Course Syllabus .....	3
Figure 1.1. Schedule.....	11
Section 1B COBC History	13
1.4. Advanced Cadet Leadership Symposium (ACLS) .....	13
1.5 The California Wing Integrated Leadership Program (ILP).....	13
1.6 Cadet Officer's Basic Course (COBC).....	14
1.7 "The General" .....	15
<b>Chapter 2 – School Policies</b>	<b>17</b>
2.1. Student Conduct.....	17
2.2. Attitude .....	17
2.3. Responsibility .....	17
<b>Chapter 3 – Evaluation and Feedback Mechanism</b>	<b>19</b>
3.1. Feedback Areas.....	19
3.2. Possible Points .....	19

3.3. Dependability/Responsibility Penalties .....20

3.4. Extra Credit.....20

3.5. Daily Summaries.....21

3.6. Graduation Requirements .....22

Table 3.1. Point Values .....19

Table 3.2. Penalty Assessments .....20

**Attachment 1 – NOTE TAKING PROCEDURES 23**

**Attachment 2 – ELECTRONIC REFERENCE LIBRARY 27**

**Attachment 3 – INSTRUCTOR BIOGRAPHIES AND CONTACT INFORMATION 31**

**Attachment 4 – CLASS RELATED MATERIALS (HANDOUTS, ASSIGNMENTS) 33**

## Chapter 1

### EDUCATIONAL FOUNDATION

#### *Section 1A – Course Curriculum*

**1.1. Original Intent.** Cadet Officer’s Basic Course (COBC) was originally modeled after the USAF Squadron Officer School (SOS). The intent was to provide a professional training program, exclusive to CAP cadet officers. The educational design was challenging, both physically and academically, and intended to provide a unique experiential educational challenge for the students.

1.1.1. Students received instruction in a comprehensive program of academics, teamwork, time management, and leadership. Additionally, students were assigned the ultimate responsibility for their own education. They were treated as cadet officers “twenty-four hours a day,” and held accountable to that standard.

1.1.2. The original program was built on three major subject areas: Communications, Leadership, and Management.

**1.2. Current Philosophy.** Much of the philosophy involving COBC has remained constant throughout its over three and a half decades of existence. The program maintains an academic rigor unequalled in any other CAP programs. There remains a focus on student-centered “guided learning,” where students are given situations and experiences to increase their competence, enhancing their desire to learn, and feedback through staff observations and evaluations. There also remains a heavy emphasis on the Socratic method of instruction to that end.

1.2.1. It is important to note that COBC is not designed to **train** students to deal with issues and challenges we expect them to encounter. The goal is to **educate** students to react positively to the unknown, to develop and analyze competing options, and to implement solutions with the greatest probability of success. Whereas training involves learning skills, education entails “mind shaping” – to expose minds to new ideas, expand horizons beyond the familiar, to hone analysis and decision skills, to establish networks of fellow scholars useful for years to come, to challenge conventional wisdom, to reinforce values and ethical behavior, and prepare tomorrow’s leaders to deal with an uncertain future.

1.2.2. To accomplish this, COBC has evolved to focus on the three major subject areas of Leadership and Management, Communications, and Applied Ethical Decision Making. Students receive this instruction through a process of classroom academics, simulations, exercises, and personal interaction.

1.2.3. COBC is an experience you will long remember. The staff hopes you'll gain experience and knowledge you can apply against your greatest challenge as a CAP cadet – building a unit that contributes to your growth and the growth and development of your cadets.

**1.3. Course Syllabus.** COBC is composed of a combination of academic courses, practical application exercises, simulations, classroom discussion forums and analysis, and assignments as well as personal interaction between students and staff oriented toward developing cadet officers.

1.3.1. The Leadership and Management portion of COBC consists of three distinct elements. These are: leadership theory, problem solving, and protocol.

1.3.1.1 The leadership theory area of the curriculum consists of six academic courses, two simulations, and a video analysis.

1.3.1.1.1. *Leadership Theory 1 – The Ideal CAP Cadet Officer: A leader-based approach to leadership.* Students will comprehend their role as a cadet officer, identify sources of power and how they to employ them to accomplish missions, and fundamentals of the trait theory of leadership. Specific subjects include:

1.3.1.1.1.1. Explain the term “cadet officer.”

1.3.1.1.1.2. Recognize the need for study of leadership theory.

1.3.1.1.1.3. Differentiate sources of power.

1.3.1.1.1.4. Compare and contrast leader and follower styles.

1.3.1.1.1.5. Summarize the trait theory of leadership and explain a personal philosophy of the most critical traits.

1.3.1.1.2. *Leadership Theory 2A – Leadership and Motivation: A follower-based approach to leadership, Part 1.* Students will comprehend follower-based theories of leadership and gain a historical perspective on the Human Relations Movement. Specific subjects include:

1.3.1.1.2.1. Describe McGregor’s Theory X and Theory Y.

1.3.1.1.2.2. Outline the development of leadership theory from the Scientific Management Movement (of Fredrick Taylor) to the Human Relations Movement (of Elton Mayo [using the Hawthorne, IL, Western Electric studies]).

1.3.1.1.2.3. Differentiate Management Principles as well as manager skills (technical, human, conceptual).

1.3.1.1.2.5. Compare Maslow’s Hierarchy of Needs with Herzberg’s Motivation-Hygiene Theory.

1.3.1.1.2.6. Explain the important aspects of Emotional Intelligence (EQ) and how to employ EQ skills to lead others.

1.3.1.1.3. *Leadership Theory 2B – Leadership and Motivation: A follower-based approach to leadership, Part 2.* Students will comprehend motivation and behavior as well as additional follower-based theories. Specific subjects include:

1.3.1.1.3.1. Explain motivation and behavior to include goals, blockages, and responses, and the results of reinforcement, punishment, and extinction.

1.3.1.1.3.2. Describe Transactional Analysis (TA) and provide examples of transactions from “Parent”, “Adult”, and “Child” ego states.

1.3.1.1.3.3. Explain a “transaction” and define parallel, crossed, and ulterior transactions, as well as “games.”

1.3.1.1.3.4. Summarize Johari’s window and interpret how it assists in communications.

1.3.1.1.4. *Leadership Theory 3A – Situational Leadership: A transactional approach to leadership.* Students will apply Situational Leadership II, and its antecedent in various leadership situations. Specific subjects include:

1.3.1.1.4.1. Describe The Leadership Grid by Blake and McCauley (formerly the Blake-Mouton Managerial Grid).

1.3.1.1.4.2. Paraphrase SL II theory regarding leader behavior on both relationship and task behavior dimensions, as well as the effectiveness dimension outlined in the Hersey-Blanchard Tri-dimensional Leader Effectiveness Model.

1.3.1.1.4.3. Compute follower readiness levels and distinguish corresponding leader effectiveness behaviors.

1.3.1.1.4.4. Evaluate given leadership situations and apply effective behaviors for success.

1.3.1.1.5. *Leadership Theory 3B – One Minute Manager.* Students will apply the basic tenets of *The One Minute Manager* as a simple model for use in leadership situations. Specific subjects include:

1.3.1.1.5.1. Use one minute goal setting, praising, and reprimands.

1.3.1.1.5.1. Identify CAP situations where one minute management would work.

1.3.1.1.6. *Leadership Theory 4 – Leadership as Art: A transformational approach to leadership.* Students will comprehend the elements of transformational leadership. Specific subjects include:

1.3.1.1.6.1. List the elements of transformational leadership and compare transactional leadership approaches to transformational leadership.

1.3.1.1.6.2. Describe undeveloped elements of transformational leadership theory.

1.3.1.1.7. *Situational Leadership Game.* This simulation allows students to apply skills learned in academic sessions and match leader behaviors to follower readiness levels.

1.3.1.1.8. *Blue-Green Exercise.* This simulation allows students to participate in a structured experience focused on teamwork in operation. Students analyze organizational objectives and devise methods to achieve these objectives; communicate goals to group members,

competitors, and supporters, and persuade members to implement a plan; and learn the importance of values-based leadership.

1.3.1.1.9. *Leadership Video Analysis*. This course entails the presentation of a leadership video, and student discussion to analyze the leadership situations presented, the effectiveness of each leader's actions in the video, and the applicability of leadership and communications theories presented in relation to the stories depicted in the video.

1.3.1.2. The problem solving area of the curriculum consists of one academic course and two practical application exercises.

1.3.1.2.1. *Problem Solving Techniques*. Students will apply the problem solving/decision making model and various problem solving techniques. Specific subjects include:

1.3.1.2.1.1. Describe the steps, in detail, of the problem solving/decision making process.

1.3.1.2.1.2. Define a problem, and differentiate facts, assumptions, and criteria.

1.3.1.2.1.3. Explain brainstorming, mind mapping, free association, and other creativity techniques to enhance problem solving. Address blocks to creativity, and lateral thinking processes.

1.3.1.2.2. *Project X*. This practical application exercise allows students to apply problem solving skills in a group leadership environment, while simultaneously employing leadership and communications skills.

1.3.1.2.3. *Project Y*. This practical application exercise allows students to apply problem solving, leadership, and communications skills in an individual leadership environment.

1.3.1.3. The protocol area of the curriculum consists of one class, and a practical application.

1.3.1.3.1. *Protocol and Dining-Ins*. Students will comprehend the importance of protocol and the history of Dining-Ins, as well as apply this knowledge to a Dining-In. Specific subjects include:

1.3.1.3.1.1. Recite the history, enumerate the purpose, and list goals of a Dining-In. Explain the aspects and significance of Dining-Ins.

1.3.1.3.1.2. Describe protocol (CAPP 3, *Guide to Civil Air Patrol Protocol*) and proper etiquette for Dining-Ins.

1.3.1.3.2. *Dining-In*. This practical application exercise allows students to plan and participate in a Dining-In.

1.3.2. The Communications portion of COBC consists of three academic courses, three practical application exercises, and one simulation.

1.3.2.1. *Communications Overview.* Students will comprehend the communicative process, an alternate communication theory, active listening, written communications and oral communications, with an eye toward their application during written assignments for COBC. Specific behaviors include:

1.3.2.1.1. Summarize and explain the elements of the communicative process model, and identify the impact of each element on the other.

1.3.2.1.2. Identify the modes of communication (verbal, non-verbal) and their impact and relationship to each other.

1.3.2.1.3. Describe active listening skills.

1.3.2.1.4. Differentiate writing formats and styles used in formal CAP writing.

1.3.2.1.5. Prepare correspondence employing formats described in CAPR 10-1, *Preparing Official Correspondence*, AFMAN 33-326, *Preparing Official Communications*, and AFH 33-337, *The Tongue and Quill*.

1.3.2.1.6. Describe the formats for oral presentations and differentiate among various types (e.g. speeches, instruction, briefings, etc.).

1.3.2.1.7. Explain the parts of a speech, and identify the three purposes for a speech.

1.3.2.2. *Effective Meetings.* Students will comprehend the purpose and functions of meetings, and the fundamentals of how to conduct an effective meeting with a focus on applying these principles during meetings. Specific behaviors include:

1.3.2.2.1. Differentiate types of meetings based on meeting goals and paraphrase the fundamentals of conducting a meeting.

1.3.2.2.2. Explain the difference between an effective and ineffective meeting and how to identify both.

1.3.2.3. *The CAP Instructor.* Students will comprehend the procedures to plan, prepare, and present formal instruction, directed toward applying these principles when conducting formal instruction. Specific behaviors include:

1.3.2.3.1. Describe the basics of instruction as outlined in AFMAN 36-2236, *Guidebook for Air Force Instructors*.

1.3.2.3.2. Analyze an audience, prepare an instructional block, develop lesson plans, and employ procedural guidelines to conduct an effective class.

1.3.2.4. *Impromptu Speeches.* This practical application exercise is designed for students to comprehend basic information on impromptu speeches, and apply this knowledge to the creation and presentation of an impromptu speech.



1.3.2.5. *Oral Presentation*. This practical application exercise is the capstone event to the oral communications series, and exercises students in public speaking skills and oral communications. Students will plan, create, and present a five- to seven-minute speech on an approved topic related to some aspect of the COBC curriculum.

1.3.2.6. *Instructional Presentations*. This practical application exercise is designed to enhance student skills in planning, preparing, and presenting instruction. Students will work in a group to prepare instruction between 15- and 20-minutes in duration, and present this material to a different small group.

1.3.2.7. *Communications Effectiveness Exercise*. This simulation allows students to apply different communications models in a controlled environment, to evaluate and analyze the effectiveness of each, and to consider changes to organizational hierarchies and networks to enhance effective communications.

1.3.3. The Applied Ethical Decision Making portion of COBC consists of five classroom discussion forums.

1.3.3.1. The discussion forums, led by senior staff facilitators, are designed for students to engage in ethics related discourse to strengthen foundations of moral values and nurture ethical and moral reasoning skills. Seminars topics are intended to be relevant to the day's activities, classes, or the course as a whole, and designed to prompt critical thought and discussion among students. Topics were selected to broaden each student's exposure to ethical issues, cause greater introspection, and ultimately strengthen resolve to act with moral integrity. The topics in the series are:

1.3.3.1.1. Character.

1.3.3.1.2. Ethics.

1.3.3.1.3. Citizenship.

1.3.3.1.4. Honor.

1.3.3.1.5. Loyalty.

1.3.4. In addition to the three basic academic pillars of COBC, students participate in a rigorous writing program to evaluate analysis and synthesis of the course material and an examination program to test comprehension and synthesis of material.

1.3.4.1. The writing program is a practical application of the formats and procedures learned during the initial communications courses. Topics require synthesis, analysis, and application of course material as related to each student's personal experiences. There are five written assignments required of COBC students.

1.3.4.2. An un-graded writing assignment is the daily summary, discussed later in this publication. Designed as an opportunity to provide feedback to the staff regarding the course,

the daily summary also allows students the opportunity to reflect on the day's events, and to record introspective realizations.

1.3.4.3. Instructors may also administer classroom material quizzes to reinforce instruction and obtain feedback on student comprehension and retention.

1.3.4.4. Students receive a daily evaluation on their knowledge of current world events. Cadet officers must know current events, in order to fully analyze the impact of these events on themselves and the cadets they lead.

1.3.4.5. Students will complete a comprehensive final written examination. The final exam requires students to employ materials presented throughout the course and to synthesize the learning which each student has experienced.

# 2011-2012 Cadet Officers' Basic Course

*As of: 10 December 2011*

	Mon, 26 Dec	Tue, 27 Dec	Wed, 28 Dec	Thu, 29 Dec	Fri, 30 Dec	Sat, 31 Dec	Sun, 1 Jan	Mon, 2 Jan
0730-0800								
0800-0830							Character Development: Loyalty	Achieving Your Childhood Dreams
0830-0900			Character Development: Character			Character Development: Honor		
0900-0930		Course Introduction		Character Development: Ethics	Character Development: Citizenship	LT 3B: One Minute Manager	Oral Presentations	Transitional Thinking From Lcl to Glbl Lvl
0930-1000		LT 1: The Ideal CAP Cadet Officer						
1000-1030								
1030-1100				<b>Lunch</b>				
1100-1130								
1130-1200								
1200-1230								
1230-1300								Region Commander Q/A
1300-1330			The CAP Instructor			Instructional Presentations		Graduation
1330-1400		Communications Overview		Project X	Protocol and Dining-Ins			
1400-1430		Impromptu Speeches	LT2B: Leadership and Motivation 2			Project Y		
1430-1500							Final Examination	
1500-1530								
1530-1600								
1600-1630								
1630-1700	Staff Preparation / Required Staff Training							
1700-1730								
1730-1800		LT 2A: Leadership and Motivation 1	Problem Solving Techniques					
1800-1830		Effective Meetings				LT 4: Transformational Leadership		
1830-1900			Communications Effectiveness Exercise					
1900-1930								
1930-2000								
2000-2030								
2030-2100	Inprocessing							
2100-2130		Blue-Green Exercise						
2130-2200								
2200-2230								
2230-2300								

*Staff Meeting*

*Inprocessing*

*Staff Preparation / Required Staff Training*

**Dinner**

**Lunch**

## ***Section 1B – COBC History***

**1.4. Advanced Cadet Leadership Symposium (ACLS).** In 1970, National Headquarters, CAP faced serious problems. The unpopularity of the Vietnam War fueled a general anti-military climate in the country, and membership in the Cadet Program was decreasing. Additionally, within the program itself, there were structural problems. National had introduced a self-paced aerospace study program and cadet contract system for completing each achievement. There was a great deal of change underway, and in some areas of the country, members were having difficulty implementing the program successfully. To try to understand and solve some of these problems, National Headquarters assembled some of the top-ranking cadets from each Wing in Dallas, Texas, in the first Advanced Cadet Leadership Symposium (ACLS). Cadets and senior advisors were divided into discussion groups, with a particular area of concern to consider. Topics included: the moral leadership program, declining attendance, the lack of airlift, and others. The 1970 ACLS was the birthplace of the National Cadet Advisory Council (CAC). Among the candidates for the first Chairman of the National CAC was C/Col Anthony M. Upton, from California Wing. The ACLS in 1970 concluded with each discussion group providing National Headquarters input and suggestions. The program was sufficiently productive that National convened a second ACLS, again in Dallas, in 1972. In 1972, each Wing was allocated two cadet slots. Attendees included C/LtCol Bernard J. Wilson for California. ACLS concluded in 1972 with a banquet and National Headquarters prepared a written report detailing the conclusions of each group. The ACLS program was probably the most ambitious project of its kind on a national scale, and offered an opportunity for CAP to draw upon a wealth of talent. Logistics problems prevented National Headquarters from conducting ACLS after 1972.

## **1.5. The California Wing Integrated Leadership Program (ILP).**

1.5.1. *Beginnings.* In the late 1960s, Christopher N. Reichow and Gregory J. Fouquet, senior members with Torrance Cadet Squadron 95 in Southern California, began drafting a leadership program to develop the leaders in their squadron. In November of 1969, the first Cadet Non-Commissioned Officer School was held at the squadron's headquarters, an Army Nike Missile Facility in Palos Verdes. The curriculum of the school consisted primarily of drill, classes in NCO leadership techniques, and inspections. Approximately twenty-five cadets graduated from the school. A second course was conducted in the spring of 1970 in Santa Monica, sponsored at the Group level.

1.5.2. *Establishment of the ILP.* In 1974, Capt Christopher N. Reichow was appointed Director of Cadet Programs for California Wing. Based on the experiences with supplementary leadership training at the squadron and group level, Capt Reichow saw an opportunity to share this concept with cadets throughout California. At Cadet Conference in 1974, he presented the concept of a program to help local units in their leadership training: the Integrated Leadership Program (ILP).

1.5.3. *Basic Cadet School (BCS).* The ILP was designed to augment local training in leadership for cadets in all phases of the cadet program. It consisted of a series of schools and courses in which cadets could participate as they progressed in the CAP cadet program. The initial course offered was the Basic Cadet School (BCS), a program for cadets who had completed only one or two achievements. This program was intended to be conducted by several squadrons within a Group, or by the Group itself. It offered a curriculum of drill, discussions of CAP structure, basic uniform classes, attitude and discipline, and the Cadet Honor Code. The first (and for many years only) Basic Cadet School was conducted in January 1976, under the command of WO Edward Kettler of

Squadron 93, at what is now the Joint Forces Training Base in Los Alamitos. After the first BCS, few changes occurred until 1984 when the program was re-energized by Maj Marjorie Besemer and Capt Glenn Wiggins.

1.5.4. *Non-Commissioned Officer's School (NCOS)*. The second school in the ILP plan was Non-Commissioned Officer School (NCOS), an enhanced, revitalized version of the program originally conducted in 1969 as a precursor to the ILP. 1stLt Michael Kathriner undertook responsibility for Non-Commissioned Officer School, and the first school conducted was in 1981 at Squadron 68 headquarters in Costa Mesa. Since then, Cadet Programs has conducted one to four NCOSs each year. The NCOS curriculum includes drill and ceremonies, uniform and inspection techniques, instructional techniques, and the Cadet Honor Code.

1.5.5. *Advanced Cadet Staff Seminar (ACSS)*. The fourth school in the ILP was designated Advanced Cadet Staff Seminar (ACSS). ACSS was intended as a Wing-level equivalent to the National Advanced Cadet Leadership Symposium held in the early seventies. ACSS was intended for senior grade cadets, captains and above, to convene to address real problems facing cadets in the Wing, and propose solutions to them. The intent was they would learn from problem solving and personal interaction, as well as produce something of value to the Wing. The first ACSS was an accident. At the 1980 encampment, far fewer basic cadets than expected arrived to attend. The cadet staff was reduced from two squadrons and eight flights to one squadron and four flights. The displaced staff members chose to attend ACSS, which was formulated as an experiment under the leadership of Capt Edward F. Lee and Maj Marjorie Besemer. C/Col Tom Wade led the cadets in this activity.

## 1.6. Cadet Officer's Basic Course (COBC).

1.6.1. The oldest ILP school, Cadet Officers Basic Course, was the third school in the ILP, the first school conducted as part of the ILP, and was first held in conjunction with the 1974 California Wing Encampment at Vandenberg AFB. COBC was a "detached" flight, operating independently from the rest of the encampment. The first COBC, commanded by Capt Christopher N. Reichow and assisted by WO Glenn Osaka, was an experiment, like most of the early ILP courses. Only two of the twenty-four students in the Class of 1974 actually applied to attend COBC as students; the remainder were cadets who were unsuccessful in their bids for staff positions at encampment. C/Maj Scott E. Bartel, the first Cadet Commander of COBC, was faced with a significant challenge: to implement a successful program by motivating students who didn't really want to be there. C/Maj Bartel took one of the basic principles of COBC, that students would be treated like officers ... 24 hours a day, and used that to develop pride and a positive self-image in each of the students. His strategy worked. By the end of the week, the Class of 1974 was a class of 24 cadet officers: in image, bearing, and information, ready to temper their new found skills with experience in their home units.

1.6.2. The curriculum at the first COBC was taken directly from the US Air Force Squadron Officer School (SOS) curriculum. Even today, junior Air Force officers attend SOS as a foundation in their professional development. The SOS curriculum at the time included: Communication, Management, Leadership, and Military Studies. The Military Studies segment dealt with the deployment of forces; organization of the Air Force and other armed services; foreign armed services; etc., and was beyond the scope of a CAP cadet training program. Subsequently, the COBC curriculum concentrated on the three areas of: Communication, Management, and Leadership. A basic principle of COBC was

to make the course practical, with material the students could apply directly to their jobs at their home units. Although both COBC and the National Cadet Officers School (COS) are based on the USAF SOS program, COBC was designed as a less theoretical program, with practical exercises, and a more “nuts and bolts” approach providing many opportunities to apply what was taught ... both in structured exercises, and “found opportunities” as students and staff interacted over the course of the program.

1.6.3. Throughout the three and a half decades of its existence, COBC has gone through numerous changes, both evolutionary and revolutionary. One of the first major developments was introduced by C/Capt James Harrer, who created a process to provide each student feedback as to their performance, which is now commonly called the “points system,” and is described in detail later in this publication.

1.6.4. Until 1986, COBC was under the stewardship of LtCol Christopher N. Reichow, its creator and first Commander. But after 1986, due to a number of factors, the Cadet Programs Directorate did not conduct a COBC. In 1989, after a three year hiatus, Capt Ben Lee, from San Francisco Cadet Squadron 86, recognized a critical need for COBC to occur again in California Wing. He diligently coordinated with LtCol Reichow and Cadet Programs, and re-launched COBC at Vandenberg AFB. Capt Lee, after completing a second course successfully in 1990, transferred responsibility for COBC to Maj George K. Ishikata.

1.6.5. The next major change occurred in 2000, when responsibility for COBC was handed to Maj James Harrer. Maj Harrer made some revolutionary changes to the curriculum such as adding the Character Development Seminars, and successfully conducted a second course in 2001.

**1.7. “The General”.** When COBC was first conducted in 1974, the students in the course were assigned to a flight at encampment. Conceptually, the flight, designated “G” Flight, would operate as a “detached” unit within the encampment structure. “G” Flight members/COBC students would attend formations and meals with encampment, and would participate in the Review Ceremony, but otherwise attended their own events and activities apart from the basic cadets. The flight was issued a guidon, along with every other flight in the encampment, and as C/Maj Bartel successfully built pride in the class, flight members began to carry and display their guidon with increasing pride and decorum.

1.7.1. Since the flight consisted solely of cadet officers (or those treated as cadet officers ... “twenty-four hours a day”), several flight members began to think about ways to distinguish their flight from those comprised of basic cadets at encampment. The guidon bearer and several of her comrades devised a plan to decorate the guidon with a general officer rank insignia (a silver star) which they illicitly procured from the Base Exchange. The students took a lighthearted approach to their new distinguishing symbol and began to treat the guidon as the “senior officer present,” according it various ceremonial customs and courtesies ... rising when “The General” entered a room, saluting the guidon, and so on. The students enjoyed their new-found distinction, and soon sought official sanction for their “General.” Several of the students approached Capt Reichow and C/Maj Bartel, asking them to promote “The General,” and affix a second star. As so often happens with traditions, Capt Reichow and C/Maj Bartel took advantage of this as a training opportunity, and promised the flight “The General” would be promoted when the flight’s behavior merited the promotion. In the days that followed, COBC students earned several more promotions for “The General,” improving and perfecting their drill skills, customs and courtesies, military proficiency, and of course, meeting their academic objectives. On the last day of the course and of encampment,

to the cheers of COBC students, the Encampment Commander, LtCol Arthur N. Reitenour, affixed the fifth star to “The General.” The COBC Class of 1974 proudly marched their “General” in the Review Ceremony concluding encampment.

1.7.2. “The General” has become part of every COBC class since 1974. The tradition of the stars for each class is carried on, but “The General” always wears the five stars earned by the first class. The Commander awards each individual class stars that reflect their individual performance.

## Chapter 2

### SCHOOL POLICIES

**2.1. Student Conduct.** The Directorate of Cadet Programs for California Wing established the Cadet Officer's Basic Course in 1974 to improve the quality and leadership abilities of cadets in California Wing. COBC is unique because to meet its charter, it depends not only on the course material presented, but also on student interaction both as a class and with the staff. As a result, no two classes are alike and the program itself grows each year. For the program to continue evolving, your individual effort and contribution is essential. Your active participation as a member of your class, support to the other members of your class and concerted effort for academic achievement will significantly enhance both the quality and the quantity of your COBC experience. The following offers guidelines for your conduct at the school, and should answer questions you may have. Understand that the material presented is *advisory* in nature. As a COBC student, you're responsible for your own conduct and behavior.

2.1.1. *General.* You should conduct yourself as a cadet officer at all times, to reflect favorably upon yourself, the course, and the CAP Cadet Corps.

2.1.2. *Dining Hall.* As a COBC student, you should remember that you're a cadet officer and should conduct yourself accordingly in the dining hall. You should observe proper decorum and manners at all meals.

2.1.3. *Field.* In the field, you should conduct yourself in accordance with all military customs and courtesies. This includes the extension of appropriate courtesies between students, since they are treated as cadet officers.

2.1.4. *Classroom.* You should maintain high standards of courtesy at all times in classes, seminars and other academic activities. Students are all cadet officers and should be addressed as such. You should stand when asking a question or reciting unless the instructor directs you otherwise.

2.1.5. *Fraternization.* Since a key to COBC is the interaction among students, you should refrain from fraternizing with individuals not associated with COBC during the course.

**2.2. Attitude.** Your attitude reflects your personal philosophy of life and your feeling about the world around you. It's the frame of mind in which you view yourself, your work, and others. You express your attitude in your actions and others usually judge your attitude by your behavior and the way you react to others in various situations. As a COBC student, you should seriously evaluate your attitude about yourself as a cadet officer with an open mind. Hopefully, COBC will provide you a foundation for evolution and growth in your professional attitude.

**2.3. Responsibility.** As a COBC student, you're responsible for yourself. Attendance and assignments, although included in the evaluation process, are your option and responsibility. By coming to COBC, you accept this responsibility.



## Chapter 3

### EVALUATION AND FEEDBACK MECHANISM

**3.1. Evaluation Areas.** As a cadet officer, you're constantly under observation and scrutiny. While at COBC, the staff will evaluate you in three major areas: *Academics*, *Military Skills*, and *Dependability/Responsibility*. At COBC we use a numeric system for evaluation, and the point totals are posted daily so you receive immediate and concrete feedback on your performance.

3.1.1. It's important to recognize that evaluations are a form of feedback – the breakfast of champions. The intent is to provide you an understanding of how you are viewed by the world around you.

3.1.2. You must recognize that the points awarded daily reflect your performance and are not an end in themselves. Occasionally, students become “point hungry” in their enthusiasm to succeed and forget the purpose of the evaluation system – to measure performance and provide each student feedback. As a COBC participant, you must remain aware that the only way to acquire points is to earn them. The points are awarded as recognition of achievement. They don't represent achievement in and of themselves.

**3.2. Possible Points.** There are 1,000 total points possible for the assigned work and expected conduct during the course. Approximately 50% of the points are awarded to recognize academic achievement, 25% for military skills and 25% to recognize dependable, responsible behavior. The following table defines the value of the assignments and work performed at COBC:

**Table 3.1. Point Values.**

Area of Evaluation	Points	70%	80%
<i>Academics</i>			
<i>Written Assignments</i>			
• Resume and Cover Letter	25	17.5	20
• Assignment #1	50	35	40
• Assignment #2	40	28	32
• Assignment #3	50	35	40
• Assignment #4	55	38.5	44
Total possible in <i>Written Assignments</i>	<b>220</b>	154	176
<i>Oral Presentations</i>			
• Impromptu Speech	12	8.4	9.6
• Instructional Presentation	50	35	40
• Formal Speech Presentation	60	42	48
Total possible in <i>Oral Presentations</i>	<b>122</b>	85.4	97.6
Daily Quizzes (6 @ 10 points/day)	<b>60</b>	42	48
Final Examination	<b>100</b>	70	80
Total possible in <i>Academics</i>	<b>502</b>	<b>351.4</b>	<b>401.6</b>

Military Skills				
Uniform	(6 days @ 10 points/day)	60	42	48
Room	(6 days @ 10 points/day)	60	42	48
Personal Conduct	(6 days @ 10 points/day)	60	42	48
Personal Hygiene	(6 days @ 10 points/day)	60	42	48
Total possible in <i>Military Skills</i>		240	168	192

Dependability/Responsibility				
Current Events Quiz	(6 days @ 7 points/day)	42	29.4	33.6
Class/Meal Attendance	(6 days @ 13 points/day)	78	54.6	62.4
Lights Out	(6 days @ 10 points/day)	60	42	48
Assignment Completion	(6 days @ 13 points/day)	78	54.6	62.4
Total possible in <i>Dependability/Responsibility</i>		258	180.6	206.4

<b>Total Possible Points</b>		<b>1,000</b>	<b>700</b>	<b>800</b>
------------------------------	--	--------------	------------	------------

**3.3. Dependability/Responsibility Penalties.** In the evaluation area of *Dependability/Responsibility*, you're awarded maximum points each day by meeting the standard. In other words, by correctly answering all current events quiz questions, attending all classes, attending all meals, meeting the lights out criteria and completing and submitting all assignments on time, you receive maximum points. Penalties are assessed if you fail to meet the established criteria according to the following schedule:

**Table 3.2. Penalty Assessments.**

Area of Evaluation	Penalty
<b>Attendance at Classes/Meals</b>	
Missing one (per day)	-5 points each day
Missing additional	-5 additional points for each missed
<b>Lights Out</b>	
Lights out 2331-2345	-3 points each day
Lights out 2346-0000	-5 points each day
Lights out after 0000	-5 additional points for each hour
<b>Assignment Completion</b>	
Late (same day)	-3 points each assignment
Late (next day)	-10 points each assignment
Assignment not submitted	-25 points each assignment

**3.4. Extra Credit.** You may earn extra credit points on a voluntary basis only. Extra credit points are awarded and credited daily. In order to achieve "Distinguished Graduate" status, you'll probably have to perform extra credit work. Just remember, extra credit points, like regularly awarded points, recognize achievement and extra effort, and don't represent an end in themselves. The following opportunities outline extra credit possibilities.

3.4.1. *Book Reports*. Up to ten points. You earn points by completing a written or oral report on a book chapter(s), magazine article, or video relevant to the COBC course curriculum. You should write approximately one to two pages and/or speak for five to seven minutes – “long enough to cover the subject, but short enough to hold interest.”

3.4.1.1. Written Reports. Maximum of five points.

3.4.1.2. Oral Reports. Maximum of five points.

3.4.1.3. You may apply extra credit points for book reports to any of the three areas of evaluation up to a maximum of five points per area.

3.4.2. *Student Instructed Class*. Up to fifteen points. You earn points by presenting a ten- to twenty-minute class on a topic relevant to the COBC curriculum. You must have your topic pre-approved by the Commander to insure time is reserved for you to conduct the class. However, you should remember that time is extremely limited, especially towards the end of the program, and the Commander will not schedule a student instructed class if it interferes with other activities. Your points are awarded as follows.

3.4.2.1. Maximum of five points in *Academics*.

3.4.2.2. Maximum of five points in *Military Skills*.

3.4.2.3. Maximum of five points in *Dependability/Responsibility*.

3.4.3. *On the Job Training (OJT)*. You may earn extra credit points by assisting the school in a support staff role. Points are awarded in either the *Military Skills* or *Dependability/Responsibility* areas. COBC is a program designed to teach cadet officers their roles and responsibilities within the CAP program. At COBC you have an opportunity to act in positions of responsibility either as a “class manager” or in a support position under the manager's direction. The Class Manager has a budget of extra credit points to use as “salary” to insure that the facilities are clean and secure, that proper records are kept for certain activities, that the program proceeds on schedule and that other support activities occur as necessary. The Cadet Commander appoints a Class Manager for a 24-hour period on a daily basis. The Class Manager receives specific assignments when selected. You're encouraged to apply for the position of Class Manager or subordinate positions.

**3.5. Daily Summaries.** At the conclusion of each training day, you're expected to summarize your activity for that day. Daily summaries are due no later than one hour after completion of the day's last training activity or at lights out, whichever comes first. The daily summary is a tool used for two purposes: first, to provide you a record on your activities for the day and the information you gained, and, second, to provide the staff feedback on the effectiveness of the training. Summaries should include a description of the academic classes you attended and a discussion of what you gained or learned from each, along with possible applications for the knowledge. Additionally, your daily summary should discuss significant events for you or the class and an explanation of why they were significant. The daily summary offers you a vehicle to communicate ideas, suggestions and criticisms to the staff. You should organize your summary well and write it clearly. You earn no points for daily summaries other than normal assignment completion. However, unsatisfactory papers are returned for rewrite and resubmission the following day.

**3.6. Graduation Requirements.** You must meet minimum criteria to graduate successfully from Cadet Officer's Basic Course. Satisfactory performance is defined as achieving a minimum of 80% of the total possible points (800) with at least 70% in each evaluation area (*Academics, Military Skills, and Dependability/ Responsibility*).

3.6.1. *Distinguished Graduates.* If you achieve or exceed 100% of the maximum regular points, you are designated a Distinguished Graduate and receive a special certificate of graduation with your status. Of note is the fact that less than 2% of the entire student history of COBC has achieved this honor.

3.6.2. *Honor Graduate.* The student who earns the most number of points from the class will receive acknowledgement as the honor graduate for the class.

3.6.3. Individuals who do not successfully complete the rigorous academic standards of COBC and graduate will receive a memo to certify course attendance. However, course attendance will not result in credit for Region Cadet Leadership School completion.

## Attachment A

### NOTE TAKING PROCEDURES

**A1.1. Overview.** COBC is an extremely demanding academic program. During the sixty plus contact hours of instruction, there is a tremendous volume of information to capture, process, and recall. One of the best ways to do so is to establish a successful note taking system. Every individual is different, so you must determine the system that works best for you. The following is a summary of the five most popular methods of note taking.

A1.1.1. The Cornell Method. The Cornell method provides a systematic format for condensing and organizing notes without laborious recopying. After writing the notes in the main space, use the left-hand space to label each idea and detail with a key word or “cue.”

A1.1.1.1. *Method.* Rule your paper with a 2-1/2” margin on the left leaving a six-inch area on the right in which to make notes. During class, take down information in the six-inch area. When the instructor moves to a new point, skip a few lines. After class, complete phrases and sentences as much as possible. For every significant bit of information, write a cue in the left margin. To review, cover your notes with a card, leaving the cues exposed. Say the cue out loud, then say as much as you can of the material underneath the card. When you have said as much as you can, move the card and see if what you said matches what is written. If you can say it, you know it.

A1.1.1.2. *Advantages.* Organized and systematic for recording and reviewing notes. Easy format for pulling out major concept and ideas. Simple and efficient. Saves time and effort. “Do-it-right-in-the-first-place system.”

A1.1.1.3. *Disadvantages.* None.

A1.1.1.4. *When to Use.* In any lecture situation.

A1.1.2. The Outline Method. Dash or indented outlining is usually best except for some science classes such as physics or math. The information which is most general begins at the left with each more specific group of facts indented with spaces to the right. Relationships between the different parts are carried out through indenting. Numbers, letters, or Roman numerals are not needed, but may be used.

A1.1.2.1. *Method.* Listen and then write in points in an organized pattern based on space indentation. Place major points farthest to the left. Indent each more specific point to the right. Levels of importance will be indicated by distance away from the major point. Indention can be as simple as or as complex as labeling the indentations with Roman numerals or decimals. Markings are not necessary as space relationships will indicate the major/minor points.

A1.1.2.2. *Advantages.* Well-organized system if done right. Outlining records content as well as relationships. It also reduces editing and is easy to review by turning main points into questions.

A1.1.2.3. *Disadvantages.* Requires more thought in class for accurate organization. This system may not show relationships by sequence when needed. It doesn't lend to diversity of a review for maximum learning and question application. This system cannot be used if the lecture is too fast.

A1.1.2.4. *When to Use.* Use the outline format if the lecture is presented in outline organization. This may be either deductive (regular outline) or inductive (reverse outline where minor points start building to a major point). Use this format when there is enough time in the lecture to think about and make organization decisions when needed. This format is most effective when your note taking skills are super and sharp and you can handle the outlining regardless of the note taking situation.

### Figure A1.1. Outline Method.

```

Extrasensory perception
- definition: means of perceiving without use of sense
  organs.
  - three kinds
    - telepathy: sending messages
    - clairvoyance: forecasting the future
    - psycho kinesis: perceiving events external to
      situation
  - current status
    - no current research to support or refute
    - few psychologists say impossible
  
```

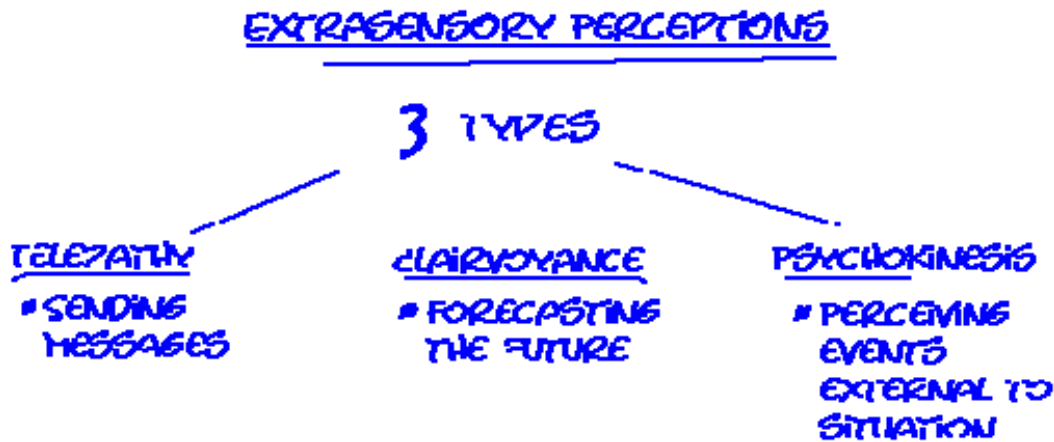
A1.1.3. The Mapping Method. Mapping is a method that uses comprehension/concentration skills and evolves in a note taking form which relates each fact or idea to every other fact or idea. Mapping is a graphic representation of the content of a lecture. It's a method that maximizes active participation, affords immediate knowledge as to its understanding, and emphasizes critical thinking.

A1.1.3.1. *Advantages.* This format helps you to visually track your lecture regardless of conditions. Little thinking is needed and you can see relationships easily. It's also easy to edit your notes by adding numbers, marks, and color coding. Review requires you to restructure thought processes which will force you to check understanding. Review by covering lines for memory drill and relationships. Main points can be written on flash or note cards and pieced together into a table or larger structure at a later date.

A1.1.3.2. *Disadvantages.* You may not hear changes in content from major points to facts.

A1.1.3.3. *When to Use.* Use when the lecture content is heavy and well-organized. May also be used effectively when you have a guest lecturer and have no idea how the lecture is going to be presented.

Figure A1.2. Mapping Method.



A1.1.4. The Charting Method. If the lecture format is distinct (such as chronological), you may set up your paper by drawing columns and labeling appropriate headings in a table.

A1.1.4.1. *Method.* Determine the categories covered in lecture. Set up your paper in advance by columns headed by these categories. As you listen to the lecture, record information (words, phrases, main ideas, etc.) into the appropriate category.

A1.1.4.2. *Advantages.* Helps you track conversation and dialogues where you would normally be confused and lose out on relevant content. Reduces amount of writing necessary. Provides easy review mechanism for both memorization of facts and study of comparisons and relationships.

A1.1.4.3. *Disadvantages.* Few disadvantages except learning how to use the system and locating the appropriate categories. You must be able to understand what’s happening in the lecture.

A1.1.4.4. *When to Use.* Test will focus on both facts and relationships. Content is heavy and presented quickly. You want to reduce the amount of time you spend editing and reviewing at test time. You want to get an overview of the whole course on one big paper sequence.

Figure A1.3. Charting Method.

PERIOD	IMPORTANT PEOPLE	EVENTS	SIGNIFICANCE
1941-45	FDR	WWII	U.S.A. INVOLVEMENT

A1.1.5. The Sentence Method.

A1.1.5.1. *Method.* Write every new thought, fact or topic on a separate line, numbering as you progress.

A1.1.5.2. *Advantages.* Slightly more organized than the paragraph. Gets more or all of the information. Thinking to track content is still limited.

A1.1.5.3. *Disadvantages.* Can't determine major/minor points from the numbered sequence. Difficult to edit without having to rewrite by clustering points which are related. Difficult to review unless editing cleans up relationship.

A1.1.5.4. *When to Use.* Use when the lecture is somewhat organized, but heavy with content which comes quickly. You can hear the different points, but you don't know how they fit together. The instructor tends to present in point fashion, but not in grouping such as "three related points."

#### **Figure A1.4. Sentence Method.**

Example 1: A revolution is any occurrence that affects other aspects of life, such as economic life, social life, and so forth. Therefore revolutions cause change. (See page 29 to 30 in your text about this.)

Sample Notes 1: Revolution – occurrence that affects other aspects of life: e.g., econ, socl, etc. C.f. text, pp. 29-30.

---

Example 2: Melville did not try to represent life as it really was. The language of Ahab, Starbuck, and Ishmael, for instance, was not that of real life.

Sample Notes 2: Mel didn't repr life as was: e.g. lang. Of Ahab, etc. not of real life.

---

Example 3: At first, Freud tried conventional, physical methods of treatment such as giving baths, massages, rest cures, and similar aids. But when these failed he tried techniques of hypnosis he had seen used by Jean-Martin Charcot. Finally, he borrowed an idea from Jean Breuer and used direct verbal communication to get an un-hypnotized patient to reveal unconscious thoughts.

Sample Notes 3: Freud 1st used phys trtment: e.g., baths, etc. This flwd 2nd – used hypnosis (fr. Charcot). Finally, used vrb comm. (fr. Breuer) – got unhpyno pt to reveal uncons thoughts.

**A1.2. Conclusion.** Regardless of the method of note taking, comprehension of the material from COBC will be the key to your success. Use the method that works best for you so that you can focus your efforts on gaining understanding of the material.



**Attachment 2****ELECTRONIC REFERENCE LIBRARY**

**A2. Overview.** Many documents are important to successfully functioning as a cadet officer. In order to assist you in this process, the CD distributed with this guidebook has a number of publications and forms available for your reference. Included are:

***Air Force Publications***

AFP 30-6, Guide for an Air Force Dining-In, 22 Aug 83

AFPD 10-27, Civil Air Patrol, 29 Jul 05

AFI 10-2701, Organization and Function of the Civil Air Patrol, 29 Sep 06

AFMAN 33-326, Preparing Official Communications, 25 Nov 11

AFH 33-337, The Tongue and Quill, 9 Nov 11

AFMAN 36-2203, Drill and Ceremonies, 24 Sep 07

AFMAN 36-2236, Guidebook for Air Force Instructors, 12 Nov 03

AFI 36-2903, Dress and Personal Appearance of Air Force Personnel, 18 Jul 11

AFR 900-6, Honors and Ceremonies Accorded Distinguished Persons, 20 Nov 73

***CAP Publications***

CAP Index 0-2, Numerical Index of CAP Regulations, Manuals, Pamphlets, and Visual Aids, 1 Oct 11

CAP Index 0-9, Numerical Index of CAP Forms, Tests, and Certificates, 1 Oct 11

CAPR 10-1, Preparing Official Correspondence, 16 Feb 11

CAPR 35-3, Membership Termination, 16 Mar 81

Letter, Membership Termination, 28 Apr 11

CAPR 35-8, Membership Action Review Board, 23 Apr 09

CAPR 35-10, Ethics Policy, 7 Apr 08

CAPM 39-1, Civil Air Patrol Uniform Manual, 23 Mar 05

Letter, CAP Uniforms, 16 Feb 10

Letter, Clarification of CAPM 39-1, Cadet Grooming Standards, 15 Jul 08

Letter, Changes to CAPM 39-1, 1 Apr 08

Letter, Change to CAPM 39-1, 25 Jan 08

CAPR 39-2, Civil Air Patrol Membership, 3 Aug 11

CAPR 39-3, Award of CAP Medals, Ribbons, and Certificates, 22 Feb 10

CAPR 52-10, CAP Cadet Protection Policy, 14 Mar 08

CAPR 52-16, Cadet Program Management, 1 Feb 11  
CAPR 123-1, The Civil Air Patrol Inspector General Program, 24 Mar 08  
CAPR 123-2, Complaints, 24 Mar 08  
CAPR 147-1, Exchange Service, 19 May 10  
CAPR 160-2, Handling of Cadet Medications, 2 Mar 11  
CAPR 900-2, Civil Air Patrol Seal, Emblem and Flag Etiquette, 12 Nov 03  
CAPP 3, Guide to Civil Air Patrol Protocol, 2 Jul 90  
CAPP 50-2, CAP Core Values, Apr 10  
CAPP 50-5, Introduction to Civil Air Patrol, 1 Aug 02  
CAPP 50-7, Mentoring: Building Our Members, 1 Dec 04  
CAPP 52-6, Mentoring, 15 Apr 99  
CAPP 52-14, Staff Duty Analysis Guide, 1 Jun 03  
CAPP 52-15, Cadet Staff Handbook, Dec 07  
CAPP 52-18, Cadet Physical Fitness Program, 1 Apr 03  
CAPP 151, Respect On Display, Apr 09  
CAPF 2a, Request for and Approval of Personnel Actions, Oct 08  
CAPF 2b, Personnel Action Request – Termination of CAP Membership, Oct 72  
CAPF 26, Safety Improvement or Hazard Report, Feb 72  
CAPF 30, Inspector General Personal and Fraud, Waste, and Abuse Compliant Registration, Jan 11  
CAPF 40, Performance Feedback Form, Jun 11  
CAPF 50-1 to 50-4, Cadet Leadership Feedback, Oct 06  
CAPF 52-1 to 52-4, Cadet Programs Phase Certification, May 09  
CAPF 54, High Adventure Activity Request, Jun 11  
CAPF 58, Nomination for Cadet of the Year, Dec 87  
CAPF 60, Emergency Notification Data, Dec 03  
CAPF 62, Standard Operational Risk Safety Briefing Card, Mar 11  
CAPF 66, Cadet Master Record, Oct 06  
CAPF 120, Recommendation for Decoration, Dec 08

### ***California Wing Publications***

CAWGM 11-1, California Wing Administrative Procedures, 1 Sep 97  
CAWG Sup 1 to CAPI 0-2, Numerical Index of California Wing Publications, 15 Jul 08

CAWG Sup 1 to CAPI 0-9, Numerical Index of California Wing Forms, 15 Jul 08

CAWG Sup 1 to CAPM 39-1, Civil Air Patrol Uniform Manual, 15 Nov 11

CAWG Sup 1 to CAPR 39-2, CAP Membership, 1 Nov 11

CAWG Sup 1 to CAPR 39-3, Award of CAP Medals, Ribbons, and Certificates, 10 Jul 08

CAWG Sup 1 to CAPR 52-16, Cadet Programs Management, 1 Nov 11

Jodies and Songs, 1 Jan 97

CAWGF 14, Credit Card Charge Authorization, 14 Jan 03

CAWGF 150, California Wing Application for CAP Activity, Nov 11

***Miscellaneous***

CGSC Pam 28-1, Dining-In, 15 Mar 85

FC 21-1, Formal Dining In, Dec 83

Formal Dining In, May 74

SH 21-1, Formal Dining In, May 85

SMA Formal Dining-In Handbook, Oct 03

Civil Air Patrol seals and emblem

Cadet Officer's Basic Course logo

**Attachment 3**

**INSTRUCTOR BIOGRAPHIES AND CONTACT INFORMATION**

**A3. Introduction.** The success of COBC is due, in large measure, to the extensive and experienced staff that is involved with the instruction and interaction that students receive during the week. Just as the staff was available to you during COBC, they are equally available to assist you throughout the year. The following pages contain biographical information regarding our staff, as well as contact information for your future use.

**Attachment 4**

**CLASS RELATED MATERIALS (HANDOUTS, ASSIGNMENTS)**

**A4. Overview.** This attachment is designed for your use to organize and sequence base information, course information, class handout materials, assignments, personal notes, quiz results, and graded papers.