



**The Air University**  
**eSchool of Graduate PME**  
*Serving the World through Distance Learning*

# **Officer Professional Military Education**

## **Student Handbook**

*Version 18-2, 20 May 2019*

The Air University  
eSchool of Graduate Professional Military Education

Maxwell AFB, Alabama

[www.airuniversity.af.mil](http://www.airuniversity.af.mil)

Please review this handbook in its entirety.  
This handbook will remain in effect until superseded.

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## FOREWORD

Professional Military Education (PME) is a critical subset of developmental education that:

- provides the nation with personnel skilled in the employment of air, space, and cyberspace power in the conduct of war, small scale contingencies, deterrence, peacetime operations, and national security;
- provides AF personnel with the skills and knowledge to make sound decisions in progressively more demanding leadership positions within the national security environment; and
- develops strategic thinkers, planners, and war fighters.
- strengthens the ability and skills of AF personnel to lead, manage, and supervise.

***Air Force Policy Directive (AFPD) 36-26, Total Force Development and Management (Dec 2015, p. 11).***

The eSchool of Graduate Professional Military Education (hereinafter, eSchool) is implementing a multi-year transformation plan to revolutionize Officer Professional Military Education (OPME). This plan meets the Air Force's vision for education:

*"Education and training are the foundation of our airpower advantage... We will maximize our Airmen's potential by refining our development programs to move beyond classroom-based instruction and incorporating leading-edge educational concepts."*

***General Mark A. Welsh, Chief of Staff (Ret.)  
United States Air Force Vision, August 13 2013***

In support of this vision, the eSchool offers distance learning programs at three levels of PME: primary, intermediate, and senior. These programs and their common names are summarized in the table below.

Level of Education	Common Name
Primary Developmental Education (PDE) (O-3 or civilian equivalent)	Squadron Officer School (SOS)
Intermediate Developmental Education (IDE) (O-4 or civilian equivalent)	Air Command and Staff College (ACSC) <i>ACSC also grants credit for Joint Professional Military Education – Level 1 (JPME -1)</i>
Senior Developmental Education (SDE) (O-5 or civilian equivalent)	Air War College (AWC)

*Table 1. eSchool OPME Programs*

Grade requirements for each program can be found on the eSchool's official web page at: <http://www.airuniversity.af.mil/eSchool/> This Handbook provides details on how eSchool PME programs are administered, and provides important policy and procedure information to students across all three levels of education. Information regarding specific programs may be found in the annexes at the end of this document.

## 1.0 POLICIES AND PROCEDURES

### 1.1 TYPES OF COURSES

The eSchool offers two types of courses: self-paced and facilitated.

#### 1.1.1 SELF-PACED COURSES

A self-paced course does not have an instructor and generally has a large number of students. Students may, depending on course design and learning requirements, have some engagement with other students during these courses, but the majority require no outside interaction.

#### 1.1.2 FACILITATED COURSES

A facilitated course has a dedicated instructor and a restricted number of students. In these courses, students and faculty dialogue about content in context to achieve specific learning outcomes.

Facilitated courses are conducted over a continuous time period of 1 to 4 weeks. For the most part, these courses are administered asynchronously. Specifically, students do not need to attend online sessions during specific time periods (i.e., there are few scheduled online lectures or other events requiring students to be online at a specific time). However, students are expected to remain regularly engaged during the course period, interacting with peers and the instructor during a series of timed assignments and discussions. Group work (with peer and instructor-set deadlines) may be required.

### 1.2 PROGRAM SCHEDULING AND COMPLETION

#### 1.2.1 SELF-PACED COURSES

Self-paced courses are not scheduled. A student may register for and begin a self-paced course at their own pace provided prerequisites have been met.

Students enroll in self-paced courses using the student management system ([see 1.3 below](#)). Once registered, a student has four (4) months to complete the course. However, the typical student should expect to complete a course in less than 30 days.

Once the final requirement in a self-paced course is complete, it may take up to 24 hours for a final grade to transfer from the learning management system to the student management system.

**Important Note:** Students should complete all requirements more than 24 hours before the specified course end date to ensure proper transfer of grades in the system. Students who do not complete a self-paced course, including all progress checks and deliverables, within the four (4) month period, will be automatically disenrolled from the course. Students disenrolled for exceeding course time limits must re-enroll through the student management system to begin the course again. No partial credit for previously completed work in that course will be given.

### 1.2.2 FACILITATED COURSES

Facilitated courses occur on a scheduled basis for each program. A *Calendar of Facilitated Courses* is available on each program's support page in the [Student Support Center](#). (see [Chapter 3](#)). There are a limited number of slots each term for facilitated courses. Waitlists are not used, nor are late additions permitted.

Students enroll in facilitated courses using the student management system ([see 1.3 below](#)) once the course's prerequisites have been met.

In the sample calendar below, note the registration deadline is typically two weeks prior to the course start date and final grades are typically available 10 days after the course end date.

Course	Registration Ends	Course Accessible	Course Start Date	Course End Date	Final Grades Posted NLT
Applied Warfare	20 Mar XX	31 Mar XX	3 Apr XX	16 Apr XX	26 Apr XX
	17 Apr XX	28 Apr XX	1 May XX	14 May XX	24 May XX
	22 May XX	2 Jun XX	5 Jun XX	18 Jun XX	28 Jun XX

*Table 2. Sample Facilitated Course Calendar*

### 1.2.3 PACING

Students must generally complete eSchool courses sequentially; however, students may register for (and begin) a follow-on self-paced course while waiting for a facilitated course (with a specific start date) to begin. This is designed to allow students to work ahead on other courseware while waiting for a facilitated course to start. No student may be enrolled in more than one self-paced course *and* one facilitated course at any time.

### 1.2.4 PROGRAM TIME LIMITS

All courses in a particular program-of-study must be completed within five (5) years from the date of program enrollment. Students who do not complete a program before the five-year limit may request an extension of up to 12 months (length of extension, if approved, is based on the student's remaining courseload) by submitting a letter of request from his or her squadron commander (or equivalent) to the Dean of the eSchool of Graduate PME. The letter should be sent electronically to the Dean through the eSchool [Student Support Center](#).

## 1.3 STUDENT MANAGEMENT

eSchool course enrollments and withdrawals are handled by the student management system (officially titled the *Air University Student Information System*, or AUSIS). This system also reports final grades and program progress.

AUSIS is a system that contains personally identifiable information (PII) and, as such, is protected using Common Access Card (CAC) security.

To access AUSIS via the AFNET/NIPRNET, go to:

<https://auportal.maxwell.af.mil/auportal>

To access AUSIS via the Air Force Portal and commercial internet, go to:

<https://www.my.af.mil/aurepmprod/SIS/app>

Students who require a CAC reader for home use should contact their local computer help desk.

There are few exceptions where students will not have a CAC because of their unique status. These students must contact eSchool Student Services via [Student Support Center](#) for all administrative actions.

**Important Note:** It is each student's responsibility to ensure the student management system correctly reflects correct contact information, including: name, grade, mailing address (for graduation certificates, if applicable), and email address. Email via [Student Support Center](#) is the eSchool's primary means of communication. Other information is used to update personnel records upon program completion. Misspellings or use of nicknames may cause an error between Air University systems and the systems of record at the Air Force Personnel Center.

### 1.3.1 PROGRAM ENROLLMENT

**Students are not automatically enrolled in programs.** Students may enroll in a program when notified of eligibility by their chain-of-command.

Enrolling in an eSchool Professional Military Education Program
Step 1: Log into AUSIS (see above)
Step 2: Click "Enroll in Program" in the left navigation menu and select a program. <i>Only eligible programs will display.</i> <i>This step generates an email to the student with enrollment details.</i>

*Table 3. Enrolling in a Program*

### 1.3.2 COURSE ENROLLMENT

**Students are not automatically enrolled in courses.** Students may enroll in courses based upon their personal and professional schedules.

Enrolling in a Self-Paced Course	Enrolling in a Facilitated Course
Step 1: Log into AUSIS (see above)	Step 1: Log into AUSIS (see above)
Step 2: Click “Enroll in Course” in the left navigation menu and choose a course. <i>This step generates an email to the student with enrollment details.</i>	Step 2: Click “Enroll in Course” in the left navigation menu and choose a course. <i>This step generates an email to the student with enrollment details.</i>
	Step 3: Click “Select Group” and choose a course start date. <i>This step generates an email to the student confirming the course start date.</i>
Once enrolled, it can take from 24- to 48-hours for AUSIS to sync with the learning management system and display a course.	Once enrolled, students will NOT see courses in the learning management system until 72- to 48- hours before the course start date.

*Table 4. Enrolling in a Course*

**Important Note: Students cannot enroll in a new course the same day they complete a previous course.** Students must wait 24 hours for the learning management system to transfer data to the system of record before signing up for the next course.

### 1.3.3 COURSE DROP / WITHDRAWAL

To drop or withdraw from a course, contact eSchool Student Services via the [Student Support Center](#) (see [Chapter 3](#)). In the request, include the following information:

- Full name and grade (including middle initial)
  - No shortened names (e.g., Joey for Joseph or Betty for Elizabeth)
  - No nicknames (e.g., Call signs)
- Social Security Number (last 4 only)
- Effective date of withdrawal (e.g., the date of the request)
- Course name and section/seminar number
- Service component: (active duty, Guard, Reserve, civilian, sister service or other special category)
- Reason for withdrawal

For facilitated courses, students must withdraw prior to the course start date. Students dropping after the course start date or remaining in the course without participating, will receive an unsatisfactory grade. Students who receive 4 unsatisfactory grades will be suspended. (See Paragraph 1.3.4.) Exceptions to policy will be granted by the Director of Student Services on a case-by-case basis.

### 1.3.3 PROGRAM WITHDRAWAL

To withdraw from any program, contact eSchool Student Services via the [Student Support Center](#). In the request, include the following information:

- Full name and grade (including middle initial)
- Social Security Number (last 4 only)
- Effective date of withdrawal (e.g., the date of the request)
- Course name(s) and section/seminar number(s)
- Service component: (active duty, Guard, Reserve, civilian, sister service or other special category)
- Reason for withdrawal

Withdrawing from a program does not erase previous grades nor does it re-start a student's 5-year time period in which to complete the program.

### 1.3.4 ADMINISTRATIVE SUSPENSION

If a student signs up for a facilitated course and then does not complete the course, the student will receive an UNSATISFACTORY grade. Upon receiving four (4) UNSATISFACTORY grades in the program, the student will be placed on administrative suspension. Suspension actions are detailed in the table below.

Suspensions	Suspension Actions
<b>1st Suspension 4 UNSATs</b>	<p>The 1st suspension period is two (2) months (before a student can re-enroll).</p> <p>A suspended student may petition for reinstatement by submitting a letter of request, endorsed by his or her squadron commander (or equivalent), to the Dean, eSchool of Graduate PME. The letter must explain any extraordinary circumstances that justified the performance which resulted in the unsatisfactory grade(s). The endorsement must include a statement that the student has been counseled on the importance of taking facilitated courses seriously and avoiding any waste of government resources.</p>
<b>2nd Suspension 5 UNSATs</b>	<p>The 2nd suspension period is four (4) months.</p> <p>A suspended student may petition for reinstatement by submitting a letter of request, endorsed by the first O-6 (or equivalent) in the student's chain-of-command to the Dean, eSchool of Graduate PME. The letter should address why the Dean should not permanently dismiss the student from the program.</p>
<b>3rd Suspension 6 UNSATs</b>	<p>If a two-time readmitted student receives another UNSATISFACTORY grade, he/she will be permanently dismissed from the program.</p>

*Table 5. Administrative Suspension*

**Important Note:** A student may withdraw from a course prior to the course start date without penalty. Requests for exceptions to policy must be endorsed by the first O-6 in student's chain of command and approved by the Dean of the eSchool of Graduate PME.

### 1.3.5 PROGRAM DISENROLLMENT

Program disenrollment may be

- voluntary (without prejudice),
- disciplinary (with or without prejudice), or
- for unacceptable academic performance (with or without prejudice).

Prejudice determinations are made in accordance with Air University policy in [AUI 36-2615 Student Disenrollment Procedures](#).

- ***Without prejudice disenrollments*** result in temporary student dismissal from the eSchool program, but the student may request re-enrollment.
- ***With prejudice disenrollments*** result in student dismissal from the current and all future Air University programs.

Automatic program disenrollment notifications are sent to students who have a course failure. These disenrollments are considered *without prejudice*.

Students who were disenrolled *without prejudice* may request re-enrollment into the program. Adjudication requirements in order to re-enroll may include directed study on the topic under the supervision/tutelage of an eSchool faculty member, additional required academic work outside the eSchool curriculum, or other mandated actions that must be accomplished prior to re-enrollment. These actions are documented in the students' education record or during the Formal Academic Probation/Suspension review process.

**Important Note:** Re-enrollments may require students to start a program over from the beginning in order to ensure the most current program objectives are met by the student.

Program re-enrollment for course failures or other *without prejudice* disenrollments requires the student to login to the student management system and re-enroll in the course (or via the [Student Support Center](#)). If requested via the Student Support Center, the student must include all the actions he/she has taken to rectify the circumstance which led to disenrollment, and describe any required actions he/she was directed to take in accordance with the Probation/Suspension review process.

## 1.4 GRADE MANAGEMENT

### 1.4.1 GRADING TERMINOLOGY

All courses are graded on a Satisfactory/Unsatisfactory scale. The appearance of performance-related terms such as “Excellent” or “Outstanding” are used to provide a student feedback on his/her performance in each course. These terms have no bearing on program completion nor are they posted to student transcripts, completion certificates, or military records.

### 1.4.2 GRADED EVENTS

#### 1.4.2.1 SELF-PACED COURSES

In self-paced courses, students are assessed through assignments including progress checks, written essays, multiple-choice exams, and online exercises.

#### 1.4.2.2 FACILITATED COURSES

In facilitated courses, students are assessed through assignments including progress checks, online discussions, written essays, multiple-choice examinations, and exercises. Work may be individual or group, depending on the assignment. Common rubrics (scoring tools for objective assessments) are used to ensure assessment of learning outcomes and provide standardized feedback to students. Students are provided copies of each assignment’s rubric prior to the start of an assignment for review. A student must successfully complete all assignments to earn course credit.

### 1.4.3 GRADE SCALES

Students are graded using the scales shown below.

#### 1.4.3.1 SELF-PACED COURSES with NO FINAL EXAMINATION

In self-paced courses with no final examination, overall course grade will be assigned according to the following scale. A course grade of Satisfactory is required to successfully complete the course.

Grade	Score	Description	Final Grade
Satisfactory	80% – 100%	Demonstrates an acceptable understanding of the concepts denoting mastery of the learning outcomes. Fully satisfactory. The assignment is logical, factual, well supported and covers the main points. The assignment meets the course objective.	S
Unsatisfactory	0% – 79.9%	The level of understanding is not sufficient for meeting desired objectives. Well below fully satisfactory. Improper or incorrect documentation. Inadequate critical analysis and support. Cheating, plagiarism or violations of academic integrity.	U

*Table 6. Self-Paced Course (no-final exam) Grade Scale*

### 1.4.3.2 FACILITATED and SELF-PACED COURSES with FINAL EXAMINATION

In facilitated courses and self-paced courses with a final examination, individual assignments and overall course grades will be assigned according to the following scale. A course grade of Satisfactory is required to complete the course.

Grade	Score	Description	Final Grade
Outstanding	96% – 100%	Perfect or nearly perfect work. Demonstrates an exceptional level of understanding and a superb mastery of the learning outcomes. Quality of content, organization and critical analysis are clearly superior. Superb analysis and application of course concepts.	O
Excellent	90% – 95.9%	Demonstrates a high level of understanding and mastery of the learning outcomes. Quality of the assignment is original and innovative. Effective analysis and application of course concepts.	E
Satisfactory	75% – 89.9%	Demonstrates an acceptable understanding of the concepts denoting mastery of the learning outcomes. Fully satisfactory. The assignment is logical, factual, well supported and covers the main points.	S
Unsatisfactory	0% – 74.9%	The level of understanding is not sufficient for meeting desired objectives. Well below fully satisfactory. Improper or incorrect documentation. Inadequate critical analysis and support. Cheating, plagiarism or violations of academic integrity.	U

Table 7. Facilitated Course Grade Scale

### 1.4.4 GRADE APPEALS

Students who wish to appeal a failing grade on any assignment may initiate an appeal through their instructor using the *Grade Appeal Form* ([see Attachment 1](#)). The appeal must include all documentation required to support the claim.

Grade appeals must be initiated *no earlier than* one business day after, and *no later than* three (3) business days after grades are posted in the learning management system. After three business days, no assignment grade appeals will be accepted.

In the event the student's instructor is unavailable to process the appeal (due to travel, temporary duty, etc.), a student may initiate a grade appeal through their applicable Course Director. Course Director contact information is available on the course Syllabus page.

Once received, the instructor/Course Director has two business days to review and adjudicate the appeal and supporting documentation. Students will be notified of appeal results via email.

Should a student believe the appeal results are in error, a second appeal is permitted through the Curriculum Department Chair (or equivalent) after coordination with the instructor and Course Director.

Grade appeals are only accepted on individual assignments.

**Important Note:** Any eSchool student has a right to appeal adverse actions taken against him/her by following the appropriate course of appeal as described in the [Air University Catalog](#) available via the Air University homepage (<https://www.airuniversity.af.mil>).

#### 1.4.5 FINAL GRADE POSTING

Within ten (10) days of the end of a facilitated course, instructors submit final grades via the learning management system.

Before release to students, all final course grades are reviewed by the faculty to ensure objectivity and close adherence to program standards. Once approved, grades are posted to the student management system.

## 2.0 STUDENT EXPECTATIONS

During PME, students are presented with opportunities to further develop technical, analytical, and critical thinking skills in order to maximize their potential as an Airman. Students apply these skills to the discovery, exploration and analysis of real world issues/challenges important to air power leaders. Students learn how to communicate ideas to a wide range of audiences in a variety of formats.

In order to successfully complete this program, students are expected to participate in the coursework with much greater autonomy than in the past. Assumed in this independence is the expectation that students have the willingness to learn and adapt in order to do what is required to complete coursework. This means there will be times when students will be expected to take initiative, be dependable and be self-motivated as a learner. What was considered excellent at the undergraduate level may be viewed as sub-par at the graduate level. Students are expected to ask questions and engage in the coursework in order to improve writing and research skills. Lastly, as students complete coursework, they will be held to the highest standards of integrity in all aspects of academic study, including research and writing assignments.

Instructors will support eSchool students throughout each program as long as students meet these expectations in good faith.

### 2.1 GOALS, PREPARATION, AND PACING

eSchool students are responsible for completing enrolled programs using the online curricula provided. Goals, preparation, and pacing will directly affect each student's eSchool experience.

**Goals** set the tone for everything a student does in a course. They provide the student personal milestones for measuring progress. Students should set personal goals for each course and strive to achieve them as the course progresses.

**Academic preparation** enables students to critically analyze course materials and successfully complete each course. eSchool courses require more than just clicking through materials. Students must read and reflect upon all materials using a critical eye. Careful

consideration of course materials, effective communication (formal and informal), and dialogue with faculty and classmates (in facilitated courses) are the keys to success.

**Pacing** ensures timely course completion. Each eSchool course requires engagement with the curriculum in various ways, including progress checks, written essays, discussions, exercises, and individual or group projects. Students must plan their schedules to ensure timely completion of course deliverables. eSchool courses are, by their very nature, fast paced. Missing one deliverable will often prevent completion of future deliverables and jeopardize the students' ability to satisfactorily complete a course on time.

Resources are available to help students succeed in these areas. Extensive support is available via assigned course instructors, and via the [Student Support Center](#). For more information on support resources, see [Chapter 3](#).

## 2.2 TECHNICAL REQUIREMENTS

Use of a personal computer and commercial internet connection is highly recommended for accessing eSchool courseware. Due to the nature of NIPRNET security requirements, accessing eSchool systems from the NIPRNET may result in degraded performance. Students should contact their Base Communications Squadron for help with NIPRNET access or blocking issues.

Blackboard URLs:

- Squadron Officer School: <https://au.blackboard.com>
- Air Command and Staff College: <https://acsc.blackboard.com>
- Air War College: <https://awc.blackboard.com>
- All Other Programs: <https://au.blackboard.com>

For courses presented in Canvas, all courses are available through a single address.

- All Programs: <https://lms.au.af.edu>

System / Function	Requirement
Operating System	Windows 7 or MacOS 10.5 (or greater)
Internet Connectivity	High-speed. Sufficient to view standard-definition videos on streaming services (such as YouTube, Vimeo, etc.)  Courses may be taken on the NIPRNET or via the commercial internet. A .mil connection may be required to access certain course materials (noted in each course).
Security	A valid DoD-issued Common Access Card (CAC) and CAC reader (required to use the Air University student registration system). If you do not already have one we recommend buying a CAC reader for home use.
Internet Browser	Most recent versions of Internet Explorer, Google Chrome, Firefox, or Safari.  Other browsers, or non-current versions of the supported browsers may result in degraded performance.  Browsers must be set to allow session cookies, pop—up windows, and Javascript for proper courseware delivery.
Software	<ul style="list-style-type: none"> <li>•Java Runtime Environment® latest version (Java Plug-in for viewing various content)</li> <li>•Flash Player® (version 11 or newer) (for animations and interactive content)</li> <li>•A PDF Reader (Adobe Acrobat or most modern browsers)</li> <li>•An Office Suite compatible with .doc, .docx, .ppt, .pptx, or PDF files)</li> </ul>
Access from Phone	We do not recommend using a phone to engage in the curriculum. We do not currently have any apps available and the small screen size makes access through the browser a degraded experience.

*Table 8. eSchool Technical (Hardware and Software) Requirements*

## 2.3 PROFESSIONAL BEHAVIOR

The eSchool expects its students, as professionals, to be fully committed to their personal and professional development and to take full advantage of their admission to the program.

Student conduct that disrupts the successful achievement of the eSchool mission will not be tolerated. Students whose unprofessional or inappropriate behavior disrupts class activities may be subject to disciplinary action, ranging from course failure to permanent dismissal from the program. eSchool instructors and staff members determine what is and is not acceptable conduct. Instructors noting incidents of this type will notify the Director of Student Services for inquiry and action. Any student who is undergoing review board or investigative proceedings related to unprofessional conduct or academic misconduct will be placed in an administrative hold status. While in this status, the student will not be allowed to enroll in any courses until the proceeding is fully resolved and a course of action is determined.

### 2.3.1 ATTENDANCE

Facilitated courses are conducted asynchronously, so while weekly attendance is mandatory, students may participate at the time and place of their choosing. With few exceptions for group work or small-group webcasts, there are no specified times during the day when students must be online to participate in a course. Students are expected to meet minimum

participation requirements in all class activities and complete all class assignments by the assignment due date.

### **2.3.2 ACADEMIC FREEDOM**

eSchool courseware includes candid lectures and articles from senior leaders across the Department of Defense, as well as speakers from both U.S. Government agencies and the private sector. These presenters consent to distribute their presentations because they are assured their comments will be shared only among the specific program's students, instructors, and staff.

To meet this responsibility, students must adhere to the academic freedom and non-attribution policies as described in [AUI 36-2608, \*Academic Freedom\*](#). Students are not allowed to attribute any materials contained in the courseware to persons or entities outside of their respective program without permission from Air University. Similarly, students shall respect the contributions of classmates and guests who might participate in their online sessions.

- Non-attribution facilitates the free expression of opinions and ideas and allows for professional disagreements within the context of an academically stimulating environment.
- Non-attribution means not associating specific comments, ideas, opinions, or conversations with specific individuals.
- Academic freedom allows confidentiality and lets participants in established classes state opinions openly and to support or challenge ideas without attribution.
- Academic freedom must be tempered by good judgment to refrain from making offensive remarks, unfounded opinions, or irresponsible statements either verbally or in writing. Offensive remarks or irresponsible statements include comments disparaging any person's race, color, national origin, ethnic group, religion, sex or sexual orientation.

Individuals who violate the academic freedom policy are subject to adverse administrative and/or disciplinary actions as described in [AUI 36-2608, \*Academic Freedom\*](#).

### **2.3.3 ACADEMIC INTEGRITY**

While eSchool programs include student-to-student interaction, group work, and peer review, students are expected to complete their own work. Academic Integrity is of utmost importance. For more information, see [AUI 36-2609, \*Academic Integrity\*](#).

Integrity is a cornerstone of the military profession and permeates every aspect of military service. Within this academic environment, integrity is important to ensure graduates are skilled in the areas prescribed by joint and Air Force directives and to preserve the validity of the eSchool's programs. Academic integrity is defined as "uncompromising adherence to a code of ethics, morality, conduct, scholarship, and other values related to academic activity." Every student enrolled in the eSchool is responsible for adhering to this standard. Also, note that having knowledge of a violation and failing to report it is also a violation of academic integrity.

Students who violate the academic integrity policy are subject to sanctions imposed by Air University. These sanctions can affect student credit for completed work as well as a student's eligibility for future PME and academic opportunities.

### ***2.3.3.1 ORIGINAL WORK***

Student work submitted to fulfill an assignment requirement must be composed solely by the student except where clearly stated in assignment instructions. Work previously submitted for any assignment cannot be resubmitted or reformatted, in whole or in part, for submission in a current assignment without prior written approval of the student's instructor.

### ***2.3.3.2 PLAGIARISM***

The act of appropriating, or stealing, the literary composition of another, or parts or passages of another's writings, ideas or language, and passing them off as one's own work constitutes plagiarism. Any use or mention of another's work must be properly cited in any assignment submitted to fulfill an assignment requirement.

### ***2.3.3.3 CHEATING***

Cheating is defined as the act of giving or receiving improper assistance on an assignment. Examples include (but are not limited to):

- Uploading and/or downloading study aids or notes to or from websites; or providing or receiving such notes via any other method.
- Copying material from another's assessment (test, paper, exam, etc.).
- Using notes and issued materials, or other references not authorized for use during an assessment, or other assigned work.
- Sharing study materials or permitting another to copy work or presentation materials, or excerpts, ideas, and answers from an assessment.
- Working with other students on individual assignments, except as permitted.

Cheating is a violation of academic integrity standards. Additionally, unauthorized discussion, disclosure, or possession of eSchool assessment materials constitutes a violation of Article 92 of the Uniform Code of Military Justice.

Individuals who violate the academic integrity policy are subject to adverse administrative and or disciplinary actions as described in [AETC Instruction 36-2909, Recruiting, Education, Accessions, and Training Standards of Conduct](#).

Students from each of the OPME programs have been disciplined for violating the academic integrity policy.

## **2.3.4 EQUAL OPPORTUNITY AND TREATMENT**

### ***2.3.4.1 SEXUAL HARASSMENT***

As a military institution, Air University upholds the highest standards of professional and personal conduct at all times. Recruiting, Education, Accessions, and Training

Standards of Conduct. Individuals must be treated with dignity and respect. Any form of sexual harassment, discrimination, or mistreatment will not be tolerated.

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. Such remarks are not protected by academic freedom. In addition to not engaging in this behavior themselves, students, instructors, and staff are obligated to inform others if they are aware of offensive comments, remarks, or actions. Individuals who violate the sexual harassment policy are subject to adverse administrative and or disciplinary actions as described in [AETC Instruction 36-2909, Recruiting, Education, Accessions, and Training Standards of Conduct](#).

#### **2.3.4.2 TOLERANCE AND DIVERSITY**

Ethnic or racial jokes, slurs, or mistreatment are discriminatory, are unacceptable, and will not be tolerated. This applies to all communications, spoken or written. As with sexual harassment, this behavior is *not* protected by academic freedom, and anyone aware of such behavior is responsible for reporting it to proper authorities.

#### **2.3.5 ELECTRONIC MAIL AND ONLINE DISCUSSION DECORUM**

The eSchool message system is for official communication only. eSchool instructors, staff, and students are restricted from using this system for personal gain (i.e., advertising for sale of goods or services, etc.) or for personal communications unrelated to educational programs.

Students are expected to use common sense and good judgment when using the eSchool message system, discussion boards, forums, and Help Ticket systems.

For documentation purposes, messages (including all associated attachments) and all online discussion transmissions are automatically monitored, tracked, recorded, and archived for future use.

Course discussion boards, the message system, and the Help Ticket system are not the correct avenues for venting grievances or complaints. Students have the ability to provide suggestions for improvements to administrative, programmatic, or curriculum-related policies, procedures, or other eSchool program-related issues using student surveys (see [Chapter 3](#)).

#### **2.3.6 FRATERNIZATION AND UNPROFESSIONAL RELATIONSHIPS**

Relationships are deemed unprofessional, whether pursued on- or off-duty, when they detract from the authority of superiors or result in, or reasonably create the appearance of, favoritism, misuse of office or position, or the abandonment of organizational goals for personal interests. Fraternization is an aggravated form of unprofessional relationship and is recognized as a violation of Article 134 of the UCMJ. [AFI 36-2909, Professional and Unprofessional Relationships](#), provides specific guidance related to training and educational situations. Specific to the academic environment, Air Force policy advises against any personal relationships between instructors and students in the PME environment.

## **2.3.7 INFORMATION PROTECTION**

### ***2.3.7.1 COPYRIGHTED MATERIAL***

The eSchool uses copyrighted material in its courseware. Copyrights are procured individually for student use during eSchool courses only. Dissemination of copyrighted material is not authorized. All copyrighted material conforms to the copyright laws of the United States and may not be further reproduced in whole or in part without the express permission of the copyright holder.

### ***2.3.7.2 PRIVACY OF INFORMATION***

The Privacy Act imposes civil and criminal penalties for disclosing personal information to someone not entitled to that information. This includes personnel records, medical records, and other official records that are retrieved by an individual's name, social security number, or other personal identifier. As such, the use of eSchool systems to distribute home addresses, home telephone numbers, number and sex of dependents, home of record, age, date of birth, and other personal information without first getting the consent of the subject is prohibited. If consent is requested and received, it is important to ensure any electronic correspondence reflects the fact that approval was received from the subject. Posting your own information implies your consent; this does not extend to family members – their consent must be documented and stated.

### ***2.3.7.3 FOREIGN DISCLOSURE OF INFORMATION***

The disclosure of information, documents, or training materials to foreign governments or international organizations is not allowed unless approved by the Secretary of the Air Force for International Affairs (SAF/IAD). As such, eSchool educational materials (including syllabi, instructional narratives, multimedia presentations, and all interactive communications that are part of an eSchool program) may not be distributed to foreign visitors without expressed approval coordinated through SAF/IAD via eSchool and the Air University Foreign Disclosure Office. For more information, refer to [AFPD 16-2, Disclosure of Military Information to Foreign Governments and International Organizations](#),

### ***2.3.7.4 INFORMATION SECURITY IN PROFESSIONAL PAPERS***

Student papers and reports must be written at the unclassified level. In some cases, a compilation of unclassified sources could result in a classified report/paper. If a student has doubts as to whether information is classified or releasable, he/she must contact their local Security Manager prior to uploading the document onto any eSchool system. In no instance will students upload information that has the potential to be classified or could be of possible intelligence value. This includes sensitive or restricted types of information such as "For Official Use Only" information and proprietary information.

## **2.4 SURVEYS**

Surveys come in multiple forms including end-of-course and end-of-program. At the end of each course, and upon completion of the entire program, students have an opportunity to provide feedback on course content (including assessments), instructor, student services, and technical support. Candid and constructive comments are used to improve eSchool programs.

## 3.0 STUDENT RESOURCES AND SUPPORT

### 3.1 GETTING HELP BEFORE AND DURING A CLASS

#### 3.1.1 BEFORE ENROLLMENT

Before enrolling in a course, students with programmatic or course-related questions should visit the eSchool [Student Support Center](#) (see below) for self-help options and/or to submit a Help Ticket to Student Services.

#### 3.1.2 SELF-PACED COURSES

Help in a self-paced course is generally self-service. If a student has an issue while enrolled in a self-paced course, visit the eSchool [Student Support Center](#) for self-help options and/or to submit a Help Ticket to Student Services.

#### 3.1.3 FACILITATED COURSES

The instructor is the leader in the online classroom environment. As such, the instructor is the first line of support for students with issues, questions, or concerns about a facilitated course.

Instructors provide contact information to students at the beginning of each facilitated course and that same information is posted within the course's Blackboard page. If an instructor has not made contact with students by the first day of the course, contact Student Services via the eSchool [Student Support Center](#).

### 3.2 THE eSCHOOL STUDENT SUPPORT CENTER

The eSchool provides extensive support resources to its students via its [Student Support Center](#) webpage. Available at <https://www.airuniversity.af.mil/eSchool>, the [Student Support Center](#) webpage offers a variety of tools to enhance students' educational experiences.

The [Student Support Center](#) webpage supports all eSchool programs and includes the following support resources:

- studying
- critical thinking
- writing
- video creation and sharing
- using the library (also see below)
- using the learning management system

Additionally, the eSchool [Student Support Center](#) is the gateway to eSchool Student Services. Through Student Services, students may access Frequently Asked Questions, review course and program guides, and submit Help Tickets.

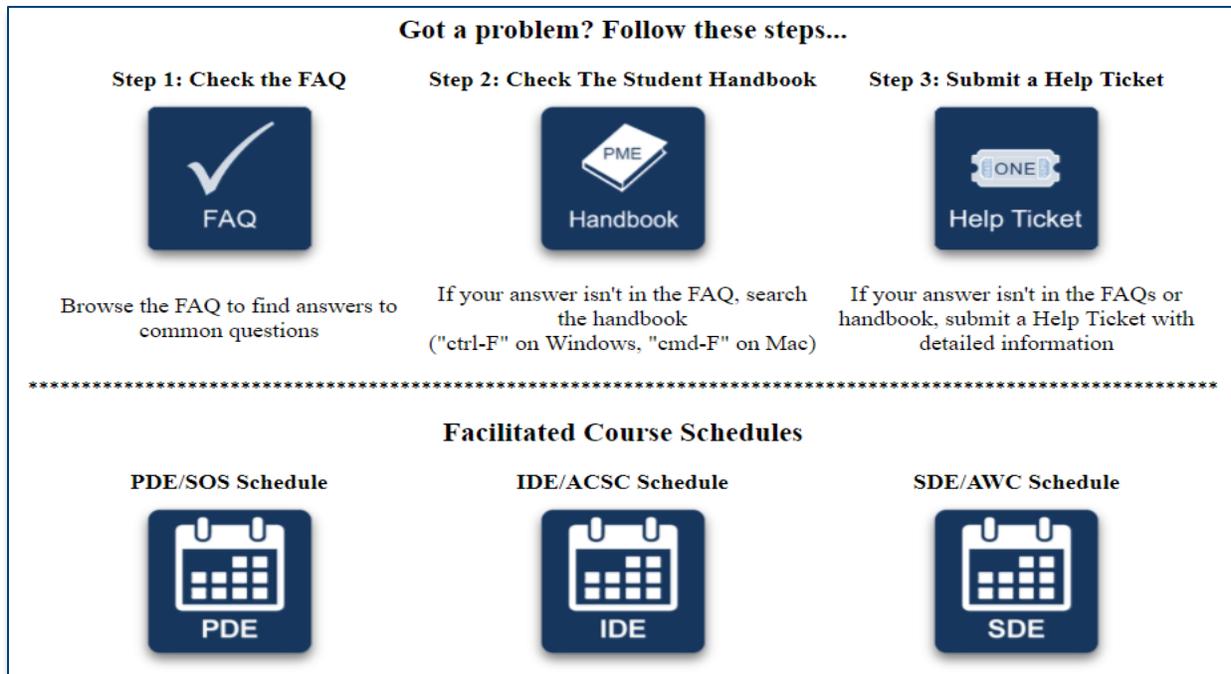


Figure 1. eSchool Student Services Options

### 3.3 THE MUIR S. FAIRCHILD RESEARCH INFORMATION CENTER

Air University's Muir S. Fairchild Research Information Center (MSFRIC), promotes the use of library technology and resources in eSchool programs. Available at <http://fairchild-mil.libguides.com/eschool>, the MSFRIC provides access to:

- online catalog search
- research databases
- subject guides and curated bibliographies
- subject specialists

Additionally, an eSchool Librarian is available during business hours to help students with research-related questions.

### 3.4 THE AIR UNIVERSITY REGISTRAR

#### 3.4.1 COMPLETION CERTIFICATES

The Air University Registrar provides completion certificates for eSchool programs. These certificates are typically printed and mailed each Wednesday with delivery usually within 7-10 duty days CONUS, and 4-6 weeks for overseas graduates. If a student has not received a certificate within 30 days of course completion, or if a student needs a replacement certificate, submit a support ticket to the Air University Education Support Center (not the eSchool Student Support Center) at <http://www.aueducationsupport.com/>.

### 3.4.2 TRANSCRIPTS

The Registrar is the sole office responsible for creating and forwarding transcripts in response to student and academic institution requests.

The Registrar will furnish a transcript upon receipt of your written request. Requests can be made online via the Air University Education Support Center at <http://www.aueducationsupport.com/>.

### 3.4.3. PERSONNEL RECORD UPDATES

AUSIS automatically updates the Air University Registrar Education Program Management system (AUREPM) with PME completion data, which, in turn, updates the Military Personnel Data System (MilPDS), and, subsequently, officer records. Students are responsible to ensure that “Service Component” is correct in AU Portal and AUSIS student records. A student’s personnel records should reflect eSchool program completion within seven business days after all requirements are met and final course grades are posted. The eSchool provides the study hours required to complete the program and updates the LMS and the AU catalog as required to reflect current hours.

#### 3.4.3.1 DEVELOPMENTAL EDUCATION CREDIT

Upon completion of any OPME program, Active Duty Air Force officers automatically earn developmental education credit. Credit generally will be reflected in records within 30 days of program completion.

**Important Note:** Promotion Boards and Management-Level Reviews are a recurring issue for many students. Courses must be completed early enough to allow for grading, posting of grades, *and all pre-board activities* (i.e., records review, report printing, etc.). Students are responsible for finishing coursework in enough time for it to appear on official records. The eSchool does not manage official records for these activities. **As a guide, students should complete all courses AT LEAST SIX (6) MONTHS in advance of any due date/board cut-off date to ensure completion is correctly reflected in the master record file.**

Sister Service students must contact their respective service’s Professional Military Education office for more information on the transfer of approved educational credit.

Department of Defense civilians must contact their personnel office to ensure their records are updated to reflect graduation status.

Civil Air Patrol senior members must provide a copy of their graduation certificate to National Headquarters via their Professional Development Officer to update their records in eServices.

#### 3.4.3.2 RECORDING AIR RESERVE COMPONENT STUDY HOURS / RESERVE POINTS

Air National Guard and Air Reserve component (ARC) officers receive reserve retirement credit points based on program completion and its respective contact hours.

Students must coordinate with Air Reserve Personnel Center (ARPC) to ensure retirement points based on study hours are correctly assigned/updated. Students should download a copy of their "Study Hours" from the student management system and forward it to their Unit Training Officer for award of retirement points.

ARPC determines and records ARC retirement points. HQ ARPC/DDPPKB is the sole authority for awarding these points (DSN 926-6012, Commercial 1-800-525-0102 ext. x71285).

For all Guard, Reserve, or Individual Mobilization Augmentee questions regarding eSchool courses, contact ARPC via email at [rmq.dpt@us.af.mil](mailto:rmq.dpt@us.af.mil).

It is the responsibility of the individual student to ensure Guard and Reserve records are correctly updated.

## ATTACHMENT 1 - GRADE APPEAL FORM

eSchool of Graduate PME

Students wishing to appeal a failing grade issued by their instructor must first confer with the instructor via phone, e-mail or through the message system in the learning management system and attempt to resolve the dispute informally. (This must be done after a 24-hour “cooling off” period after the instructor posts the grade. No appeal may be initiated after three working days.) Following this documented communication, if the issue remains unresolved, the student may appeal the grade using the process described below.

Documented evidence must be submitted to support an appeal. This evidence will be a concise written summary of the student’s position, including relevant facts, desired resolution, arguments supporting the desired solution, and relevant supporting documentation. The evidence should be attached to the Grade Appeal Form, be no more than two pages, and e-mailed to the instructor. ***The burden of proof in a grade dispute lies with the student.***

The instructor will review the student’s appeal, provide comments, and submit it to the Course Director for adjudication within 48 hours of receipt. The Course Director will respond to the student and instructor by Email within three working days of receipt, providing a decision and brief justification.

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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 final decision by the Department Chair (or equivalent). I understand the resulting grade may be lower, higher, or remain the same and that the Department Chair’s (or equivalent) decision is final.

Course name and section: \_\_\_\_\_

Instructor name: \_\_\_\_\_

When course was taken: \_\_\_\_\_ Grade received: \_\_\_\_\_ Grade sought: \_\_\_\_\_

Student Signature \_\_\_\_\_ Date: \_\_\_\_\_

*(Typed Name and attached request to eSchool from instructor’s personal Email account is acceptable in lieu of signature)*

Date/Time Appeal Received by Instructor: \_\_\_\_\_ Instructor initials \_\_\_\_\_

## ANNEX 1 – PRIMARY DEVELOPMENTAL EDUCATION

### A1.1 ABOUT THE PROGRAM

The Primary Developmental Education (PDE) program is designed to advance the professional development foundation provided by the accessions programs. The PDE curriculum is based on Air Force and joint professional military education publications for subject matter content in leadership, communication, profession of arms, warfare, and international security areas of study. The program seeks to provide an “air-minded” curriculum that prepares graduates for greater responsibilities at the squadron level while also building critical thinking skills in the application of airpower for national security goals and objectives.

The PDE DL program transitioned from its legacy format to a new curriculum that includes a robust mix of self-paced and asynchronous facilitated courses. The new curriculum provides students with peer-to-peer interaction and collaboration opportunities, facilitation by DL-certified faculty, and the ability to customize the program to suit personal and professional needs.

### A1.2 DEFINITION OF TERMS

The following terms are used throughout this annex to describe specific attributes of our courses.

#### By material covered:

**Foundational Courses** – Foundational courses cover the core learning areas that apply to every PDE student. These courses include both self-paced and facilitated courses.

**Focused Studies Courses** – Focused studies courses expand learning beyond the core areas allowing PDE students to tailor their educational experience by selecting areas of study they determine best meet their needs. The focused studies courses include self-paced and facilitated courses.

#### By type of courses:

**Series** – A series of courses (such as the Leadership Series) refers to courses that are closely related and build directly upon each other. A series typically involves between two to four self-paced courses followed by a facilitated course. Self-paced courses may require students to accomplish assignments that are required later in the related series’ facilitated course. Students are required to complete four (4) series in PDE: Graduate Skills, Leadership Studies, Joint Airpower & Warfare Studies, and Focused Studies.

**Stand-Alone Courses** – Some focused studies courses are not part of a series. They are self-paced but do not contribute directly to a facilitated course.

### A1.3 PROGRAM OVERVIEW

Students must complete a minimum of 16 courses to complete the PDE program. The PDE program currently consists of 25 courses. All courses are administered online. There are 19 self-paced courses that deliver readings, videos, and interactive content, and validate student understanding using the tools of the LMS. There are six (6) facilitated courses led by an

instructor that offer opportunities to use and deepen the skills learned in the self-paced courses through interaction with peers and the course instructor.

## **A1.4 COURSES**

### **Orientation (15 Hours)**

All students must complete a three (3)-part orientation course which focuses on program structure, critical thinking, and writing.

**ORN 501S: Orientation (self-paced):** Students gain familiarity with the PDE program, eSchool policies, the LMS, critical thinking skills, and Student Support Services. Students will also complete lessons on developing critical thinking and writing skills.

**GSS 501S: Introduction to Critical Thinking and Writing (self-paced):** This course provides an introduction to critical thinking in which students learn the importance of developing a critical thinking mindset as well as various techniques for analyzing, evaluating, and presenting arguments. These techniques include identifying valid and invalid arguments and recognizing common cognitive biases and logical fallacies. Students will also review and practice writing skills necessary for effectively communicating their ideas.

**GSS 502A: Graduate Skills: Writing (facilitated):** This course is a writing diagnostic assessment in which students are given the tools and feedback necessary to successfully complete future writing assignments within the program.

### **Foundational Studies (125 Hours)**

The nine (9) foundational studies courses which cover the core learning areas that apply to every PDE student include both self-paced and facilitated courses. They apply to all students and are presented in two (2) series. The first four (4) courses make up the Leading Airmen Series. The next five (5) courses are the Leadership Series. These courses must be completed in the order presented.

#### **Leadership Studies Series:**

**LDR 501S: Ethical Foundations of the Profession of Arms (self-paced):** This course explores the moral foundations of the profession of arms through an examination of foundational documents, such as the Constitution and Oath of Office, and explains how professional military ethical obligations arise from these documents. The course further explores the military as a profession and its corresponding virtues and values. The course concludes with an introductory look at the just war tradition which provides the framework for thinking about when war may be morally justified and the moral conduct appropriate during war itself.

**LDR 502S: Leader Development (self-paced):** This course offers students an opportunity to explore ways to mindfully develop their leadership skills. Students begin the course with introspection and subsequently explore key elements of leadership models, critical thinking, and decision-making. Students then apply leadership-course themes in developing a personal leadership development plan.

**LDR 503S: Leading in the Organization (self-paced):** This course is designed to develop the foundational pillars that leaders need to effectively take care of people and other critical resources. Students will understand how organizational culture, team development, dynamic followership, and change management are integral to successful leadership in a complex, resource-constrained environment. Furthermore, this course allows students the opportunity to reflect on their personal experiences and endeavors to explore how they might apply their personal leadership philosophy in an organizational setting.

**LDR 504A: Leading Airmen (facilitated):** This capstone facilitated course requires students to apply critical-thinking, reflection, and interactive discussion to exploring the unique challenges of leading in a complex organizational environment. During this course, students will share personal, professional, historical, real-world and scenario-based leadership challenges and triumphs to explore commonalities and habits of mind.

### **Joint Airpower & Warfare Studies Series:**

**ISS 501S: Introduction to Security Studies (self-paced):** This course engages students with concepts in international relations, civil-military relations, and strategic guidance. The goal of this course is to expose junior leaders to the international community, the actors involved in international civil-military relations, and their role as military and civilian members of the Department of Defense. Primary topics include international relations paradigms, international actors (both state and non-state), instruments of national power (IOPs), domestic actors in the national security process and their authorities, and strategic guidance, tools, and thinking (including concepts in deterrence).

**WAR 501S: Introduction to Warfare Studies (self-paced):** This course introduces the nature and character of war, examines the various levels of war, surveys the spectrum of military operations, and explores the operational environments where wars are fought. The course topics include the changing and unchanging aspects of war; the tactical, operational, and strategic levels of war; factors that complicate warfare such as morality and just war theories; conflict termination versus war termination; the spectrum of military operations/continuum of warfare, and the operational environments.

**AIR 501S: Foundations of Airpower (self-paced):** This course explores the concept of air-mindedness, and how it has driven the evolution of early airpower theories into a doctrine of Airpower employment, leading to an independent Air Force. It shows that from its inception, the Air Force has pursued a core group of enduring missions. Finally, the course illustrates how critical thinking and problem solving tools have been applied to air-centric problem sets.

**JNT 501S: Introduction to Joint Operations (self-paced):** This course provides a basic overview of the challenges, capabilities, and processes related to operating in the Joint environment. The course provides an introduction to the capabilities and limitations of Department of Defense Service components. It next examines factors which shape the employment of military forces, with an emphasis on airpower. The course introduces the Joint Functions as categories of operational thought and planning and exposes Airmen to the stakeholders and issues across the joint, interagency, intergovernmental,

and multinational (JIIM) environment. Finally, the course introduces the organization and presentation of airpower to the Joint Force Commander.

**AIR 502A: Airpower Studies (facilitated):** This capstone facilitated course culminates an exploration of the Air Force “family business” in its context of international security, warfare, and joint operations. The course addresses selected themes from the self-paced content. Students will analyze the interrelationships among airpower, national security, warfare, and joint operations, identifying crucial issues concerning airpower roles and employment in those contexts.

### **Focused Studies (60 Hours)**

The focused courses are the first point in the program where students can tailor their PME experience to better meet their professional needs. These include self-paced and facilitated courses. Students must take a minimum of three (3) self-paced and one (1) facilitated course to complete the program:

**WAR 803A: Unknown Unknowns, Current and Future Conflict (facilitated):** This capstone facilitated course culminates an exploration of the complexities of warfare, how it evolves, how it is fought, and how it can be deterred. The course addresses selected themes from the self-paced content. Students will analyze the interrelationships among deterrence, gray zone warfare, and the changing character of war identifying crucial issues concerning those contexts in the future.

**Prerequisites:** Students must successfully complete any two (2) of the following courses; Fire and the Flux: The Changing Character of War, Gray Zone Warfare, or Deterrence in order to enroll in Unknown Unknowns, Current and Future Conflict (facilitated)

**WAR 801S: The Fire and the Flux (self-paced):** This course explores the past, present, and possible future evolution of man's conception of war. The course threads together social, environmental, and technological changes through history to illustrate how they have interacted to continually change the character of warfare.

**ISS 801S: Deterrence (self-paced):** The use of threat to prevent adversarial action is a fundamental construct in the United States' national strategy and merits serious thought. Although deterrence is widely associated with the threat of nuclear war, this course will explore deterrence principles across many domains including counterterrorism, space and cyberspace. Given the lethality of modern weaponry, we live daily with the prospect that deterrence failure could result in mass destruction. It is especially important that participants in development and execution of national strategy become familiar with it.

**WAR 802S: Gray Zone Warfare (self-paced):** The concept of conflict within the "Gray Zone" between Peace and War is not new, but it has recently found renewed interest within the current global order. This class will explore the concepts of Gray Zone conflicts, how they are understood, why they are fought, and the spectrum of forms they take. Attention will especially be given to the larger debates around their definition, their intersections with hybrid threats, and current examples of Gray Zone threats.

**ISS 804A: Comparative Global Politics & Security (facilitated):** Comparative Global Politics and Security is a facilitated course that will walk students through some of the foundational issues within the global system that sustain or resolve regional security issues. Students will engage in comparative discussions of these factors such as political, socio-cultural, and economic structures across regions and the effects these have in shaping regional and global security issues.

**Prerequisites:** Students must successfully complete one (1) of the following regional studies self-paced courses (European Union, Russian Sphere) in order to enroll in the Comparative Global Politics and Security facilitated course.

**ISS 802: Regional Studies: European Union (self-paced):** This course covers the development of the European Union and the challenges it faces as it attempts to become a global player. The course begins with an overview of the history of the EU before proceeding to the challenges that the EU is facing. Understanding the European Union will assist students in planning and conducting operations with the European Union and operations based in the European Union

**ISS 803: Regional Studies: Russian Sphere (self-paced):** This course provides students with an overview of Russian history, the significant changes in her governing institutions, and the inherent and immediate regional and global challenges regarding Russian national interests and foreign policy. Students will understand the structural conditions that precipitated the Russian Revolution, the ideologies and policies which drove the Soviet system, and the dynamics that fractured the Union. Finally, informed by the dramatic and turbulent past, students will conceptualize the cotemporary Russian security situation, and relations between Russia and the world.

**LDR 804A: Weapons of Mass Persuasion (facilitated):** This capstone facilitated course builds on the concepts of power, status, and influence with an understanding of strategic communication and negotiation processes in a military context. Students will demonstrate their understanding of how leaders benefit from a firm grasp of these concepts and how strategic communication and negotiating skills can complement each other to further a leader's effectiveness in accomplishing the mission.

**Prerequisites:** Students must successfully complete the Power, Status and Influence course and one of the following (Negotiations in the Military Environment or Principles of Strategic Communications) in order to enroll in Weapons of Mass Persuasion.

**LDR 801S: Power, Status, and Influence (self-paced):** Power, status, and influence are key organizing processes in groups from small teams to large organizations. This course summarizes research on the basis of power, status, and influence, how they relate to each other, how to grow them, and how they increase leadership effectiveness. Students will gain a better understanding of dynamics within their own organization and how to leverage this understanding to become a more effective leader.

**LDR 802S: Negotiations in the Military Environment (self-paced):** This course introduces basic negotiation theory and its utility in the military context. It provides

an overview of proven negotiations concepts and fundamental models. Students will employ interactive DL tools to reinforce those concepts.

**LDR 803S: Principles of Strategic Communications (self-paced):** This course explores the concept of Strategic Communication and its importance in today's VUCA environment. Students will learn why Strategic Communication matters, its relationship to Information Operations, as well as its purpose and processes. Students will also explore ways that they can become better listeners, and how to influence behavior in a target audience. With a focus on Social Media, students will learn how communication plays a role in the "War of Ideas," especially as it relates to combating terrorism.

**Focused Courses:** In addition to any of the self-paced courses listed as prerequisites above, students may also choose to complete one (1) of the courses below to fulfill the three (3) self-paced course requirement of the Focused Studies series.

**LDR 805S: The Flight Commander (self-paced):** This course explores the day-to-day duties of a typical Flight Commander to help prepare students for this critical role. Students will learn concepts related to common Flight Commander responsibilities and expectations, such as leading and facilitating in their organization. Topics also highlight the importance of Flight Commanders' duties, to include administrative and operational responsibilities.

**AIR 801S: Planning Joint Air Operations (self-paced):** This course covers operational air planning from strategic guidance through Air Tasking Order production and execution. It examines the JFACC's role in guidance and prioritization, and how the AOC translates that guidance into plans and effects. Finally, the course includes detailed study of the Joint Operational Planning Process for Air (JOPPA); air targeting; the Joint Air tasking Cycle (JATC) cycle; rules of engagement (ROE) and collateral damage considerations; and airpower-related doctrinal issues and friction points.

## ANNEX 2 – INTERMEDIATE DEVELOPMENTAL EDUCATION

### A2.1 ABOUT THE PROGRAM

The Intermediate Developmental Education (IDE) program is designed to produce a more effective field-grade officer serving in operational-level command or staff positions. The courses emphasize applying airpower in joint campaign planning and the operational art of war. Students explore national security issues, strategy and war theory, airpower history and theory, expeditionary Air Force force-employment concepts, and the capabilities and limitations that the US Air Force and its sister services contribute to joint force commanders.

The current Distance Learning program consists of 12 courses. Of these, eight (8) are self-paced courses, delivering readings, videos, and interactive content and validating student understanding using the tools in the learning management system. The remaining four (4) facilitated courses are instructor-led, and offer an opportunity to use and deepen the skills learned in the self-paced courses through interaction with peers and instructors.

### A2.2 PROGRAM OVERVIEW

The DL 6.0 program is designed to be completed sequentially. It is a rigorous program and requires a significant investment of time and attention to complete. Although it is possible to complete all requirements in seven (7) months, this requires significant focus and flexibility on the part of the student.

### A2.3 COURSES

The program consists of 12 courses. They are:

**000300: Orientation (ORIN) (self-paced):** Students gain familiarity with eSchool policies, the learning management system, and develop critical thinking, cross-cultural competence, and writing skills. (6 Hours)

**00030A: Leadership and Command (LC) (self-paced):** This course is centered on the concept that leadership and command abilities can be improved through self-assessment/reflection, dedicated study and adaptability, as the student prepares to assume the broader responsibilities of command. This course concludes with a progress check after submitting a written assignment (involving interaction with a senior mentor) into your ePortfolio. The written assignment completed in this course is also turned in on the first day of Applied Leadership and Command. (24 Hours)

**00030B: Applied Leadership and Command (ALC) (facilitated):** This course requires students to reflect upon their personal leadership/command philosophy, learn from the experience of a senior mentor and peers, and apply what they have learned to complex, dynamic, and ambiguous situations. On the first day of class, students submit the written assignment completed in LC. (15 Hours)

**00030C: National Security (NS) (self-paced):** During this course, students will participate in a virtual National Security Council environment and accomplish four (4) missions that require a comprehensive analysis of the international environment and the development of

recommendations based on US policy, strategic/operational limitations and optimum integration of the Instruments of Power. (21 Hours)

**00030D: Applied National Security (ANS) (facilitated):** Students are assigned a question on which to write a 1,500-1,800-word essay analyzing factors surrounding the development and implementation of national security strategies in a complex dynamic international environment. (9 Hours)

**00030E: Warfare Studies (WS) (self-paced):** This course introduces students to the canon of military theory, focusing on fundamental concepts such as the nature of war, levels of war, military strategy, operational art, civil-military relations, and “just war” theory. (24 Hours)

**00030F: Airpower Studies (AS) (self-paced):** This course enhances students’ understanding of military theory by looking at the development of airpower technology, organizations, and strategies to the present time, with an eye to the future of airpower. (24 Hours)

**00030G: Applied Warfare (AW) (facilitated):** Students apply the concepts from WS and AS by analyzing past and current case studies with their classmates and instructor, and critically analyze a proposed future conflict scenario. (15 Hours)

**00030H: Joint Forces (JF) (self-paced):** This course begins with an overview of the services and their individual doctrine and organization, then explores concepts central to bringing service forces together in the conduct of joint operations to include organizing principles, command relationships, joint force hierarchy, and support and interaction from external agencies. (30 Hours)

**00030I: Joint Planning (JP) (self-paced):** Students gain familiarity with pertinent doctrine and the joint operation planning process, analyze the challenges joint force commanders face in attaining unified action, and examine ways in which operational art and design are applied to achieve objectives across the range of military operations. (30 Hours)

**00030J: Joint Air Operations (JA) (self-paced):** This course introduces students to the people, processes, and products involved in planning, directing, and executing joint air operations in support of joint force commanders’ campaign plans. (30 Hours)

**00030K: Applied Joint Warfare (AJW) (facilitated):** This capstone course requires students to conduct research and to analyze compelling issues, challenges, and opportunities associated with the current and future employment of joint forces at the operational level of war, and analyze a previous joint operation for lessons learned. (21 Hours)

## ANNEX 3 – SENIOR DEVELOPMENTAL EDUCATION

### A3.1 ABOUT THE PROGRAM

Welcome to Senior Developmental Education (SDE)! The SDE curriculum is based on the five core areas central to all levels of professional military education—leadership, profession of arms, warfighting, national/international security, and communication studies. This program, provides a strategic, “air-minded” curriculum that prepares graduates to provide strategic leadership, appropriate expertise and critical thinking in support of national security objectives.

In August 2016, the SDE program transitioned from the legacy program (AWC DL 17.4) to a new curriculum (AWC DL 18.0) that is delivered online through a mix of self-paced courses and asynchronous facilitated seminars. This transition began the transformation of the SDE experience to “...develop Airmen who are critical and creative thinkers by implementing an agile, individually tailored approach to life-long education...” (USAF Strategic Master Plan, May 2015). The new SDE curriculum provides students with peer-to-peer interaction and collaboration opportunities, facilitation of online seminars by DL-certified faculty, and the ability to customize the program to suit personal and professional needs.

### A3.2 DEFINITION OF TERMS

The following terms are used throughout this annex to describe specific attributes of our courses.

#### By material covered:

**Foundational Courses** – Foundational courses cover the core learning areas that apply to every student. These courses include both self-paced (eOrientation, International Security Studies, Airpower & National Strategy, Strategic Leadership, Senior Leadership) and facilitated (Applied Airpower & Security Studies, Applied Senior Leadership) types of courses.

**Focused Studies Courses** – Focused studies courses expand learning beyond the core areas allowing students to tailor their educational experience by selecting areas of study that they determine best meet their needs. The focused studies courses are the self-paced “Elective” and the facilitated “Focused Studies” course.

#### By type of courses:

**Series** – A series of courses (such as the Leadership Series) refers to courses that are closely related and build directly upon each other. A series typically involves two self-paced courses followed by a facilitated course. During the self-paced courses students will accomplish assignments that they must bring into the facilitated course. The final facilitated course in a series is called an “Applied” course. There are two series in Edition 18, the “Airpower and Security” series and the “Leadership” series.

**Applied Course** – An “Applied” course is the final facilitated course in a series of courses. It utilizes knowledge gained through previous self-paced courses and provides the student with the opportunity to apply that knowledge through interactions with peers and their instructor.

### A3.3 PROGRAM OVERVIEW

This program consists of 9 courses including an eOrientation course. Of these, six (6) are self-paced courses that deliver readings, videos, and interactive content, and validate student understanding using the tools of the LMS. Three (3) facilitated courses are instructor-led, and offer opportunities to use and deepen the skills learned in the self-paced courses through interaction with peers and the instructor.

### A3.4 COURSES

The program consists of multiple courses, including:

**GSS 700S: Graduate Skills Studies / eOrientation (self-paced):** Students gain familiarity with the SDE DL program, eSchool policies, the learning management system, critical thinking skills, and Student Support Services. Students will also complete lessons on developing critical thinking and writing skills.

#### **WAR 701S – 707S: Focused Studies (aka Electives) (45 Hours)**

The elective courses are the first point in the program where students can tailor their PME experience to better meet their professional needs. Students have two (2) opportunities to pass the each elective's end-of-course test. If a student fails the end of course test both times, he/she must visit the [Student Support Center](#) and submit a Help Ticket to select a different elective. If a student fails out of four (4) different electives, he/she will be dismissed from the program. Students must choose one (1) from the following list of four (4) electives:

**WAR 701S: Coercive Airpower (self-paced):** This course gives you the tools to understand and evaluate airpower strategies—and the opportunity to produce one for this purpose. From its inception, airpower has been characterized as an asymmetric means of warfare. Airpower allows the country that can use it most effectively to bypass the traditional defenses of adversaries and strike at those things that are valued more than the forces engaged on the battlefield. Airpower advocates have argued that striking at high-value assets, or merely threatening to do so, would force an adversary to concede the stakes at the root of the conflict without first having to defeat its military. Victory would rest upon affecting the adversary's estimates of the likely costs and benefits of complying with what was demanded and the likely costs and benefits of defying those demands. Airpower has therefore been seen as a uniquely coercive instrument. The course addresses the intellectual foundations of airpower strategy, focusing upon how the threat or use of airpower can achieve political objectives. This course will examine the theoretical concepts surrounding coercion, the intellectual history of coercive airpower strategies, how these strategies can be used in anticipated and actual conflicts, and evaluate the strengths, weaknesses, triumphs, and disappointments of these strategies in theory and practice.

**WAR 704S: Cross-Cultural Communications (self-paced):** Everyone who performs a job in a cross-cultural environment (which we see now is almost any environment) needs to understand not only the mission but also the potential effects of cross-cultural interaction. Appropriate cross-cultural communication training and education will reduce the negative effects of culture shock, stereotypes, and ethnocentrism; all of which impact mission effectiveness. This course will provide foundational knowledge essential for developing

cross-cultural communication competence, focusing on the theories, skills, and applications that are relevant to military personnel.

**WAR 705S: Negotiations in the Military Environment (self-paced):** This course will expose students to the day-to-day realities of negotiation. Hierarchical and well-defined military organization negotiation is a normal and daily process, and today our political and military realities demand that we operate successfully in more non-traditional and cross-cultural environments. This course will teach helpful processes which will improve your mission effectiveness across many environments and daily challenges. Course themes include Leadership and Conflict; Practical Negotiation in the Military Context; Negotiation Theory; Trust, Information, and Power; Alternative Dispute Resolution; Mediation, Arbitration, and Third-Party Conflict Resolution; Negotiation Skills; and, Negotiation in many environments.

**WAR 707S: Joint Concepts and Planning (self-paced):** This course examines the stakeholders, processes, and perspectives that translate strategic guidance into Joint effort across the range of military operations. This course is self-paced and includes a mix of readings, presentations and other media. The course begins with an examination of strategic guidance, and then takes a closer look at how Combatant Commanders translate that guidance using operational design to develop an operational approach to achieving national goals and military end states. It further examines joint concepts that forecast the future operating environment and the anticipated joint ways and means necessary to operate in that environment. Finally, it examines how stakeholders' [Joint, Interagency, Inter-governmental and Multi-national-(JIIM)] structures, processes and perspectives, reconcile, integrate and apply national ends, ways, and means.

### Foundational Studies

The six (6) foundational studies courses apply to all students and are presented in two (2) series of three (3) courses each. The first three (3) courses make up the Airpower and Security Series. The next three (3) courses are the Leadership Series. These courses must be completed in the order presented.

#### **Airpower and Security Series (60 Hours):**

**ISS 700S: International Security Studies (self-paced):** This course engages senior level AWC students with sophisticated concepts in International Relations and Strategy. The goal of this course is to expose senior leaders to avenues of understanding order and interactions in the international community beyond the military context. Primary topics in this course include Strategy, Power Polarity and Power Transitions, Democratic Peace, International Political Economy, and International Law. The course will familiarize students with the intricacies, scholarly debates, and potential applications for each concept. Students will craft a paper that draws elements of the course material into an analysis of a future security situation.

**AIR 700S: Airpower and National Strategy (self-paced):** This course examines the relationship between airpower and strategy: how national strategy guides the employment of airpower, and how airpower's inherent capabilities inform and shape strategy. The course examines airpower's effect on the "ways" by which national ends

are accomplished. Finally, it examines the complexities and competing perspectives in how airpower has been applied to various problem sets.

**AIR 701A: Applied Airpower and Security Studies (facilitated):** This three (3)-week facilitated course serves as a culmination to the series of courses examining U.S. grand strategy and Airpower (air, space, and cyber). Students will engage in peer-to-peer and instructor interactions sharing ideas and perspectives. This course builds on the previous two courses. For this course students will consider U.S. grand strategy and propose general approaches to specific national security issues. Subsequently, students will assess the suitability of cooperative and coercive Airpower strategies for such future end states.

### **Leadership Series (55 Hours):**

**LDR 710S: Strategic Leadership (self-paced):** In this course, students explore the skills necessary to lead in a culturally complex and ambiguous environment, to include identifying, integrating and prioritizing scarce resources and competing stakeholders. Students will also learn the leader's role in decision making, negotiating, and problem solving. At the end of the course, students will develop a strategic leadership paper that can help inform their approach to current and future strategic environments.

**LDR 711S: Senior Leadership (self-paced):** This course explores the impact of personal and professional conduct and accountability, and their relationship to command climate, organizational culture and the perception of the American public. Additionally, students will learn the importance of a solid ethical foundation and how leaders can experience derailment. Students will conclude the course by completing a personal development plan that describes their near- and long-term professional and personal goals.

**LDR 712A: Applied Senior Leadership (facilitated):** This three (3)-week facilitated course develops the concepts students learned in Senior Leadership and Strategic Leadership self-paced courses by providing opportunities to apply their knowledge to case studies and in exchanges with their professional peers. Students will analyze ethical and leadership issues from the perspective of senior leaders, emphasizing professional conduct and accountability, and their impact on command climate and organizational culture. Students will conclude this course by completing a strategic leadership paper that addresses a current strategic leadership issue that they are facing within their organization.

**NSP 8XXA: Focused Studies, Problem Solving in National Security (facilitated) (30 Hours):** The four (4)-week facilitated Problem Solving in National Security course promotes critical thinking about complex national security issues. Students will have a choice of courses. Not all courses will be offered every month; a calendar showing the offerings will be posted in the learning management system.

This course includes interaction with the instructor and with peers. The course begins with research and a systems-based analysis of a specific real-world security issue that challenges American national security objectives, and results in a group synthesis of a policy response to the issue reflecting the perspectives of both (a) a national security policy team and (b) a senior airman tasked with assessing airpower's role in a proposed response.

This course blends individual and group efforts with peer-to-peer interaction to generate both instructor-facilitated and student-directed learning. This is accomplished through a mix of reading, research, writing, and threaded discussion participation that requires understanding of, and critical thinking about, the course material. Primary student assignments include research, written work, and threaded discussion contributions in a specified geographical region.

Although additional courses may be added in the future, the range of courses initially being offered are as follows:

- NSP 810A – USAFRICOM Region
- NSP 820A – USCENTCOM Region
- NSP 830A – USEUCOM Region
- NSP 840A – USNORTHCOM Region
- NSP 850A – USPACOM Region
- NSP 860A – USSOUTHCOM Region