



THE AIR UNIVERSITY
GLOBAL COLLEGE OF PME

*SERVING OUR ENLISTED FORCE
THROUGH DISTANCE LEARNING*

ENLISTED PROFESSIONAL MILITARY EDUCATION LEARNER HANDBOOK

The Air University
Global College of Professional Military Education

Maxwell AFB, Alabama
OPR: GCPME/Chief, Academic Affairs

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SUMMARY OF CHANGES

The enlisted PME Distance Learning (DL) program transitioned from the Barnes Center to the Global College necessitating changes to the handbook to support the new processes. This EPME handbook is designed to provide present and future Air Force Reserve and Air National Guard enlisted learners with information necessary to navigate through these programs and for GCPME and other leaders to implement and support the EPME effort. This handbook:

- Has been reformatted to aid in easier reading and reference.
- Has been divided into two separate parts—General Information and Program Specific Information to allow for easier reference and flow.
- Introduces the concept of practitioner-scholar-leader in using education—EPME and all education—as a lynchpin towards transforming enlisted Airmen to enlisted leaders.
- Identifies the two distinct types of courses which comprise each of the three programs within enlisted PME distance learning—Self-paced and Capstone.
- Defines grading scales in both self-paced and Capstone courses and identifies process for learner appeals for course failures and grade appeals.
- Defines institutional expectations of learners including personal behavior, sexual harassment, academic honesty and academic freedom and limitations to each.
- Includes a section on academic writing tips including an introduction to Chicago and the Air University Style guides (AU-1) to assist learners in understanding the academic writing and submission processes. These processes include formatting, the necessity of independent work, and what constitutes plagiarism and cheating.
- Introduces learners to the computerized writing originality program, TURNITIN, which encourages and allows learners to check their written work against prior submitted academic work prior to submission for grading.
- Provides learners with a sample result of a TURNITIN submission with key portions highlighted for reference. These are found in attachments 1 and 2.
- Reminds and reinforces within learners the concepts and practices of academic integrity.
- Introduces the learner to the Distance Learning Academic Review Committee and process for examining academic dishonesty and instances of plagiarism and ties this to the process for checking original work.
- Introduces callout boxes designed to draw learners' attention to key points.
- Provides common names for Internet Uniform Resource Locators (URL) links for easier recognition and syntax flow. A complete list of URLs is provided in attachment 3 at the end of the handbook.
- Includes an Index provided for quick reference.

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LIST OF IMPORTANT REFERENCES

AFPD 36-26	<i>Total Force Development and Manpower</i>
AETCI 36-2909	<i>Recruiting, Education, Accessions, and Training Standards of Conduct</i>
UCMJ	<i>Uniform Code of Military Justice</i>
AUI 36-2602	<i>Command, Governance, and Administration</i>
AU-1	<i>AU Style Guide</i>

FOREWORD

Enlisted PME (EPME) is in transition as the Air Force begins its effort to revolutionize its distance learning (DL) programs for enlisted education. This multi-year effort managed by Air University's Global College of PME, hereafter called the Global College or GCPME, is designed to re-blue what is taught and capitalize on distance learning for flexibility and robustness in its program. All enlisted PME programs highlighted in this handbook, while developed, managed, and executed by the Global College, are hosted by Arizona State University (ASU). This educational partnership capitalizes on bringing education to the Air Force Reserve and Air National Guard enlisted force in real time and reinforced during actual work experience. Incorporating professional military education with the work experience supports the Air Force's continuum of learning and is important in developing the enlisted member—the learner—into the practitioner-scholar-leader role by inculcating higher education into the framework of the whole person concept.

Air Force Policy Directive (AFPD) 36-26, *Total Force Development and Management* highlights and sets the course for education and training within the Air Force. EPME provides critical developmental education throughout the careers of the Air Force Reserve and Air National Guard enlisted members. Specifically, EPME is built using a scaffolding approach. This developmental approach is designed, developed, and deployed to strengthen the ability and skills of AF enlisted personnel to follow, to lead, to manage, and to supervise in an ever increasingly complex environment. This educational process provides enlisted personnel with the skills and knowledge to make sound decisions in progressively demanding positions within the AF organization by developing critical thinking skills, increasing strategic and tactical planning skills, and by increasing our warfighting capabilities. Holistically and strategically, EPME provides the United States with Airman skilled in the employment of air, space, and cyberspace power in its conduct of peacetime activities, wartime activities, and small-scale contingencies while carrying out of our national strategies. EPME, in concert with other academic programs and work-life experience brings the concept and dynamics of practitioner-scholar-leader to life within the enlisted force.

“Education is an integral part of personal and professional development and prepares our enlisted force for their future by helping to ensure that each member reaches their greatest potential. Our Air Force enlisted Professional Military Education programs serve as the vehicle that will help transform Airman of all ranks into well-rounded enlisted leaders. This then becomes the foundation for this generation and the next of enlisted leaders capable of inspiring future Airman operating in ever increasing complex and challenging environments.”

Dr. Terry L. Wettig (CMSgt, Ret.)
Chief, Academic Affairs
Global College of PME
Air University

The Global College offers enlisted distance learning programs at three levels corresponding to developmental milestones of the enlisted career path. These programs and their common names are summarized in Table 1:

EPME Levels & Target Grades	Common Name
Level 1 (Senior Airman, E-4)	Airman Leadership School (ALS)
Level 2 (Technical Sergeant, E-6)	Noncommissioned Officer Academy (NCOA)
Level 3 (Master Sergeant, E-7)	Air Force Senior Noncommissioned Officer Academy (AFSNCOA)

Table 1: Levels of Enlisted PME

This handbook is prescriptive and provides important details on how the Global College administers EPME and prescribes policy and procedures for learners in each program. This handbook is also descriptive and divided into two distinct parts for general information and program specific information and should be used as a guide throughout the learner's EPME journey. Inputs, comments, and suggestions should be directed to the Global College Chief of Academic Affairs, by emailing au.support@asu.edu.

PART A: GENERAL INFORMATION

1.0 Policies and Procedures

1.1. Eligibility.

Air Force Reserve and Air National Guard enlisted members meeting the grade requirements listed in Table 1 are authorized to apply for and enroll in the appropriate level EPME. Those interested may learn more by visiting the Global College website at <https://airuniversity.af.edu/eschool>.

1.2. Role of EPME.

Professional military education and the distance learning programs of this handbook serve to bring and enhance key learning topics, communication skills, and critical thinking to the Air Force Reserve and Air National Guard enlisted force. Through distance learning, these skills mirror those of the in-residence courses of the active-duty enlisted force. Additionally, as with the in-residence courses, this education molds the enlisted member into a practitioner-scholar-leader and serves to transform the learner to greater roles of supervision and enlisted leadership through the process of discovery, integration, application, and teaching. Attachment 1 highlights the Practitioner- Scholar-Leader model.

1.3. Types of courses.

The Global College's EPME programs include two types of courses: Self-Paced and Capstone. These courses are "distance learning" and available via the web anytime and anyplace. Arizona State University (ASU) houses the infrastructure which provides a robust platform for our learners.

1.3.1. Self-Paced Courses

- 1.3.1.1. Self-paced courses do not have an instructor, nor do they have fixed inclusive dates. Rather, learners work through the course material online at their own pace within their overall program deadline.
- 1.3.1.2. Throughout each course, learners may engage with other students. This peer-to-peer engagement enhances learning by providing depth and cultural perspectives to each topic.

1.3.2. Capstone Courses

- 1.3.2.1. Unlike self-paced courses, Capstone courses are group-based and have a dedicated instructor. Learning is a scaffolding process and learners will be able to apply what was learned in the self-paced courses to the outcomes expected in the facilitator-led Capstone courses.

- 1.3.2.2. Capstone courses have set start and end dates but are conducted asynchronously. That is, while assignments may have set due dates, there are no set dates or times that learners must log into the course. However, since these are peer-to-peer learning opportunities, synchronous meeting tools, such as Zoom, are available as options to help learners coordinate on group projects.

1.4. Program Scheduling and Completion

1.4.1. Self-Paced Courses

- 1.4.1.1. To register for self-paced courses, learners use the registration portal (<https://au.asu.edu/portal>). Refer to section 1.5 for more information regarding learner management and the registration process.
- 1.4.1.2. For self-paced courses, learners have the flexibility to register for and begin individual courses according to their own work and personal schedules.
- 1.4.1.3. Learners may take the self-paced courses in any order.

1.4.2. Capstone Courses

- 1.4.2.1. Once learners have completed all self-paced prerequisite courses, they may register for the Capstone course using the registration portal.
- 1.4.2.2. Capstone courses start on the first Monday of each month. The registration deadline is two weeks prior to each course start date.
- 1.4.2.3. Final grades for the Capstone course are typically posted within 10 days of course completion. Refer to Table 2 as a sample and guide.

Sample Course	Registration Ends	Course Accessible	Course Start Date	Course End Date	Final Grades Posted
Airman Leadership	18 Jul 22	31 Jul 22	1 Aug 22	26 Aug 22	9 Sept 22
	22 Aug 22	31 Aug 22	5 Sept 22	30 Sept 22	14 Oct 22
	19 Sept 22	30 Sept 22	3 Oct 22	28 Oct 22	11 Nov 22

Table 2: Sample Registration and Course Flow for Capstone

1.4.3. Program Timeframes

- 1.4.3.1. All programs within the EPME suite (ALS/NCOA/SNCOA) have a six-month time limit starting at the time of enrollment.
- 1.4.3.2. Learners who have exceeded their six-month enrollment are put on probation and may reactivate their enrollment within the program one time for a period of three months. To reactivate and enter back into

their program learners must acknowledge the probation via the registration portal.

- 1.4.3.3. Learners who subsequently do not complete the program within the three-month probationary period are placed on suspension. Once suspended, a letter from the learner’s commander (or equivalent) is necessary to re-enter the program for an additional three-month period. See attachment 2 for a sample reinstatement letter.
 - 1.4.3.3.1. Learners failing to complete their program during this additional three-month period are placed on a second and final suspension and will require a letter from their group commander (or equivalent) to re-enter their program.
 - 1.4.3.3.2. Learners failing to successfully complete their program during this final three-month period will have their program terminated.
- 1.4.3.4. Any learner remaining in suspended status for six months will be disenrolled from the program. Learners who have been disenrolled may re-apply. However, learners must retake the entire program. Any course work from the previous program enrollment will not be accepted and will not count towards program completion.
- 1.4.3.5. Figure 1 provides a synopsis of the program enrollment timeline.

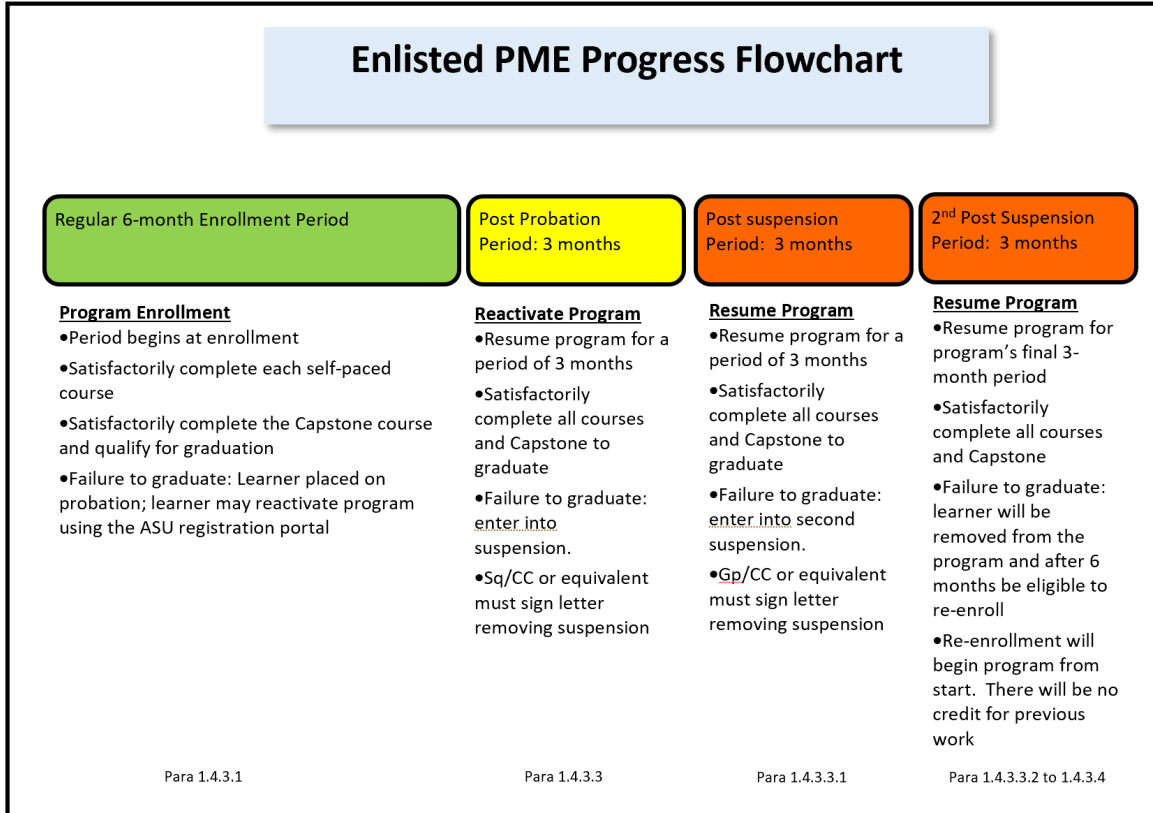


Figure 1: Timelines of Enlisted PME Programs

1.5. Learner Management

1.5.1. Program Enrollment

- 1.5.1.1. Course sequencing and scheduling should be thoughtfully planned according to the learner's personal and professional schedules. As members of the Air Force Reserve and Air National Guard with civilian occupation requirements, learners should also consider their civilian employment requirements when scheduling courses mindful of the six-month program completion deadline.
- 1.5.1.2. Learners may begin their enrollment by visiting the Global College website (<https://airuniversity.af.edu/gcpme>). Prior to enrollment, it is important to ensure accuracy of all personal information housed on the AU Student Information System. Outdated or incorrect information may adversely affect enrollment, mailing of certificates (if applicable) and promotion eligibility information within the Air Force Personnel Center (AFPC) and/or equivalent Air Force Reserve or Air National Guard systems.
- 1.5.1.3. When a learner enrollment is processed, a notification will be received via email from ASU prompting the learner to create an ASURite account. **NOTE: When prompted to enter the SSN, this is not required and omitting the SSN will not adversely affect services from either AU or ASU.**

1.5.2. Course Registration

- 1.5.2.1. Course registration is not automatic. Learners register for courses in the ASU Student Portal. Learners should progress through their courses in a timely fashion to stay within program timelines.
- 1.5.2.2. For Capstone courses, learners wishing to withdraw from a course must do so before the course start date. Dropping after the listed start date or remaining in the course without participating will result in a failing grade for the course. See paragraph 1.6.2.3 below.

To register for individual courses, log into [the registration portal](https://au.asu.edu/portal) (<https://au.asu.edu/portal>). Click on "register" for the desired course and then "resume" to enter the course within Canvas.

1.5.3. Program Withdrawal

- 1.5.3.1. Learners who wish to withdraw from their program must contact Student Services via the Registration Portal using the Support menu. Learners must include the following information in their request: full name and grade as listed in ASURite, effective date of withdrawal,

program name, and service component (i.e., Guard or Reserve) and reason for the withdrawal request.

- 1.5.3.2. Learners withdrawing from their program may re-apply to the program after a six-month waiting period. All previously completed courses within the program must be re-accomplished.

1.5.4. Administrative Suspension

- 1.5.4.1. Learners will be administratively suspended if they fail to meet established program requirements.
- 1.5.4.2. Figure 1 and Table 3 details suspension actions and the re-enrollment process.
- 1.5.4.3. Attachment 2 provides a sample reinstatement letter.

Suspension Actions and Requirements	
Single course failure	Learner may re-register without penalty. Note: Learners should be aware they cannot re-register in the same calendar month as their initial registration. Previous work in the course will not carry forward into the new registration.
Second failure of a given course	Learner is suspended. For reinstatement, learner must provide letter from their squadron commander or equivalent to the Dean, Global College of PME through the learner help desk.
Third failure in a given course	The learner is suspended. For reinstatement, learner must provide letter of request from their group commander or equivalent to the Dean, Global College of PME through the learner help desk.
Fourth failure of a given course	The learner is disenrolled from their program. Learner will not be permitted to re-apply for six months and must provide a letter from their commander to re-enroll. Learners' re-enrolling will not be permitted to use previously submitted work.

Table 3: Course Suspensions and Re-entry Actions

1.5.5. Program Disenrollment

- 1.5.5.1. Students may be disenrolled from a program for a variety of reasons and can be voluntary or mandatory. Disenrollments fall into two categories: Administrative and Misconduct.
 - 1.5.5.1.1. Administrative disenrollment can happen when a learner “times out” of their program or has a double failure in any particular course. See paragraph 1.4.3.
 - 1.5.5.1.2. Learners can be disenrolled for misconduct. Misconduct disenrollment can be either with or without prejudice. Examples of misconduct include instances of plagiarism, cheating, and other forms of misconduct identified in paragraph 3, professional behavior.
- 1.5.5.2. Learners who are disenrolled without prejudice may request to re-enrollment into the program. This should be done only when the cause for original disenrollment ceases and no longer will interfere with program progress.

- 1.5.5.3. Re-enrolling in a program requires the learner to submit the request through the student services help ticket system.

1.5.6. Program Completion

- 1.5.6.1. Once completed with all program requirements, learners can expect to receive completion certificates within 45 days. To ensure proper delivery of the electronic certificates, learners must ensure they have a current email address on file with AU.
- 1.5.6.2. The AU Registrar provides completion certificates for GCPME programs. Students not receiving their certificates within 45 days of completion, or if a replacement certificate is needed, submit a ticket request to the AU Registrar through the Air University Service Desk at <https://auservicedesk.af.edu/education>.

1.6. Grade Management

Enlisted PME self-paced and Capstone courses use different grading scales. Performance related terms a learner may receive from individual courses such as “Excellent” are used to provide performance feedback on specific courses but will not be reflected on transcripts, certificates, or military records.

1.6.1. Course Grading Systems

- 1.6.1.1. In self-paced courses, learning is assessed through a final summative examination. Learners must achieve a passing score on these multiple-choice examinations to receive credit for the course. See Table 4 for the course grading scale.
- 1.6.1.2. For Capstone courses, learning is assessed directly through individual and small group assignments. Standardized, assignment-specific rubrics (evaluation tools for assigning a score which indicates level of performance) are used to ensure objective assessment of the achievement of learning outcomes. Learners are provided with the rubric for each assignment in advance to enable awareness of performance criteria and expectations for upcoming work. Learners are required to successfully complete all assignments to earn course credit.

1.6.2. Grade Scales

- 1.6.2.1. Because of differing requirements, self-paced and Capstone courses are graded using slightly different scales. Learners should become familiar with both the grading scale(s) and rubric at the beginning of each course.
- 1.6.2.2. Table 4 reflects the grading scales for all EPME courses:

Score	Grade	Description	Posted Grade
Self-Paced Courses			
70%-100%	Satisfactory	Demonstrates an acceptable understanding of the concepts denoting mastery of the stated learning outcomes.	S
0%-69.9%	Unsatisfactory	The level of understanding and performance is not sufficient for meeting desired outcomes. This can also be due to cheating or violations of academic integrity.	U
Capstone Courses			
90%-100%	Excellent	Demonstrates a high level of understanding and mastery of established learning outcomes. Learner quality of assignment is original and innovative. Effective analysis and application of course concepts.	E
70%-89.9%	Satisfactory	Demonstrates an acceptable understanding of the concepts denoting mastery of established learning outcomes. Learner assignment is logical, factual, well supported, and covers the main points.	S
0%-69.9%	Unsatisfactory	The level of demonstrated understanding is not sufficient for meeting desired objectives. Submitted improper or incorrect documentation. Inadequate critical analysis and support. May also be due to cheating or violation of academic integrity.	U

Table 4: Grading Matrix for EPME Courses

1.6.2.3. Course Failures

1.6.2.3.1. In self-paced courses learners have two opportunities to receive a satisfactory grade on any exam and to successfully complete the course.

1.6.2.3.1.1. If a learner does not receive a satisfactory exam grade after two attempts, the learner will receive a failing grade for the course and is required to wait to re-register for the next available offering of that course. The waiting period for the next offering can range from zero to 31 days (next calendar month). The “re-register” button in the portal will be available as soon as the next offering is active allowing the learner to re-register for the course. Learners who receive a second course failure (i.e., fourth exam failure) will be administratively suspended according to paragraph 1.3.4.

1.6.2.3.1.2. Learners administratively suspended (above) must comply with paragraph 1.3.4 to be reinstated into the course.

1.6.2.3.2. The Capstone project is designed around active participation and collaborative effort. Learners will therefore be graded based on a combination of their individual participation and collaborative work on the group project. Learners not receiving a satisfactory grade will be permitted to re-register in a future Capstone. If a second failed score is received the learner will be administratively suspended.

1.6.3. Grade Appeals

- 1.6.3.1. Grade appeals are only accepted on specific assignments not for overall final course grades.
 - 1.6.3.2. For Capstone courses, learners who wish to appeal a grade on any assignment may initiate an appeal through their Capstone instructor using the Grade Appeal form found in attachment 3. When submitting the Grade Appeal form include all necessary and supporting documentation for consideration.
 - 1.6.3.3. Grade appeals must be initiated no earlier than one business day, and no later than three business days after grades are posted in the learning management system. After three business days, no grade appeals will be accepted.
 - 1.6.3.4. In the event the learner's instructor is not available to process the appeal in a timely manner, submissions may be made through the applicable Course Director whose contact information may be found in the course Syllabus.
 - 1.6.3.5. Once received, the applicable instructor has two business days to review and adjudicate the appeal and supporting documentation. Learners will be notified via email of the appeal results. Should a learner wish to appeal the decision, a second appeal is permitted and routed through the course director.
 - 1.6.3.6. For Capstone group project assignment appeals, the appeal must be coordinated, corroborated, and inclusive of the entire group.
- 1.6.4. Capstone grade posting will be available in the portal not later than ten calendar days after the end of the course.

Important Note: Any learner has a right to appeal adverse actions taken against them by following the appropriate course appeal process outlined in the AU Catalog.

2.0 Learner Expectations

- 2.1. During EPME, learners are provided opportunities to further develop their technical, analytical, and critical thinking skills to maximize their potential as Airmen. Learners apply these skills to the discovery, exploration, and analysis of current and future real-world issues, challenges, and problems important to air and space power professionals. The distance learning program focuses on how to best communicate and collaborate ideas to a wide range of audiences through a variety of formats.
- 2.2. To be successful within the EPME DL program, learners are expected to engage in the fully online, asynchronous coursework with much greater autonomy than they may have previously experienced. Asynchronous courses allow the learner to progress on their own schedule yet within a certain, established timeframe. Inherent in this independence,

or self-directed learning, is the expectation that learners have the discipline and willingness to learn and adapt to do what is required within a course of study. Learners are expected to ask questions, be fully engaged in their coursework, and strive to learn not only from the coursework but in collaboration with others. As identified in paragraph 2.7, learners are expected to understand and adhere to the highest levels of academic integrity.

- 2.3. Success within the EPME programs rely on a learner's preparedness to register for and complete all the program's courses within the timeframes established. Goal setting shapes a learner's experience. Prior to each course, learners should set goals that will optimize the learning experience. This includes a critical review of personal time management skills along with one's own computer and research skills. This preparedness also begins with a critical review of personal and professional obligations and answering these questions:

- 2.3.1. Do I have the necessary amount of time available to complete this program?
- 2.3.2. Are my goals and aspirations aligned to allow timely participation and completion of this program?
- 2.3.3. Will personal or professional obligations over the next six months hinder or adversely affect the amount of time and availability to complete this program?
- 2.3.4. Are there any academic skills that need to be improved before I enter this program?

- 2.4. Preparing for the rigors of academics is key to your success. By answering the above questions, learners begin to mentally prepare themselves to engage in a productive learning experience. The Global College curriculum requires more than "just clicking" through materials. To optimize the learning experience, learners must apply critical and creative thinking skills to course materials to build knowledge and thoroughly engage in meaning-making. Further, they must be able to thoughtfully engage with their peers to create supportive, inclusive, and collaborative learning environments which result in a rewarding learning experience.

2.5. Technical Requirements

- 2.5.1. The use of personal computers and commercial internet connections are recommended for best connectivity with the GCPME DL courseware. The use of base NIPRNET may degrade system performance due to local base security requirements which may be unique to each installation. These restrictions are beyond the control of the Global College. Connection issues on NIPRNET should be resolved through the local communications squadron.

Learners are cautioned that use of the NIPRNET for GCPME DL work may degrade performance due to local internet filtering protocols

- 2.5.2. Table 5 highlights GCPME DL hardware and software requirements:

System/Function	Requirement
Operating System	Current version of Microsoft Windows or Apple MacOS
Internet Connection	High speed. Sufficient to view standard definition videos on streaming services (i.e., YouTube, Vimeo, etc.). See paragraph 2.5.1 for caution on using NIPRNET.
Internet Browser	Current versions of Microsoft Edge, Google Chrome, Firefox, or Safari (Set browsers to allow session cookies, pop-up windows, and JavaScript for proper courseware delivery)
Software	Java Runtime Environment latest version PDF Reader (i.e., Adobe Acrobat) Office suite compatible with .docx, pptx, .pdf files

Table 5: Recommended Technology for EPME Courses

3.0 Professional Behavior

- 3.1. The Global College expects its learners, as professionals, to be fully committed to their personal and professional development. EPME programs should not only satisfy personal academic goals but advance your leadership potential as well.
- 3.2. Learner conduct that tends to disrupt the successful achievement of the Global College mission and other learners' performance will not be tolerated. Behavior that disrupts course activities may be subject not only to academic sanctions but to military disciplinary action as well. Global College faculty and staff determine, along with military decorum, what is and is not acceptable. Incidents of a disruptive nature will be brought to the attention of the Chief, Academic Affairs, for inquiry and action. Any learner who is undergoing a review board or investigative proceedings related to unprofessional or academic misconduct will be placed on administrative hold status. While on administrative hold, learners will not be allowed to enroll in courses pending resolution.
- 3.3. Fraternalization and unprofessional relationships can adversely affect the academic environment within EPME. Learners as well as EPME faculty are expressly prohibited from engaging in actions or activities which result in, or create the appearance of favoritism, misuse of office, or the abandonment of organizational goals for personal interest. Violations may result in administrative actions and removal from EPME and Air University programs.
- 3.4. Sexual harassment is not only a breach of ethics and integrity, but also a crime. As a military institution, Air University upholds the highest standards of professional and personal conduct. As members of the Air Force and as learners, all must be treated with dignity and respect. Any form of sexual harassment, discrimination, or mistreatment, either inside or outside the EPME academic setting will not be tolerated.
 - 3.4.1. Air University's goal is to maintain an environment free from sexual harassment. No one may make comments, remarks, or take actions of a sexual nature that might offend others. These actions and words are not covered by nor protected as academic freedom referred to in section 5.0.
 - 3.4.2. Learners, faculty, and staff are obligated to inform others if they are aware of offensive comments or actions. Those who violate the sexual harassment policy are subject to administrative and/or disciplinary actions as outlined in AETC Instruction 36-2909, *Recruiting, Education, Accessions, and Training Standards of Conduct* and the UCMJ.

4.0 Original Work & Academic Integrity

- 4.1. Air University and EPME courses derive academic style, authorship ideas and writing practices from the Air University Publication 1 (AU-1) otherwise known as the AU Style Guide. AU-1 is a derivative of the Chicago Manual of Style. Both publications determine and dictate proper writing styles, formatting styles, and author attribution and citing methods. These publications also establish the boundaries of academic integrity and cheating, including plagiarism.
- 4.2. Academic work and expression must remain within the boundaries of the individual learner. During self-paced courses learners are expected to develop independent thought and when expressing thoughts and ideas in writing must provide attribution and credit to those from whom ideas and words are derived. The same is true for Capstone courses; however, in those instances where collaboration is expected in group study and activities thoughts and ideas are expected to be openly shared within the group. Work previously submitted for any assignment cannot be resubmitted or reformatted, in whole or in part, for submission in a current assignment without the prior written approval of the learner's instructor. Refer to Annex A, Academic Writing and Originality Checking.
- 4.3. Any use or mention of another's work in any assignment must be properly cited according to AU-1. Using or appropriating another's words, written, or spoken, without proper citations constitutes stealing another's work and is plagiarism. Instances of plagiarism violate the high standards of Air Force ethics and are cause for, as a minimum, academic sanctions.
 - 4.3.1. Instances of learner plagiarism will result in convening the Global College's Distance Learning Academic Review Committee (DLARC) whose findings can result in program suspensions or program elimination.
 - 4.3.2. Learners are required to use the program Turnitin (Figure 1) and submit assignment papers for review of academic similarity. The Turnitin report (See Annex B and Figure 2) identifies areas of written work which resemble works from other sources including previous learners. Areas identified on the Turnitin report should be re-worked (properly cited or replaced entirely) prior to final submission.
- 4.4. Another ethical violation is cheating. Defined as the act of giving or receiving improper assistance on an assignment, cheating can result in suspension or elimination from EPME programs. In short, except for authorized group study and group activities within the Capstone course, all academic work which is not the sole creation of the learner constitutes cheating. Additionally, unauthorized discussion, disclosure, or possession of Global College assessment materials constitute a violation of not only Air University integrity standards it is a violation of Article 92 of the Uniform Code of Military Justice (UCMJ).

5.0 Academic Freedom

- 5.1. Within the pursuit of higher education is the concept of academic freedom. The standard definition of academic freedom is the freedom of teachers and students to teach, study, and pursue knowledge and research without unreasonable interference or restriction from law, institutional regulations, or public pressure. According to AUI 36-2602, *Command, Governance, and Administration Policy*, “AU recognizes that faculty, students, and staff must be free to pursue knowledge, speak, write, and explore complex, and often controversial concepts and subjects. AU therefore respects faculty, students, and staff’s academic freedom. However, as a military organization with an academic mission, academic freedom must be practiced within the context of AU’s military and academic character.”
-
- Academic freedom must be tempered by good judgment to refrain from making offensive remarks, unfounded opinions, or irresponsible statements.*
-
- 5.2. Within the context of coursework, academic freedom allows learners and instructors to present materials and personal thoughts and insights to enhance the learning experience. Inherent in this freedom are the assurances that, within boundaries of professional protocols, shared ideas and opinions will not be taken out of context nor will shared ideas and opinions meet with retribution. To ensure the practice of academic freedom remains viable, learners must adhere to basic academic responsibilities and non-attribution policies. Academic freedom requires confidentiality and allows participants in established courses to state opinions openly and to support or challenge ideas without retribution. Violating standards of academic integrity are subject to sanctions imposed by Air University. These policies are monitored by course instructors.
- 5.3. Academic freedom, as well as Air Force policy, also does not cover nor allow ethnic or racial jokes, slurs, or mistreatment based on discrimination. As with sexual harassment, any learner aware of these actions or incidents are responsible for reporting them to the proper authorities.
- 5.4. Learners are expected to use common sense and good judgment when using the Global College message system, discussion boards, forums, and Help Desk systems. Global College instructors, staff, and learners are restricted from using these systems for personal gain or for personal communications not related to their EPME programs. These are systems for official communications only and are automatically monitored, tracked, recorded, and archived for future use.
- 5.5. The Global College uses copyrighted material in its courseware. These copyrights are for learner use during EPME courses only. Dissemination of copyrighted materials is not authorized, and materials may not be further reproduced in whole or in part without the express permission of the copyright holder. In addition, AU-1, the *Air University Style Guide*, provides instructions on how to cite copyrighted materials in learner writings and presentations.
- 5.6. Neither learners nor EPME staff are permitted to disclose personal information to others not professionally entitled to that information. The use of Global College and Air Force systems to distribute any personal information without first getting consent of the party is prohibited. Learners posting information on themselves implies their consent;

however, this does not extend to family members. If a learner is approached for gaining personal information on another, the learner must defer to the Global College Director of Student Services.

- 5.7. The disclosure of information, documents, or training materials to foreign governments or international organizations is prohibited unless approved by the Office of the Secretary of the Air Force. Learners receiving requests by outside agencies must direct the request to the Global College Chief, Academic Affairs.
- 5.8. All learner assignments and written work must be completed at the unclassified level. If a learner has a question to the possible classification of an assignment or paper about to be submitted, the learner must contact the instructor or Chief, Academic Affairs for resolution.

6.0 Learner Complaints and Grievances

- 6.1. Global College learner complaints and grievances are handled by the Global College staff IAW Air University Instructions. The Global College will attempt to resolve all formal grievances within 60 days of notification. Learners should attempt to resolve complaints and grievances at the lowest level before addressing these to higher level command channels or the IG. The Global College will keep the complaint and identify of the complainant confidential as it attempts to resolve the issue. There may be circumstances when the identity of the complainant must be known (i.e., to aid in proper investigation).
 - 6.1.1. Learners will provide formal complaints or grievances in writing including a Memo for Record (MFR) and an AU Form 6, *Learner Complaint/Grievance Application* to their course instructor or next level in the Global College chain as appropriate.
 - 6.1.2. Received complaints will be immediately forwarded to the Chief, Academic Affairs along with an MFR detailing the applicable sequence of events. The Chief, Academic Affairs notifies the Vice Dean and schedules a Grievance Review Committee (GRC) meeting. Prior to the GRC meeting, the Chief, Academic Affairs will contact the learner for any additional information necessary to resolve the case. If the case cannot be resolved within the GRC, the Chief, Academic Affairs will coordinate with any outside agency necessary to resolve the issue. When a resolution is reached, the Chief, Academic Affairs will notify the learner in writing and forward result to the AU/A3 IAW AUI 36-2602.
- 6.2. Annex C illustrates the learner complaint and grievance process. Learners have 30 days to submit a complaint or grievance.

7.0 Learner Resources and Support

7.1. Learner assistance

- 7.1.1. Once enrolled in an EPME program, there may be times when assistance or guidance is needed. The first level of learner assistance should be this EPME learner handbook.
- 7.1.2. For cases this handbook cannot resolve, Learners may contact the Help Desk and create a case by navigating to the Global College Student Support Center or Support page on the learner portal. See paragraph 7.2.1 below. Once a case is created it will be routed to the proper department for resolution. Learners should plan for and allow 1-3 business days for resolution of most requests.
- 7.1.3. Unlike the other courses (self-paced), Capstone courses have an instructor assigned. These instructors then serve as the first line of contact should learners not find answers within this handbook. Instructor contact information will be provided to learners on the first day of their Capstone course.
- 7.1.4. For questions regarding technical support, system support, or support of the ASURite system, learners should submit a case to the Student Support Center.

7.2. Global College Student Support Center

- 7.2.1. The Global College provides extensive support resources to learners via its webpage at [Student Support Center](https://airuniversity.af.edu/gcpme) (<https://airuniversity.af.edu/gcpme>).
- 7.2.2. Additionally, the ASU registration portal (<https://au.asu.edu/portal>) is the gateway to Student Support where learners can access the support Knowledge Base, review course materials, program guides, and instructions on submitting cases.
- 7.2.3. When submitting cases, learners should plan for a turnaround time of 1-3 business days.

8.0 The Air University Registrar

- 8.1. The Air University Registrar (a separate AU organization, not part of Global College) provides completion certificates to graduating Global College learners in EPME. Learners can expect certificates to arrive within 45 days of program completion. Learners not receiving their certificates after 60 days should contact the [AU Service Desk](https://auservicedesk.af.edu/education) (<https://auservicedesk.af.edu/education>).
- 8.2. Learner personnel records should reflect EPME completion within two weeks of program completion.
- 8.3. Air National Guard (ANG) and Air Force Reserve (AFR) learners receive reserve retirement credit points for program completion. Only ARPC determines and updates records ARC retirement points. Questions regarding retirement points should be directed to appropriate ANG and ARC commands.

PART B: PROGRAM SPECIFIC INFORMATION

1.0 Airman Leadership School Distance Learning (ALS DL) Program

1.1. Overview.

Airman Leadership School Distance Learning (ALS DL) program is a CCAF-affiliated distance learning program consisting of sixty (60) study hours. This program focuses on leadership skills required of first-line supervisors throughout the Air Force Reserve and Air National Guard. ALS DL enhances the development of Senior Airmen by strengthening their knowledge about leadership, followership, and management while broadening their understanding of the missions and cultures of the Air Force. This is accomplished with a focus on the Wing/AF level, leading people, strategies for problem solving, and cultural foundations. This ALS DL program includes a mix of self-paced courses and a collaborative Capstone course. The program is designed to provide professional development to enlisted members at a specific and critical point in their career through peer-to-peer interaction and collaborative learning opportunities. Self-paced courses can be taken in any order, but must all be completed prior to enrolling in the Capstone course.

Enlisted PME provides a roadmap for enlisted leadership development with three waypoints along a career path. These waypoints help transform today's Airman to tomorrow's leaders using the practitioner-scholar-leader model.

1.2. Program Learning Objectives.

Graduates of ALS DL can:

- 1.2.1. Describe how to communicate, collaborate, and lead members of the Air and Space Force team across the Department of Defense.
- 1.2.2. Describe cognitive strategies to solve Air Force problems.
- 1.2.3. Describe ways to exhibit the Air Force Core Values and instill them in others.
- 1.2.4. Describe how to communicate their contributions to wing and Air Force missions.

1.3. Course Descriptions

1.3.1. ORN-101S. *Orientation*

0 Contact Hours

This orientation course is an important first step in enlisted Professional Military Education. This course will help learners prepare for participation in the online learning environment. Learners in this course prepare for EPME in the Global College by reviewing their specific education program and its requirements and learning how to navigate and perform necessary functions in the Global College's learning management system—Canvas. Learners explore the technical support

systems, policies, and procedures that set expectations for successful completion of individual Global College EPME courses.

1.3.2. LDR-101S. *Leading People* 15 Contact Hours

This course includes lessons focusing on leading and managing subordinates and small work teams. It prepares learners to effectively apply skills to influence and motivate their people by understanding behavior, leading ethically, and applying discipline when necessary. Learners will learn about topics such as behavior analysis, leadership, performance evaluations, standards and discipline, teams, change management, along with an introduction to negotiations.

1.3.3. LDR-102S. *The Airman Culture* 15 Contact Hours

This course includes lessons that develop members who lead courageously as they mold themselves and in developing subordinates as they model USAF Core Values and other character-building traits bonding Airman and Guardians together. This course helps learners oversee various programs ensuring their work environments develop as a cohesive team capable of meeting any challenge. Learners will learn about topics such as core values, diversity, emerging leadership issues, critical thinking, Airmanship, and an introduction to culture.

1.3.4. AIR-101S. *The Mission* 15 Contact Hours

This course includes lessons to develop Airman who understand military strategy, joint military structures, and military missions. It prepares learners to employ the necessary skills to lead in dynamic situations. This course helps learners develop and display effective written, spoken, and interpersonal communication skills that influence and direct people to facilitate mission accomplishment in unpredictable environments. Learners will learn about topics such as communications, strategy, and warfare.

1.3.5. CST-101H. *Applied Airman Leadership* 15 Contact Hours

This Capstone course brings learners together in a peer-to-peer learning experience. Learners will demonstrate their knowledge of leading people, Airman culture, and the Air and Space Force missions by collaboratively addressing real-world situation and problems that have an immediate relevance to preparing them as new supervisors and leaders.

2.0 Noncommissioned Officer Academy Distance Learning Program

2.1. Overview.

Non-Commissioned Officer Academy Distance Learning (NCOA DL) program is a CCAF-affiliated distance learning program consisting of sixty-five (65) study hours. Each student earns four hours of undergraduate credit upon completion of the program. The NCOA DL program provides professional military education to prepare NCOs to continue strengthening the Air Force culture, lead and manage teams, solve problems collaboratively, and connect national strategic documents to joint operations. The NCOA DL program enhances the development of NCOs by reinforcing their knowledge about leadership and management while increasing their level of understanding of joint missions and cultures. This program includes a mix of self-paced and applied courses. The program is designed to provide professional development to enlisted military members at a specific and critical point in their career. The program provides learners with peer-to-peer interaction and collaboration opportunities.

2.2. Program Learning Objectives

Graduates of NCOA DL can:

- 2.2.1. Describe the impact of leadership actions and determine proper courses for achieving team goals.
- 2.2.2. Describe how to collaborate with team members to analyze problems and implement solutions.
- 2.2.3. Describe how to assess and advocate actions necessary for strengthening AF operational actions.
- 2.2.4. Describe how to connect National Defense strategic imperatives to tactical and operational actions.

2.3. Course Descriptions

- 2.3.1. ORN-201S *Orientation* 0 Contact Hours

The orientation course is designed to get students familiar with the requirements and policies of their program and prepare them to participate in the online environment. Students in this course prepare for EPME by reviewing their specific education program requirements and learning how to navigate/perform necessary functions in the Global College's learning management systems.

- 2.3.2. LDR-201S *Leading Teams* 9 Contact Hours

This course includes lessons that enhance core leadership skills and traits, which optimize unit and mission effectiveness. It prepares Noncommissioned Officers

to lead diverse teams to address tactical issues in ever changing environments. Additionally, this course sets the foundation for leading joint teams by establishing a common set of values and characteristics for the Armed Forces. Students will learn about topics such as Leadership and Management; Leading Agile, Innovative, and Inclusive Teams; Project Management; the Profession of Arms; and Mission Command.

2.3.3. LDR-202S *Reinforcing Culture* 12 Contact Hours

This course includes lessons that teach the student how to build or effectively change a culture to ensure trust and understanding throughout the unit. This module covers Unconscious Bias, Trust, Commitment, SAPR, Commitment, and Shaping Organizational Culture.

2.3.4. LDR-203S *Collaborative Problem-Solving* 11 Contact Hours

The Collaborative Problem-Solving course includes lessons that elevate the student's ability to assess and employ problem-solving methods and strategies to achieve a favorable outcome. These lessons prepare Noncommissioned Officers to become more effective leaders by understanding different viewpoints and rationales behind problems. This course covers Metacognition, Negotiations, Problem Solving, Types of Problems, and Types of Thinking.

2.3.5. JNT0201S *The Joint Mission* 18 Contact Hours

This course includes lessons that broaden the students' knowledge of the roles and functions of all branches of the United States military, and where they fit within the joint environment. It also describes the current global power threats to the US, and how the DoD plans to prepare and participate in them. Additionally, this course includes lessons such as Strategic Competition, National Strategy, National Military Capabilities and Organization, Joint Forces Overview, and the Joint Forces NCO and Petty Officer.

2.3.6. CST-201H *Applied Team Leadership* 15 Contact Hours

This capstone course brings students together in a peer-to-peer learning experience where they will demonstrate their knowledge of leading teams, reinforcing culture, collaborative problem-solving and the joint mission by collaboratively addressing real-world situations/problems they may face as leaders. The Applied course design will leverage contingent faculty to achieve a more experiential and problem-solving learning environment.

3.0 Senior Noncommissioned Officer Academy Distance Learning (SNCO DL) Program

3.1. Overview

Senior Non-Commissioned Officer Academy Distance Learning Program (SNCOA DLP) is a CCAF-affiliated distance learning program consisting of 65 (65) hours. Each student earns four hours of undergraduate credit upon completion of the program. The SNCOA DLP provides professional military education to prepare SNCOs to lead the enlisted force by shaping organizational culture, improving organizations, and understanding how Air Force capabilities support Department of Defense objectives. The SNCOA DLP enriches the development of SNCOs by providing concepts to enable them to operate at an organizational level while at home or in a joint environment. The SNCOA DLP includes a mix of self-paced and applied courses. The program is designed to provide professional development to enlisted military members at a specific and critical point in their career. The program provides students with peer-to-peer interaction and collaboration opportunities.

3.2. Program Learning Outcomes

Graduates of SNCOA DL can:

- 3.2.1. Describe how to anticipate and direct transitions that lead to more innovative, agile, and lethal organizations. (Understanding)
- 3.2.2. Explain how to lead organizations through problem-solving efforts to achieve mission success. (Understanding)
- 3.2.3. Describe how to shape organizational culture by promoting a healthy organizational ethos. (Understanding)
- 3.2.4. Describe how to connect Air and Space organizations and capabilities to Joint Operations (Understanding)

3.3. Course Descriptions

- 3.3.1. ORN-301S, Orientation (SNCOA DLP) 0 Contact hours

The orientation course is designed to get students familiar with the requirements and policies of their program and prepare them to participate in the online environment. Students in this course prepare for EPME by reviewing their specific education program requirements and learning how to navigate/perform necessary functions in the Global College's learning management systems.

- 3.3.2. LDR-301S, Leading Organizations 10 contact hours

Since its inception, the Air Force's mission has demanded that Airpower be effective, agile, and lethal. To make those ideals a reality, it has taken leaders at

all levels to demand excellence of both our people and our processes to ensure mission accomplishment. Throughout this course, students will examine the way both units and people operate to anticipate and direct transitions that lead to more effective, agile, and lethal organizations. Students will cover topics such as onboarding and training, innovation, and agility, change management, and leading a multi-generational workforce.

3.3.3. LDR-302S, Organizational Culture 15 contact hours

We all inherently trust each other as fellow service members from the day we enter basic military training; however, trust is something that can easily be lost, and, as leaders, must consistently be re-earned. In the Organizational Culture course, students will focus on how to assess culture and shape climates based on a foundation of trust and respect. Students will explore topics such as assessing and shaping organizational culture, leadership models, ethics, DEOCS, mission command, resiliency, and social media.

3.3.4. LDR-303S, Improving Organizations 10 contact hours

SNCOs are expected to lead organizations through problem-solving and change efforts to achieve mission success. A problem-solving process valued both within the military and industry is the 8-step Practical Problem-Solving Method (PPSM). In this course, students will be guided through the 8-step PPSM to resolve issues that are affecting their home organization.

3.3.5. JNT-301S, The Air Force and Joint Operations 15 contact hours

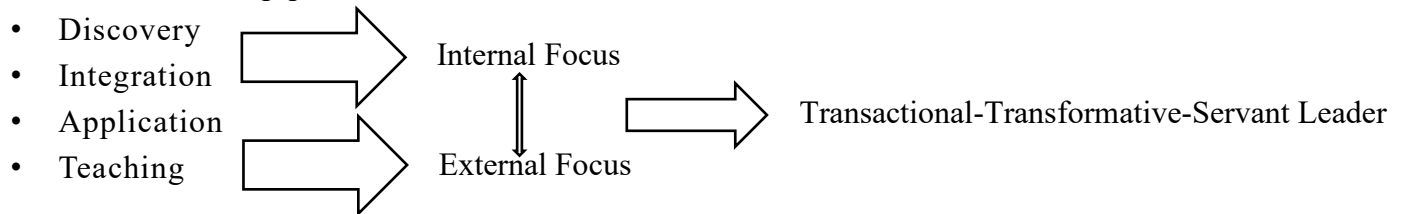
As a SNCO, effectively connecting Air Force and Space Force organizations and capabilities to joint environments and operations is fundamental to mission success and helping your Airmen understand their role in supporting deployments, longer shifts, etc. In this course, students will closely examine service and national Policy, Strategy and Doctrine (PSD) while linking the tenants of Air and Space power to COCOM and Joint Operations. Students will focus on topics such as core missions, foundations of joint operations, national strategy, and the Great Power Competition.

3.3.6. CST-301H, Applied Senior Leadership 15 Contact hours

This capstone course brings students together in a peer-to-peer learning experience where they will demonstrate their knowledge of leading organizations, organizational culture, the Air Force in joint operations, and improving organizations by collaboratively addressing real-world situations/problems they may face as leaders. The Applied course design will leverage contingent faculty to achieve a more experiential and problem-solving learning environment.

ATTACHMENT 1: THE PRACTITIONER-SCHOLAR-LEADER MODEL

- Concept centering on the practical application of scholarly knowledge
 - Through higher learning, a practitioner transforms to be a more effective leader
 - Integrates a greater world-perspective into mission accomplishment
- The practitioner-scholar concerns themselves with effecting outward change through inward reflection
- Enhances professional capabilities, mission effectiveness and follower development
- Involves a four-step process



ATTACHMENT 2: COMMANDER'S REINSTATEMENT LETTER TEMPLATE

(USE APPROPRIATE LETTERHEAD)

MEMORANDUM FOR AU/GCPME

FROM: (Appropriate Commander)

SUBJECT: EPME Program Reinstatement Request

I request (Rank/Full Name) be reinstated into the (Insert Program Name) distance learning program. (Rank/Last Name) has been enrolled in the EPME program since (Insert date). I have counseled (Rank/Last Name) on the importance of completing PME and the impact it has on one's career.

COMMANDER'S SIGNATURE BLOCK

ATTACHMENT 3 – GRADE APPEAL APPLICATION

Learners wishing to appeal a failing grade issued by their instructor must first confer with the instructor via phone, email, or through the message system in the learning management system and attempt to resolve the issue informally. Learners must wait 24 hours after the instructor posts the grade in question. This “cooling off” period provides the learner with reflection and permits a more objective communication between learner and instructor. However, all appeals must be initiated before the end of the third calendar day following posting of grades. If the issue remains unsolved after the informal effort with the instructor, the learner may appeal the grade using the process described below. For grades affecting a cohort, all members of the group must agree on the grade appeal.

The learner must provide documented evidence to support the appeal. This evidence will be a concise written summary of the learner’s position, including relevant facts, desired resolution, arguments supporting the proposed resolution, and relevant supporting documentation. The evidence must be attached to this Grade Appeal Form, be no more than two pages, and emailed to the instructor. The burden of proof for the dispute lies with the learner.

The instructor will review the learner’s appeal, provide comments, and submit the response to the applicable Course Director for adjudication within 48 hours of receipt. The Course Director will respond to the learner and instructor by email within three duty days of receipt, providing a decision and brief justification.

I, _____, (last 4 of SSN) _____, have informally discussed the disputed grade with my instructor and am not satisfied with the resolution. Therefore, I am submitting a formal appeal for review by my instructor and for a final decision on this matter by the Course Director (or equivalent). I understand the resulting grade may be lower, higher, or remain the same and that the Course Director (or equivalent) decision is final.

Course name and section: _____

Instructor name: _____

Inclusive dates of course: _____

Grade received: _____ Grade sought: _____

Learner signature: _____ Date: _____

Date & Time Appeal Received by Instructor: _____ Initials: _____

ATTACHMENT 4 – KEY LINKS

URL	Common Name	Purpose
https://www.airuniversity.af.mil/eschool	Global College Website	EPME Program Information and Enrollment Instructions
https://au.asu.edu/portal	Registration Portal	Course registration and access
https://auservicedesk.af.edu/education	AU Service Desk	Contact AU Registrar
https://au.asu.edu/portal/support	Support Portal	Contact Global College Learner Help Desk
TBD	SLcM	AU Program Enrollment

ANNEX A: ACADEMIC WRITING AND ORIGINALITY CHECKING

1. For academic writing, it is imperative that, when borrowing the words or thoughts of others, writers properly credit—cite—previous work. This not only applies to other writers, but in many cases, to thoughts and ideas they themselves have written in previous academic papers or other public forums. This process of citing gives credit where credit is due and allows readers to know and understand the origins of those thoughts and ideas.
2. Within Air University, the Chicago Manual of Style is the source for how to format, write, and cite one’s writings. Air University has developed a “boiled down” version of Chicago Style. Learners can use the Air University publication AU-1 as their guide to write assignments. Course instructors will grade according to AU-1.
3. Learners must never copy or use others’ words or thoughts without proper citing.
4. Learners must never “share” their work with other learners—past, present, or future—unless participating in a group assignment.
5. A flowchart for academic writing can be found in Figure 2.

6. After writing your assignment, conduct a “similarity check” of your work. Air University subscribes to originality checking software to allow learners to double-check their work and minimize plagiarism—the use of others’ work without proper citations. Contact your instructor if you need assistance.
 - a. The TURNITIN report contains several sections which provide valuable information regarding the submitted assignment. After receiving the results of the TURNITIN submission, learners should review the report and make necessary adjustments to the assignment contents. This may involve adding the proper citation or replacing the applicable section. Be sure to cite properly in all cases whether using direct quotes or paraphrasing.
 - b. Learners should note that the “similarity index” alone does not determine plagiarism or cheating. Refer to AU-1.
 - c. Refer to Annex B and Figure 3 for a detailed annotated description of the TURNITIN report.

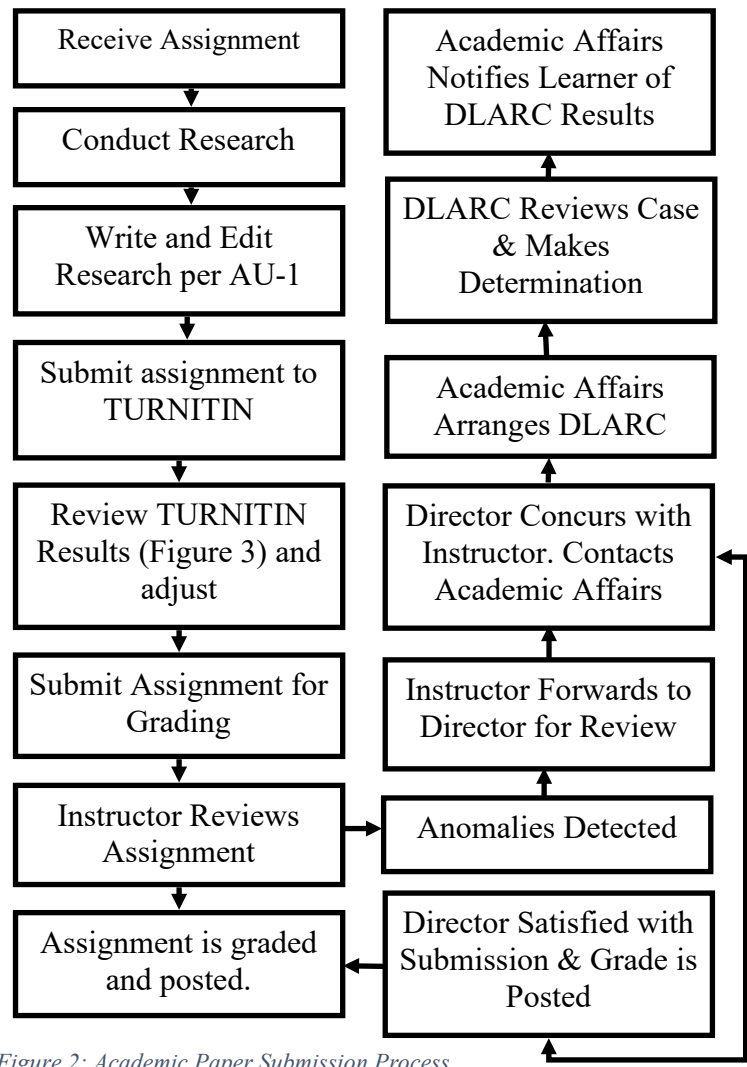


Figure 2: Academic Paper Submission Process

ANNEX B: SAMPLE TURNITIN REPORT

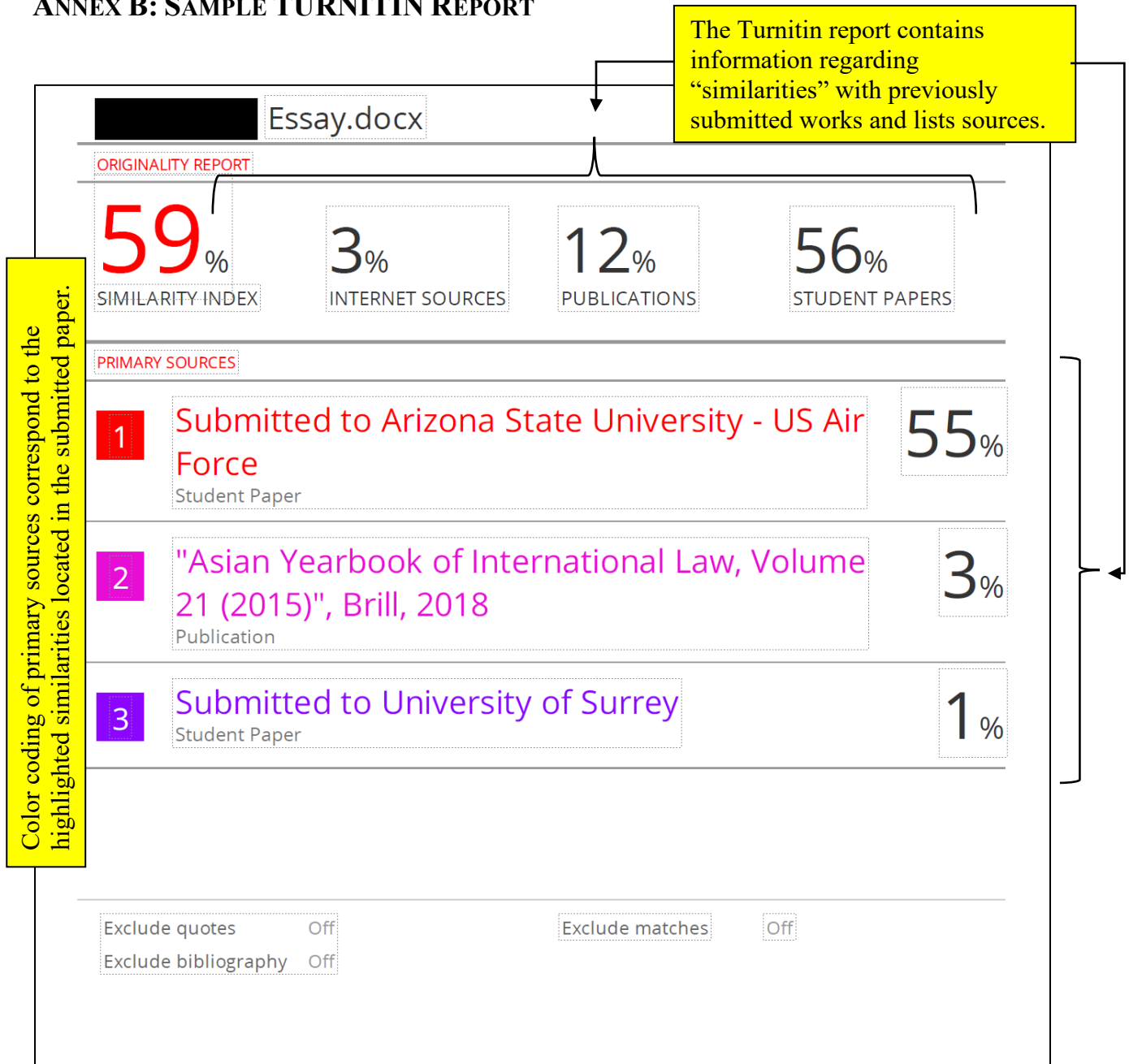
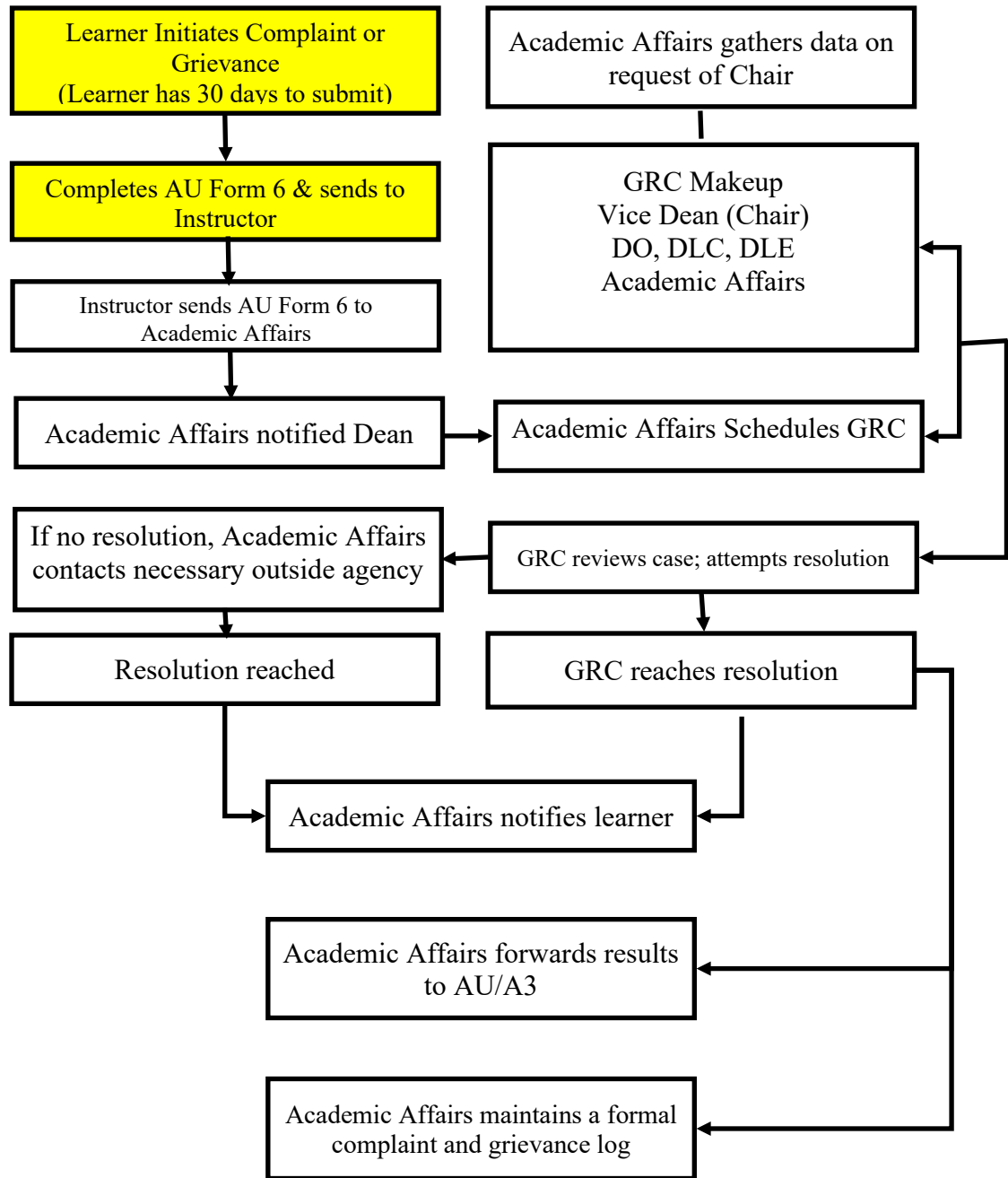


Figure 3: Example Results of Turnitin Submission. In this example, 56% of the learner paper submission was obtained directly from the previously submitted work of other learners.

The “Similarity Index” result includes properly cited passages, so the score is unlikely to be zero. Plagiarism is improper citation which can occur at any score.

ANNEX C: LEARNER GRIEVANCE PROCESS



The above flowchart represents the typical sequence of events and actions when learners file a complaint or grievance within academic programs managed through the Global College. The yellow highlighted steps indicate time-sensitive actions by the learner. Learners are directed to section 6.0 of this manual for additional information regarding the AU process.

Figure 4: Learner Grievance Process

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