



Air Force Global College

**ENLISTED PROFESSIONAL
MILITARY EDUCATION
HANDBOOK**

*Version 2.0
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Air University
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AIR FORCE GLOBAL COLLEGE**

**ENLISTED PME HANDBOOK 2.0
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The Enlisted PME Handbook outlines key policies, structures, and procedures for the delivery and management of distance learning programs administered by the Air Force Global College (AFGC). This authoritative publication applies to all personnel and students involved in the Enlisted PME programs, including ALS, NCOA, and SNCOA.

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INTRODUCTION

Enlisted Professional Military Education (EPME) is undergoing a major transformation as the Air Force implements a multi-year initiative to revolutionize distance learning (DL) for enlisted education. This effort, led by Air University's Air Force Global College (AFGC), aims to modernize content, improve student experience, and fully leverage the flexibility and scalability of online learning.

All programs outlined in this handbook are developed, managed, and delivered by AFGC in partnership with Arizona State University (ASU). This collaboration brings real-time, high-quality educational opportunities to the enlisted members of the Air Force Reserve and Air National Guard.

Department of the Air Force Instruction (DAFI) 36-2685, Total Force Enlisted Development Education, provides the strategic framework for enlisted learning and development. EPME plays a critical role in this continuum by delivering progressive, career-spanning education that builds leadership capacity and operational readiness.

The curriculum is designed using a scaffolding approach that strengthens enlisted Airmen's ability to follow, lead, manage, and supervise in today's volatile, uncertain, complex, and ambiguous (VUCA) operating environments. Through structured academic development, EPME enhances critical thinking, strategic and tactical planning, and warfighting capabilities. This educational process prepares enlisted personnel to make sound decisions in increasingly demanding roles across the United States Air Force.

In alignment with the Air Force's strategic goals, EPME equips Airmen to employ airpower effectively across the competition continuum. When combined with operational experience and other academic programs, EPME advances the development of the practitioner-scholar-leader, ensuring the enlisted force is ready to lead with competence and confidence in service to the nation.

TABLE OF CONTENTS

INTRODUCTION	3
1. GENERAL INFORMATION	5
1.1 Policies and Procedures.	5
1.2 Purpose of EPME.....	5
1.3 Course Types.	5
1.4 Program Scheduling and Completion.	5
1.5 Course Registration.....	5
1.6 Suspension and Reinstatement.....	6
1.7 Disenrollment.....	6
1.8 Program Completion.....	6
1.9 Student Responsibilities.....	6
1.10 Program Resources.	8
2. PROGRAMS.....	9
2.1 Airman Leadership School (ALS)	9
2.2 Noncommissioned Officer Academy (NCOA).....	10
2.3 Senior Noncommissioned Officer Academy (SNCOA)	12
3. EXPECTATIONS.....	14
3.1 Student Expectations.....	14
ATTACHMENT 1: COMMANDER'S REINSTATEMENT LETTER TEMPLATE	18
ATTACHMENT 2 – GRADE APPEAL APPLICATION	19
ATTACHMENT 3 – KEY LINKS	20
ANNEX A: ACADEMIC WRITING AND ORIGINALITY CHECKING.....	21
ANNEX B: SAMPLE TURNITIN REPORT	22

1. GENERAL INFORMATION

1.1 Policies and Procedures.

1.1.1 Eligibility. To enroll in the appropriate level of Enlisted Professional Military Education (EPME), students must meet the following requirements:

1.1.2 Be an enlisted member of the Air Force Reserve or Air National Guard AND;

1.1.3 Hold the appropriate rank for the intended EPME program:

1.1.3.1 Senior Airman (E-4) for Airman Leadership School (ALS)

1.1.3.2 Technical Sergeant (E-6) for Noncommissioned Officer Academy (NCOA)

1.1.3.3 Master Sergeant (E-7) for Senior Noncommissioned Officer Academy (SNCOA)

1.1.4 To learn more, visit the Global College website.

1.2 Purpose of EPME.

EPME prepares enlisted personnel for increased responsibility through distance learning aligned with in-residence curriculum. Program objectives include:

1.2.1 Developing leadership and supervisory skills

1.2.2 Enhancing written and verbal communication

1.2.3 Encouraging critical thinking and self-reflection

1.2.4 Creating effective practitioner-scholars across the force

1.3 Course Types.

EPME consists of two primary course types: self-paced and facilitated capstone courses.

1.3.1 Self-Paced Courses:

1.3.1.1 Are asynchronous and do not involve an instructor

1.3.1.2 Must be completed within 90 days of registration

1.3.1.3 Are identified by an “S” in the course number (e.g., LDR-111S)

1.3.2 Capstone (Facilitated) Courses:

1.3.2.1 Are instructor-led and asynchronous, with firm deadlines

1.3.2.2 Require interaction with instructors and classmates

1.3.2.3 Are identified by an “A” in the course number (e.g., LDR-112A)

1.4 Program Scheduling and Completion.

Completion Timeline. Students must complete their program within 12 months. An automatic 6-month extension is granted if needed, resulting in an 18-month maximum window. If the program is not completed within this timeframe, specific administrative actions will follow:

1.4.1 Students exceeding the 18-month limit are suspended

1.4.2 Reinstatement requires a commander's letter

1.4.3 Failure to complete reinstatement results in disenrollment

1.4.4 Disenrolled students must reapply and start over with no transfer credit

1.5 Course Registration.

Students must register for each course at <https://au.asu.edu/portal>. Registration processes and policies differ by course type:

1.5.1 Self-Paced Courses:

- 1.5.1.1 Open for enrollment at any time
- 1.5.1.2 Must be completed within 90 days
- 1.5.1.3 Expired courses require re-registration

1.5.2 Capstone Courses:

- 1.5.2.1 Require prior completion of all prerequisite courses
- 1.5.2.2 Begin on the first Monday of each month
- 1.5.2.3 Require registration at least two weeks before the course starts
- 1.5.2.4 Must be withdrawn from prior to the start date to avoid penalty
- 1.5.2.5 Failure to participate or late withdrawal results in a failing grade
- 1.5.2.6 Two capstone failures result in suspension: a third results in disenrollment.

1.6 Suspension and Reinstatement.

1.6.1 Suspension occurs when students fail to complete the program in time or meet academic expectations. Some common suspension causes include:

- 1.6.1.1 Exceeding the 18-month limit
- 1.6.1.2 Failing two capstone courses
- 1.6.1.3 Violations of academic integrity under review

1.6.2 Reinstatement Conditions:

- 1.6.2.1 Second capstone failure requires a commander's reinstatement letter
- 1.6.2.2 Third capstone failure results in disenrollment and a 3-month timeout period

1.7 Disenrollment.

Students may be disenrolled for administrative reasons or misconduct. Re-enrollment is possible but requires restarting the program.

1.7.1 Actions that will result in Administrative Disenrollment:

- 1.7.1.1 Program deadline exceeded
- 1.7.1.2 Three capstone failures
- 1.7.1.3 Prolonged inactivity during suspension (3+ months)

1.7.2 Actions that will result in Misconduct-Based Disenrollment:

- 1.7.2.1 Cheating
- 1.7.2.2 Plagiarism
- 1.7.2.3 Unprofessional conduct

1.7.3 Re-enrollment Policy:

- 1.7.3.1 Students must wait three months before reapplying
- 1.7.3.2 All prior work is invalidated upon re-enrollment

1.8 Program Completion.

Certificates are issued within 10 duty days after final course completion. For instructions on printing completion certificates, visit: <https://www.airuniversity.af.edu/GCPME/Certificates/>

1.9 Student Responsibilities.

1.9.1 Enrollment Planning.

Students can initiate enrollment by visiting <https://www.airuniversity.af.edu/gcpme>. Before beginning the program, they should evaluate their civilian, military, and personal responsibilities to ensure they can meet program deadlines. The 12-month timeline starts at the point of enrollment. If a student's name appears incorrectly in the system, they should take the following steps:

- 1.9.1.1 Submit the application as usual. AFGC must use names from DEERS and MilPDS.
- 1.9.1.2 After enrollment is approved, work with base personnel to correct the name in DEERS.
- 1.9.1.3 Submit a help ticket to AFGC requesting an update to the student record.
- 1.9.1.4 Once approved, students will receive an email from Arizona State University (ASU) with instructions to set up their ASURITE account. Social Security Numbers are not required during the setup.
- 1.9.2 Self-Registration Requirement. Students are responsible for registering themselves for each course. There is no automatic enrollment. To remain on track for timely program completion, students should register for the next course as soon as they finish the previous one.
- 1.9.3 Program Withdrawal. Students who wish to withdraw must submit a request via the Support menu in the student portal. They must verify their identity by including their AUID, which can be retrieved at <https://federation.prod.cce.af.mil>. Students must wait three months before reapplying to the program. Any courses completed before withdrawal will not be credited. The student must restart the program from the beginning upon re-enrollment.
- 1.9.4 Grade Management Grading criteria differ between self-paced and capstone courses. Students must meet minimum performance thresholds to complete each course.
- 1.9.5 Self-Paced Course Grading. Self-paced courses are graded solely by a final multiple-choice assessment.
 - 1.9.5.1 A passing score is 70% or higher
 - 1.9.5.2 If a student fails the test, they may retake it to achieve a passing score
 - 1.9.5.3 Successful completion results in a grade of Satisfactory (S)
 - 1.9.5.4 Scores below 70% are marked Unsatisfactory (U)
- 1.9.6 Capstone Course Grading. Capstone courses are evaluated based on multiple assignments, graded using standardized rubrics. Students must complete all assignments to be eligible for a final grade. Final grades are based on the weighted average of all assignments. The following grading scale is used:
 - 1.9.6.1 96–100%: Outstanding (O)
 - 1.9.6.2 90–95.9%: Excellent (E)
 - 1.9.6.3 70–89.9%: Satisfactory (S)
 - 1.9.6.4 Below 70%: Unsatisfactory (U)
- 1.9.7 Grade Appeals. Students may appeal grades on individual assignments but not the overall course grade. The following rules apply:
 - 1.9.7.1 Appeals may not be submitted earlier than one business day after the grade is posted.

1.9.7.2 Appeals must be submitted no later than three business days after the grade is posted.

1.9.7.3 Appeals apply to individual assignments only, not the overall course grade.

1.9.7.4 Process:

1.9.7.4.1 The student must first contact the instructor with questions or concerns.

1.9.7.4.2 If the issue remains unresolved, the student may submit a Grade Appeal Form (Attachment 2)

1.9.7.4.3 The appeal must include supporting documentation and a clear explanation.

1.9.7.4.4 If the instructor is unavailable, the form may be submitted to the course director.

1.9.7.5 Response Timeline.

1.9.7.5.1 The instructor must respond to the appeal within two business days.

1.9.7.5.2 The student will be notified of the decision via email.

1.9.8 Student Grievance Process.

AFGC student complaint and grievance resolution processes comply with AUI 36-2602, *Total Force Management*. Students should submit complaints to their Course Instructor, available via Arizona State University (ASU) Canvas email. Should the complaint remain unresolved, the student should contact the Course Director by ASU email, available via the 'People' tab in ASU Canvas. Should the complaint continue to remain unresolved, the student may submit a formal grievance via AU Form 6 to the AFGC Chief of Academic Affairs (CAA) via the Student Portal (Attachment 3) with the following subject line: "Student grievance." The AFGC CAA will manage the grievance IAW AUI 36-2602.

1.10 Program Resources.

Students have access to multiple support tools to help them succeed in the EPME program.

1.10.1 Technical Support. For login issues, course access problems, or technical errors, students should use the Support menu in the student portal or contact the help desk listed on the program homepage.

1.10.2 Academic Support. Students may reach out to instructors with academic questions. Additional support materials and tutorials may be posted within each course.

1.10.3 Student Portal. The ASU Portal is used for course registration, communication, and submitting assignments. Students are responsible for checking the portal regularly.

1.10.4 AUID Lookup. Students who need to retrieve their ASU-issued AUID may do so at <https://federation.prod.cce.af.mil>

1.10.5 Privacy and Records. Student data is protected and handled in accordance with applicable laws and institutional policies.

1.10.6 Privacy Protections. All student records are protected under the Privacy Act of 1974 and other applicable privacy laws. Information will not be released without the students' written consent unless authorized by law.

1.10.7 Record Updates. Students are responsible for keeping their contact information up to date on both the student portal and DEERS. Accurate records ensure timely communication and certificate issuance.

2. PROGRAMS

2.1 Airman Leadership School (ALS)

The Airman Leadership School Distance Learning (ALS DL) program consists of 85 contact hours. It is a comprehensive educational initiative designed to cultivate leadership, supervision, and warfighting skills among Air Force Reserve and Air National Guard Senior Airmen. The program equips Airmen with the values, knowledge, and competencies needed to perform effectively as frontline supervisors while contributing to the broader Air Force mission. Enlisted PME follows a practitioner-scholar-leader model and includes three developmental waypoints across a career path. ALS represents the first of these waypoints and is structured to deliver both foundational knowledge and practical leadership tools. The program includes a mix of self-paced and asynchronous facilitated instruction, allowing students to engage in peer interaction and collaborative learning. After completing the Orientation course, students may take the remaining self-paced courses in any order. All self-paced courses must be completed before registering for the Capstone course.

2.1.1 Program Structure. ALS consists of five total courses: four self-paced courses and one instructor-facilitated capstone course. Students begin with a required Orientation course and then proceed through the remaining modules at their own pace before completing the capstone.

2.1.2 Program Learning Outcomes. Graduates of ALS can:

- 2.1.2.1 Apply concepts to effectively lead junior enlisted members
- 2.1.2.2 Utilize skills and tools to supervise junior enlisted members
- 2.1.2.3 Utilize principles to enhance the military profession for junior enlisted members
- 2.1.2.4 Demonstrate communication skills to appropriately supervise junior enlisted members

2.1.3 Course Descriptions.

2.1.3.1 Orientation (ORN-101S) 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.

2.1.3.2 The Enlisted Leader (LDR-111S) 20 Contact Hours

This comprehensive enlisted leadership course equips students with the essential knowledge and skills needed for success in a military environment. Through engaging discussions on key topics, students will develop critical leadership skills relevant to military settings. The course covers leadership and team dynamics, ethical decision-making, and strategic negotiations.

Participants will learn how to build trust, manage teams effectively, analyze behavior, and make sound decisions. Additionally, the course focuses on developing strategies for problem-solving and effective negotiation. By the end of the course, students will be prepared to inspire and lead while

skillfully navigating the complex challenges encountered in military situations.

2.1.3.3 The Enlisted Supervisor (LDR-112S) 15 Contact Hours

In this course, students will embark on a comprehensive learning journey to grasp the core skills and tools that uphold supervisory responsibilities in the Air Force. They'll begin by exploring how to enhance their communication skills with techniques crucial for clear and effective interactions, preparing them to excel in both individual and team endeavors. Next, they'll review the use of essential publications and forms to maintain stringent compliance. Additionally, students will make the connection between setting standards and evaluating performance to ensure compliance. They'll cultivate a deeper appreciation for continuous personal and professional growth, which is vital for the Air Force ethos. Furthermore, they'll gain insights into fostering financial readiness among subordinates and understand the pivotal role of health and nutrition in sustaining peak performance. Finally, students will be introduced to techniques they can use to effectively manage change in a dynamic environment.

2.1.3.4 The Enlisted Warfighter (AIR-111S) 15 Contact Hours

This course offers an in-depth exploration of the Profession of Arms, emphasizing airmanship, global perspective, operational doctrine, joint organization, the Air Force mission, nuclear enterprise, and the Air Reserve Component. Students will learn about the unique attributes and heritage of airmanship, gaining insights into the culture and diversity of a globally interconnected world. The course also covers the capabilities of the joint force and the Department of the Air Force, highlighting their effectiveness in various operational environments. Additionally, students will identify key national security documents and concepts, enhancing their understanding of the Air Force's mission. The course will also introduce students to the nuclear enterprise and the organizational structure that supports it. Finally, this course covers the Air Reserve Component and how it contributes to the Air Force Mission. This curriculum is designed to develop a comprehensive understanding of these core areas, equipping students with the knowledge necessary for effective service and leadership in the Air Force.

2.1.3.5 Applied Airman Leadership (CST-111A) 35 Contact Hours

This capstone course provides an opportunity for learners to apply concepts learned in Airman Leadership School in a peer-to-peer learning experience. Through discussions, students will demonstrate their knowledge of leadership, supervision, and enhancing the military profession. Additionally, students will apply their communication skills in a project focused on onboarding new subordinates.

2.2 Noncommissioned Officer Academy (NCOA)

The Noncommissioned Officer Academy Distance Learning program (NCOA DL) consists of 90 contact hours. The program is designed to provide technical sergeants with the knowledge, values,

and skills required to excel in their roles as team leaders, strategic thinkers, and joint warfighters in the Air Force. Upon completion, graduates will be prepared to assume greater leadership responsibilities and make significant contributions to their unit and the Air Force as a whole. The NCOA DL program is structured to deliver a comprehensive educational experience that equips NCOs with the tools necessary to lead and manage effectively. The program includes a mix of self-paced and applied courses that provide students with peer-to-peer interaction and collaboration opportunities.

2.2.1 Program Structure.

NCOA consists of five total courses: four self-paced courses that focus on team leadership and organizational development, and one instructor-facilitated capstone that reinforces applied leadership across contexts.

2.2.2 Program Learning Outcomes. Graduates of NCOA can:

- 2.2.2.1 Illustrate key leadership and management skills applicable to leading teams (Applying)
- 2.2.2.2 Discuss the Air Force's role in support of Joint All-Domain Operations (Applying)
- 2.2.2.3 Demonstrate various thinking and communication skills to address problems at the tactical and operational levels of warfare (Applying)

2.2.3 Course Descriptions.

2.2.3.1 Orientation (ORN-201S) 0 Contact Hours

This orientation course is an important first step in Enlisted Professional Military Education (EPME) as it will help students to get ready to participate in the online environment. Students 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 systems. Finally, students explore technical, support systems, and policies and procedures that set expectations for successful completion of individual Global College EPME courses.

2.2.3.2 The Team Leader (LDR-211S) 15 Contact Hours

In this comprehensive course, students will explore aspects of effective team leadership, gaining the skills and insights necessary to lead with confidence and impact. Throughout the course, they will learn a range of critical topics, including commitment, followership, leadership and management, ethical leadership, leading teams, shaping organizational culture, and leading difficult conversations. Each lesson is designed to provide students with knowledge, skills, and strategies to enhance their understanding and application of these key concepts.

2.2.3.3 The Strategic Thinker (LDR-213S) 20 Contact Hours

In this course, students will enhance their strategic thinking capabilities and leadership effectiveness. They will delve into essential topics for strategic decision-making and problem-solving in today's dynamic landscape. From

understanding different types of thinking and honing critical thinking skills to mastering negotiation tactics, managing organizational risks, and cultivating their knowledge of the world's major cultures, each lesson is designed to equip students with the insights and strategies needed to thrive as a strategic thinker. By the end of the course, students will emerge as strategic thinkers capable of driving innovation, fostering collaboration, and steering their organization toward success.

2.2.3.4 The Joint Warfighter (JNT-211S) 20 Contact Hours

In this course, students will embark on an educational journey to deepen their understanding of the strategic, operational, and organizational frameworks that support U.S. national and military operations. They'll explore a range of critical topics, including national strategy, mission command, military organization, joint forces, joint operations, operational concepts, the Joint Staff, great power competition, and the Air Reserve Components. Each lesson is carefully designed to provide students with the knowledge and practical applications necessary to effectively contribute to the complexities of joint and integrated operations. By the end of the course, students will have a comprehensive understanding of the key concepts that drive military operations and be prepared to support and enhance the mission of the U.S. within an intricate and evolving global environment.

2.2.3.5 Applied Team Leadership (CST-211A) 35 Contact Hours

This capstone course brings students together in a peer-to-peer learning experience. Through discussions and projects, students will demonstrate their knowledge of leading teams, strategic thinking, and joint warfighting by collaboratively addressing real-world situations/problems that have an immediate relevance to preparing them as leaders of teams.

2.3 Senior Noncommissioned Officer Academy (SNCOA)

The Senior Non-Commissioned Officer Academy Distance Learning (SNCOA DL) is a 65-hour academic program, consisting of four self-paced courses and an applied course. The SNCOA DL 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 DL program 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.

2.3.1 Program Structure.

The SNCOA DL 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 students with peer-to-peer interaction and collaboration opportunities

2.3.2 Program Learning Outcomes. Graduates of SNCOA can:

2.3.2.1 Describe how to anticipate and direct transitions that lead to more innovative, agile, and lethal organizations.

- 2.3.2.2 Explain how to lead organizations through problem-solving efforts to achieve mission success.
- 2.3.2.3 Describe how to shape organizational culture by promoting a healthy organizational ethos.
- 2.3.2.4 Describe how to connect Air and Space organizations and capabilities to Joint Operations.

2.3.3 Course Descriptions.

2.3.3.1 Orientation (ORN-301S) 0 Contact Hours

This orientation course is an important first step in Enlisted Professional Military Education (EPME) as it will help students to get ready to participate in the online environment. Students 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 systems. Finally, students explore technical, support systems, and policies and procedures that set expectations for successful completion of individual Global College EPME courses.

2.3.3.2 Leading Organizations (LDR-301S) 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.

2.3.3.3 Organizational Culture (LDR-302S) 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.

2.3.3.4 Improving Organizations (LDR-303S) 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.

2.3.3.5 The Air Force and Joint Operations (JNT-301S) 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 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.

2.3.3.6 Applied Senior Leadership (CST-301H) 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.

3. EXPECTATIONS

3.1 Student Expectations.

Professional Standards. Students are expected to maintain high professional standards throughout their enrollment in Enlisted Professional Military Education (EPME). This includes meeting deadlines, following academic policies, and engaging respectfully with peers and instructors.

All students must demonstrate professionalism in written communication, discussion posts, and correspondence with instructors. Unprofessional conduct may result in disciplinary action, including dismissal from the program.

3.1.1 Academic Integrity.

Air University and EPME courses derive academic style, authorship expectations, and writing practices from Air University Publication 1 (AU-1), also known as the AU Style Guide. AU-1 is a derivative of the Chicago Manual of Style. These guides define proper formatting, author attribution, and academic writing standards.

Academic work must reflect the student's original thinking. During capstone courses, students are expected to demonstrate independent thought and cite all external ideas or content using AU-1 standards. Previously submitted assignments may not be reused unless authorized by the instructor or course instructions. Refer to Annex A – Academic Writing and Originality Checking for more details.

Students are required to use Turnitin to check their work for academic similarity. Turnitin highlights sections that resemble other students' work, including their own. These areas must be cited or rewritten before final submission. Note: Rewriting content does not eliminate the need to cite the source. A high Turnitin score doesn't necessarily indicate plagiarism, nor does a low score guarantee its absence.

3.1.2 Use of Generative AI.

Generative artificial intelligence (AI) tools (such as ChatGPT) offer transformative potential to education and the Global College is continuously exploring ways to use these tools to enhance student experience. However, given the pace of AI development and the growing rate of AI use in general, we recognize that the distinction between what is created by AI and what is created by a human can become blurred. Considering this uncertainty, we reiterate our policy regarding original student work. While generative AI tools can and should be used to enhance concept knowledge, clarify understanding, and organize thinking, any work a student submits should be his or her original work and should not present another's ideas, words, or material without adequate citation. Representing another's work, including the work of generative AI, as one's own work is considered misrepresentation and cheating, which are prohibited by the AFGC Student Handbook. We encourage students to bring any questions or concerns about the incorporation of generative AI into the learning process or the use of AI in a specific course to the course instructor. Students shall refer to the AFGC AI Policy letter for Generative Artificial Intelligence (AI) tool usage and expectations.

3.1.3 Cheating.

Cheating includes receiving or giving improper assistance or sharing course materials with other students in from any ongoing or previous course. All assignments must be the student's own work unless collaboration is explicitly authorized. Disclosure of course materials may also violate Article 92 of the UCMJ and will result in disciplinary action.

3.1.4 Communication Responsibilities.

Students must check both their ASU and personal email accounts regularly. It is the student's responsibility to remain aware of program updates, deadlines, and instructor communications.

3.1.5 Capstone Participation.

Capstone courses are instructor-facilitated and require active engagement. Failure to meet expectations may result in course removal. Students removed from a capstone must reapply and begin the program from the start. Students must:

- 3.1.5.1 Participate in weekly discussion forums
- 3.1.5.2 Submit assignments by posted deadlines
- 3.1.5.3 Communicate respectfully and consistently with peers and faculty

3.1.6 Submitting Assignments.

All assignments must be submitted through the student portal. Unless otherwise specified, submissions must reflect individual work. Late or missing assignments may result in course failure unless coordinated with the instructor in advance.

3.1.7 Technical Support.

Students experiencing technical issues should act promptly. Waiting until a deadline to report an issue may result in missed submissions. Students are responsible for maintaining system access throughout the course. To resolve any issues, use the "Help" link in the student portal or submit a support request via the AFGC website

3.1.8 Course Evaluations.

Students are required to complete end-of-course evaluations following each capstone. Feedback helps improve course design, instruction, and the overall student experience.

3.1.9 Technical Requirements. To ensure full participation in EPME courses, students must:

- 3.1.9.1 Use a personal or government computer with a reliable internet connection
- 3.1.9.2 Keep browsers and operating systems up to date
- 3.1.9.3 Enable cookies and pop-ups for the course portal
- 3.1.9.4 Use Microsoft Office-compatible software
- 3.1.9.5 Maintain access to a printer or PDF viewer
- 3.1.9.6 Mobile devices are not recommended for completing assignments or assessments.

3.1.10 Academic Freedom.

Within the pursuit of higher education is the principle of academic freedom—the right of students and faculty to explore, express, and discuss ideas, including controversial or sensitive topics, without undue restriction from law, institutional authority, 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.” In practice, academic freedom at the Global College includes:

- 3.1.10.1 The ability to present personal ideas, insights, and course-relevant materials to enhance the learning environment
- 3.1.10.2 The assurance that respectfully shared opinions, when expressed within the scope of academic work, will not result in retribution
- 3.1.10.3 Freedom to support or challenge course concepts, assignments, or perspectives in a professional and constructive manner

To preserve this environment, students are expected to:

- 3.1.10.4 Use good judgment and avoid offensive, discriminatory, or inflammatory remarks
- 3.1.10.5 Maintain confidentiality in course discussions (non-attribution applies to all comments and contributions)
- 3.1.10.6 Respect the academic space of others, even during disagreement
- 3.1.10.7 Avoid using course platforms for personal gain or off-topic personal communication

Violations of academic freedom standards—including the use of racial or ethnic slurs, harassment, or offensive behavior—will result in disciplinary action. Students are expected to report inappropriate conduct to the proper authorities immediately.

3.1.11 Copyright and Information Protection.

- 3.1.11.1 Course materials are protected by copyright and are intended solely for student use during EPME coursework. Reproduction or distribution without permission is prohibited. Proper citation, as described in AU-1, is required when referencing these materials in assignments.

- 3.1.11.2 Students may not disclose the personal information of others without consent. Sharing personal data of fellow students or family members is prohibited. Requests for personal information must be referred to the Global College Director of Student Services.
- 3.1.11.3 Sharing documents or training materials with foreign entities is not permitted unless explicitly approved by the Secretary of the Air Force. Submit a support request (Attachment 3) with the following subject line: “Approval to Share Curriculum with Foreign Entities.”
- 3.1.11.4 All coursework must be submitted at the unclassified level. If students are uncertain about classification issues, they should submit a support request (Attachment 3) with the following subject line: “Classification clarification.”

ATTACHMENT 1: COMMANDER'S REINSTATEMENT LETTER TEMPLATE

(USE APPROPRIATE LETTERHEAD)

MEMORANDUM FOR AFGC/DO

FROM: (Appropriate Commander)

SUBJECT: EPME Program Reinstatement Request

I request (Rank/Full Name) be reinstated into the (Insert Program Name) distance learning program. I acknowledge the student has completed XX of XX courses since enrolling in the program on (Date) and we discussed why they were disenrolled (Circle one: Timeout, Academic Integrity, Multiple Failures). I am confident they understand what is needed to complete the remaining courses within this last 6-month extension. Additionally, I have counseled (Rank/Last Name) on the importance of completing PME and the impact it has on one's career.

(Digital signature required)
COMMANDER'S SIGNATURE BLOCK

ATTACHMENT 2 – GRADE APPEAL APPLICATION

Students 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. Students must wait 24 hours after the instructor posts the grade in question. This “cooling off” period provides the student with reflection and permits a more objective communication between student 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 student 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 student must provide documented evidence to support the appeal. This evidence will be a concise written summary of the student’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 student.

The instructor will review the student’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 student 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: _____

Student Signature: _____ Date: _____

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

ATTACHMENT 3 – KEY LINKS

URL	Title	Purpose
https://www.airuniversity.af.edu/AFGC	Global College Website	EPME Program Information and Enrollment Instructions
https://au.asu.edu/portal	Registration Portal	Course registration and access
https://au.asu.edu/portal/support	Support Portal	Contact Global College Student Services Help Desk For Any Issues (Excluding Formal Transcripts and Records Updates)
https://www.airuniversity.af.edu/Academic-Affairs/	c-AU Catalog	AU Educational Program Rules and Regulations & Policies
https://auservicedesk.af.edu/education	AU Service Desk	Only use to Contact AU Registrar For Official Transcripts and Records Updates

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. Students can use the Air University publication AU-1 as their guide to write assignments. Course instructors will grade according to AU-1.
3. Students must never copy or use others' words or thoughts without proper citing.
4. Students must never “share” their work with other students—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 students 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, students 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. Students should note that the “similarity index” alone does not determine plagiarism or cheating but is only used as a reference point. Refer to AU-1 for additional details.
 - c. Refer to Annex B and Figure 3 for a detailed annotated description of the Turnitin report.

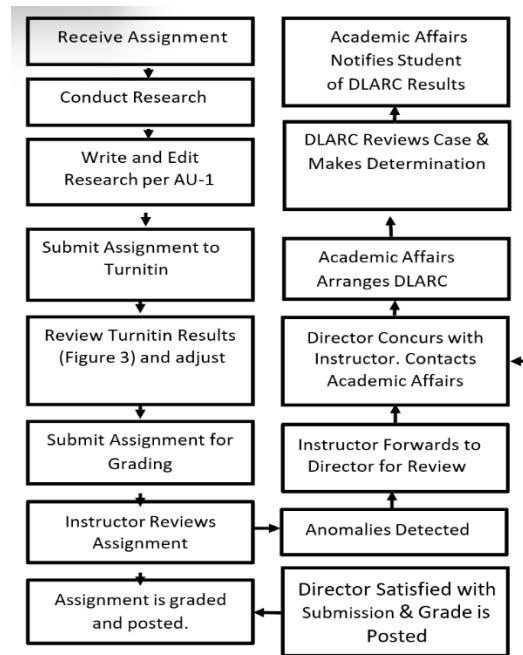


Figure 2: Academic Paper Submission Process

ANNEX B: SAMPLE TURNITIN REPORT

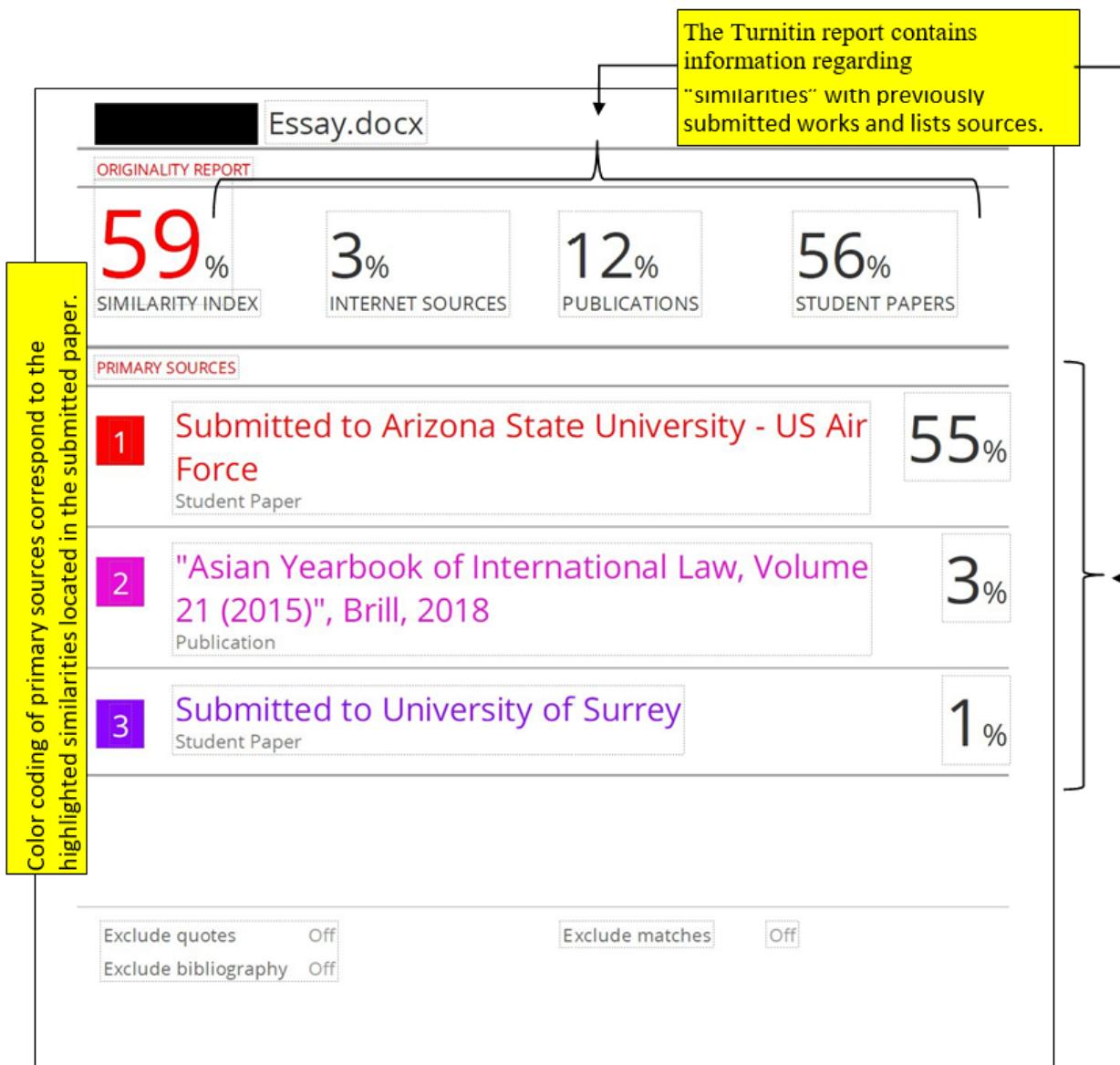


Figure 3: Example Results of Turnitin Submission. In this example, 56% of the student paper submission was obtained directly from the previously submitted work of other students.

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