



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

Officer Professional Military Education Student Handbook

Version 20-2, 6 July 2020

The Air University
eSchool of Graduate Professional Military Education

Maxwell AFB, Alabama

<https://www.airuniversity.af.edu/eSchool/>

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This handbook will remain in effect until superseded.

LIST OF CHANGES

Updated – Foreword	6
Updated – Self-Paced Course deadline para 1.2.1	7
Updated – Program Time limits para 1.2.4	8
Updated – Student Management para 1.3.1-1.3.6.....	9-12
Updated – Technical Requirements para 2.2	17
Updated – Student Resources and Support para 3.1-3.2	23-24
Updated – Reordered and Expanded Focused Studies Descriptions ANNEX 1,2, & 4.....	29-49

Table of Contents

FOREWORD	6
1.0 POLICIES AND PROCEDURES	7
1.1 TYPES OF COURSES	7
1.1.1 SELF-PACED COURSES	7
1.1.2 FACILITATED COURSES.....	7
1.2 PROGRAM SCHEDULING AND COMPLETION	7
1.2.1 SELF-PACED COURSES	7
1.2.2 FACILITATED COURSES.....	8
1.2.3 PACING	8
1.2.4 PROGRAM TIME LIMITS.....	8
1.3 STUDENT MANAGEMENT	9
1.3.1 PROGRAMS ON ASU SYSTEMS.....	9
1.3.2 PROGRAMS ON AU SYSTEMS	9
1.3.3 PROGRAM ENROLLMENT	10
1.3.4 COURSE REGISTRATION	11
1.3.5 COURSE DROP / WITHDRAWAL	11
1.3.6 PROGRAM WITHDRAWAL	12
1.3.7 ADMINISTRATIVE SUSPENSION.....	13
1.3.8 PROGRAM DISENROLLMENT	14
1.4 GRADE MANAGEMENT	14
1.4.1 GRADING TERMINOLOGY	14
1.4.2 GRADED EVENTS	15
1.4.3 GRADE SCALES	15
1.4.4 GRADE APPEALS	16
1.4.5 FINAL GRADE POSTING	17
2.0 STUDENT EXPECTATIONS.....	17
2.1 GOALS, PREPARATION, AND PACING.....	17
2.2 TECHNICAL REQUIREMENTS.....	18
2.3 PROFESSIONAL BEHAVIOR	19
2.3.1 ATTENDANCE.....	19
2.3.2 ACADEMIC FREEDOM	19

2.3.3 ACADEMIC INTEGRITY	20
2.3.4 EQUAL OPPORTUNITY AND TREATMENT	21
2.3.5 ELECTRONIC MAIL AND ONLINE DISCUSSION DECORUM	22
2.3.6 FRATERNIZATION AND UNPROFESSIONAL RELATIONSHIPS	22
2.3.7 INFORMATION PROTECTION	23
2.4 SURVEYS	23
3.0 STUDENT RESOURCES AND SUPPORT	24
3.1 GETTING HELP BEFORE AND DURING A CLASS	24
3.1.1 BEFORE ENROLLMENT	24
3.1.2 SELF-PACED COURSES	24
3.1.3 FACILITATED COURSES	24
3.2 THE eSCHOOL STUDENT SUPPORT CENTER	24
3.3 THE MUIR S. FAIRCHILD RESEARCH INFORMATION CENTER	25
3.4 THE AIR UNIVERSITY REGISTRAR	26
3.4.1 COMPLETION CERTIFICATES	26
3.4.2 TRANSCRIPTS	26
3.4.3 PERSONNEL RECORD UPDATES	26
ATTACHMENT 1 - GRADE APPEAL FORM	28
ANNEX 1 – SQUADRON OFFICER SCHOOL	29
A1.1 ABOUT THE PROGRAM	29
A1.2 PROGRAM LEARNING OBJECTIVES	29
A1.3 DEFINITION OF TERMS	29
A1.4 PROGRAM OVERVIEW	30
A1.5 COURSES	30
ANNEX 2 – AIR COMMAND AND STAFF COLLEGE	34
A2.1 ABOUT THE PROGRAM	34
A2.2 PROGRAM LEARNING OBJECTIVES	34
A2.3 DEFINITION OF TERMS	34
A2.4 PROGRAM OVERVIEW	35
A2.5 COURSES	35
ANNEX 3 – AIR WAR COLLEGE	40
A3.1 ABOUT THE PROGRAM	40
A3.2 PROGRAM OBJECTIVES	40
A3.2 DEFINITION OF TERMS	40

A3.4 PROGRAM OVERVIEW	41
A3.5 COURSES.....	41
ANNEX 4 – FOCUSED STUDIES COURSES.....	45
A4.1 ABOUT FOCUSED STUDIES.....	45
A4.2 DEFINITION OF TERMS	45
A2.3 PROGRAM OVERVIEW	45
A2.4 COURSES.....	45

List of Tables

<i>Table 1. eSchool OPME Programs</i>	6
<i>Table 2. Sample Facilitated Course Calendar</i>	8
<i>Table 4. Enrolling in a Course</i>	11
<i>Table 5. Administrative Suspension</i>	13
<i>Table 6. Self-Paced Course (no-final exam) Grade Scale</i>	15
<i>Table 7. Facilitated Course Grade Scale.....</i>	16
<i>Table 8. eSchool Technical (Hardware and Software) Requirements.....</i>	18

Listed Figure

Figure 1. eSchool Student Services Options	25
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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 2 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.

NOTE: Air University (AU) and Arizona State University (ASU) have started a collaboration to provide distance learning for AU students. SOSL DL migrated in April 2020. Other programs will migrate to ASU during the summer of 2020. ASU systems will have their own student management system and learning management system handled via a single sign-on through their ASURite system.

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. Refer to Annex 1, 2, or 3 depending on program for course order.

Students enroll in self-paced courses using the student management system ([see 1.3 below](#)). Once registered, a student has two (2) 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 one duty day for a final grade to transfer from the learning management system to the student management system for students still using AU Canvas. Students who migrated in to ASU systems will be able to sign up for the next self-paced course near-real time.

Important Note: Students on AU systems 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, before the course expiration date, will be automatically removed from the course. Students removed for exceeding course time limits must re-register through the student information system for their program: currently the Student Portal for ASU-based students and AUSIS for AU based students. Students who time out of self-paced course may lose their previous progress in that course.

1.2.2 FACILITATED COURSES

Facilitated courses occur on a scheduled basis for each program. A schedule of facilitated courses is available on the eSchool webpage (see [Chapter 3](#)). Generally seminars are created each month as needed to meet demand. In some cases there can be a limited number of slots for a given course. **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
Leading Airmen	17 May XX	29 May XX	1 Jun XX	21 Jun XX	1 Jul XX
	21 Jun XX	3 Jul XX	6 Jul XX	26 Jul XX	5 Aug XX
	19 Jul XX	31 Jul XX	3 Aug XX	23 Aug XX	2 Sep 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 three (3) years** from the date of initial program enrollment. Students who do not complete a program before the

three-year limit may request an extension of up to 12 months (length of extension, if approved, is based on the student's remaining course load) 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 eSchool Student Services – <https://www.airuniversity.af.mil/eschool/help>.

1.3 STUDENT MANAGEMENT

The eSchool is transitioning from using Air University systems to deliver our programs to using Arizona State University's learning environment to deliver our programs. During this transition there are separate procedures within this section depending on the learning environment that is hosting the program. See the eSchool website for timelines on program transitions to ASU (<https://www.airuniversity.af.edu/eSchool/ASU-Canvas-FAQs/>).

1.3.1 PROGRAMS ON ASU SYSTEMS

Program enrollment is accomplished via AU Portal central enrollment which requires a CAC for access. If eligible for the program, the time from submitting an application to acceptance into the program may take a couple of days. Once accepted into the program, students will receive an email from ASU and will be prompted to create their ASURite account by ASU (see NOTE). Course registration and course access will be managed via ASURite single sign-on that will act as student management system, learning management system and help ticket system.

To access AU Portal via the AFNET/NIPRNET for program enrollment, go to:

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

To access AU Portal via AF Portal enterprise sign-on for program enrollment, go to:

<https://www.my.af.mil/aurepmprod/auportal/>

To access ASURite via any device for course registration, courseware, and help tickets go to:

<https://au.asu.edu>

NOTE: DO NOT enter your SSN when prompted on ASU systems, as it is not required. This will NOT affect the services you will receive from AU or ASU.

1.3.2 PROGRAMS ON AU SYSTEMS

Program enrollment requires a CAC for access. The process requires setting up an AU Portal account (if not already accomplished) and then enrolling in the program via the student management system (officially titled the *Air University Student Information System*, or AUSIS). Once enrolled in the program, course registrations and withdrawals are also handled by AUSIS. Additionally, this system 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 setup an AU Portal account via the AFNET/NIPRNET, go to:

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

To setup an AU Portal account via AF Portal enterprise sign-on, go to:

<https://www.my.af.mil/aurepmprod/auportal/>

To access AUSIS for program enrollment and course registration, go through the Air Force Portal:

<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 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.

1.3.3 PROGRAM ENROLLMENT

Students are not automatically enrolled in programs. Students may enroll in a program when they meet the eligibility criteria (see eSchool webpage <https://www.airuniversity.af.edu/eschool/>).

Enrolling in an eSchool Professional Military Education Program

FOR PROGRAMS ON AU PLATFORM (AWC Only)

Step 1: Log into AUSIS (see above)

Step 2: Click "Enroll in Program" in the left navigation menu and select a program. *Only eligible programs will display. This step generates an email to the student with enrollment details.*

FOR PROGRAM IN ASU PLATFORM (SOS and ACSC)

Step 1: Log in to AUPortal (see above)

Step 2: Under the applicable program click 'Enroll'

This step will send a message to ASU system to send a welcome email for students to create their profile at <https://my.asu.edu>.

NOTE: Check our website to determine if a program has migrated to ASU (<https://www.airuniversity.af.edu/eSchool/ASU-Canvas-FAQs/>).

Table 3. Enrolling in a Program

1.3.4 COURSE REGISTRATION

Students are not automatically registered for courses. Students may register for courses based upon their personal and professional schedules.

For Programs on ASU Platform	
Step 1: Log onto the Student Portal (https://my.asu.edu). Step 2: Click 'Register' for the applicable course and then 'Resume' to access the course on ASU canvas. Note: Facilitated courses will not be visible in ASU Canvas until the Friday prior to the course start date.	
For Programs on AU Platform	
Registering for a Self-Paced Course	Registering for 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 and email to the student confirming the course start date.</i>
Once registered, it can take from 24- to 48hours for AUSIS to sync with the learning management system and display a course.	Once registered, students will NOT see courses in the learning management system until the Friday before the course start date.

Table 3. Enrolling in a Course

Important Note: Students on AU platform cannot enroll in a new course the same day they complete a previous course. Students must wait 48 hours for the learning management system to transfer data to the system of record before signing up for the next course.

1.3.5 COURSE DROP / WITHDRAWAL

For students on the AU platform: 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)
- Course name and section/seminar number
- Reason for withdrawal
- Social Security Number (last 4 only)
- Effective date of withdrawal (e.g., the date of the request)
- Service component: (active duty, Guard, Reserve, civilian, sister service or other special category)

For students on the ASU platform: Prior to the registration deadline you may drop a course using the student portal by selecting the “Drop course” link for the applicable course. After the registration deadline, contact eSchool Student Services using the Student Portal and selecting Support on the left panel and selecting chat or email to submit the request (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)
- Course name and section/seminar number
- Reason for withdrawal

ALL STUDENTS

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 1.3.8.) Exceptions to policy will be granted by the Director of Student Services on a case-by-case basis.

1.3.6 PROGRAM WITHDRAWAL

For students on the AU platform: 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)
 - 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)
- Program name
- Service component: (active duty, Guard, Reserve, civilian, sister service or other special category)
- Reason for withdrawal

For students on the ASU platform: To withdraw from any program, contact eSchool Student Services via the Student Portal menu by selecting Support, include the following information in the request:

- 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)
- Effective date of withdrawal (e.g., the date of the request)
- Program name
- 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 3-year time period in which to complete the program.

1.3.7 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
1st Suspension 4 UNSATs	<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>
2nd Suspension 5 UNSATs	<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>
3rd Suspension 6 UNSATs	<p>If a two-time readmitted student receives another UNSATISFACTORY grade, he/she will be permanently dismissed from the program.</p>

Table 4. 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.

1.3.8 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 5. 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 6. 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. Students apply these skills to the discovery, exploration and analysis of real world issues/challenges important to air and space 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.

URLs for Programs on AU Platform:

- AUSIS (via AF Portal) to register for courses: <https://www.my.af.mil/aurepmprod/SIS/app>
- AU Canvas to access courseware: <https://lms.au.af.edu>
- AU Service Desk – to submit help ticket: <https://auservicedesk.af.edu>

URL for Programs on ASU Platform:

- All Programs all activities (single sign-on): <https://au.asu.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"> • Java Runtime Environment® latest version (Java Plug-in for viewing various content) • Flash Player® (version 11 or newer) (for animations and interactive content) • A PDF Reader (Adobe Acrobat or most modern browsers) • An Office Suite compatible with .doc, .docx, .ppt, .pptx, or PDF files)

Table 7. 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. 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.

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.

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.

2.3.3.4 STUDENT GRIEVANCES

All eSchool Student complaints and grievances are handled by the eSchool staff IAW Air University Instructions (See AUI36-2602 Chapter 8 for roles and responsibilities). The eSchool will attempt to resolve all formal grievances within 60 days of receipt/notification. Students should, but are not required to, attempt to resolve complaints at the lowest level (appropriate for the circumstances) using eSchool supervisory channels before addressing them to higher level command channels or the IG. eSchool shall not, after receipt of a compliant, disclose the identity of the student to anyone outside the chain of the Grievance Resolution Committee (GRC) without the consent of the student, unless the disclosure is unavoidable during the course of an investigation. The GRC consists of the (Directors of DLO, DLC, DLE, Vice Dean, and Chief of Academic Affairs).

Students will provide formal complaint or grievance in writing, to include a "MFR" and an AU Form 6, *Student Complaint/Grievance Application* to their course instructor or next in the eSchool organization chain if applicable. The eSchool faculty and staff who receives the complaint, will forward the complaint to Chief of Academic Affairs along with a MFR listing the sequence of events leading up the complaint notification. The Chief of Academic Affairs will notify the Vice Dean of the complaint and schedule a GRC Review Board. The GRC review board will be headed by Vice Dean and will attempt to resolve the complaint. The Chief of Academic Affairs will contact the student for further information if requested/required by the GRC for clarification or additional facts. If the complaint cannot be resolved within the organizational chain, the Chief of Academic Affairs will coordinate with the appropriate outside agency to resolve the complaint in the most efficient and timely manner. Once the compliant is resolved the Chief of Academic Affairs will notify the student in writing of the results/decision of the eSchool GRC. Upon conclusion of the formal student complaint, the Chief of Academic Affairs will forward results to AU/A3 IAW (AUI36-2602, paragraph 7.2).

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

For self-help options and/or to submit a Help Ticket to Student Services before registering in a course with programmatic or course-related questions:

- Students using AU systems should visit the eSchool [Student Support Center](#) (see below) for self-help options and/or to submit a Help Ticket.
- Students using ASU systems should log into ASURITE Student Portal and select Support on the left panel.

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:

- Students using AU systems should visit the eSchool [Student Support Center](#) (see below) for self-help options and/or to submit a Help Ticket.
- Students using ASU systems should log into ASURITE Student Portal and select Support on the left panel.

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 Canvas page. If an instructor has not made contact with students by the first day of the course, then contact Student Services:

- Students using AU systems should visit the eSchool [Student Support Center](#) (see below) for self-help options and/or to submit a Help Ticket.
- Students using ASU systems should log into ASURITE Student Portal and select Support on the left panel.

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 instructions to submit Help Tickets.

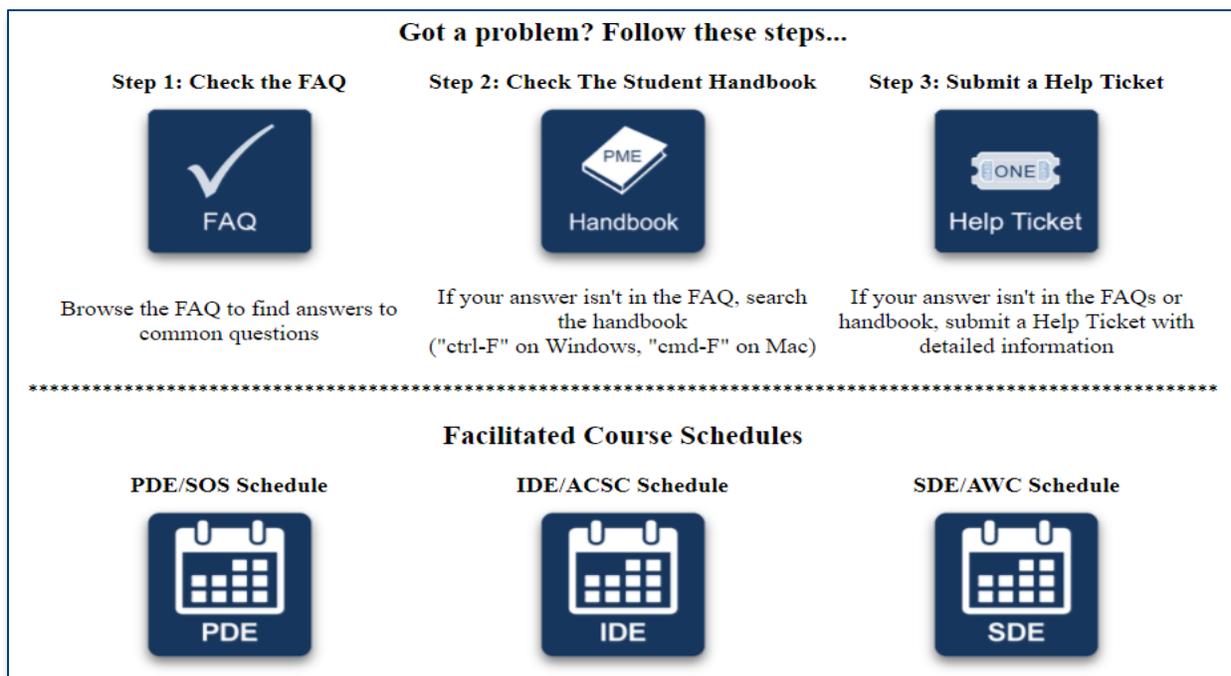


Figure 1. eSchool Student Services Options

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 AU Registrar through the Air University Service Desk at <https://auservicedesk.af.edu>.

eSchool Student Services provides completion certificates for AWC DL only. Certificates are processed once a month and delivered within 2-3 weeks for CONUS and 4-6 weeks for OCONUS. If a student has not received a certificate within 30 duty days of course completion, or if a student needs a replacement certificate, submit a student request to the Air University Service Desk at <https://auservicedesk.af.edu>.

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 <https://auservicedesk.af.edu>.

3.4.3. PERSONNEL RECORD UPDATES

The Air University Registrar Education Program Management system (AUREPM) provides PME completion data to the Military Personnel Data System (MilPDS), and, subsequently, officer records. Students are responsible to ensure that "Service Component" is correct in AU Portal. 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.

3.4.4 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.

3.4.4.1 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 rmg.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.

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 – SQUADRON OFFICER SCHOOL

A1.1 ABOUT THE PROGRAM

The SOS Distance Learning (DL) program is designed to advance the professional development foundation provided by the accessions programs. The SOS DL 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 SOS 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 PROGRAM LEARNING OBJECTIVES

Graduates are able to:

1. Apply critical-thinking and communication skills to address contemporary military issues.
2. Understand the moral foundation of military service and how this informs ethical leadership in the profession of arms.
3. Apply leadership theories and models to the practice of leading teams/units in complex, dynamic, and ambiguous tactical environments.
4. Understand the historical context of military and airpower theory, and how these inform the employment of joint forces in the international security environment.
5. Analyze how airpower contributes to military operations in the joint, interagency, intergovernmental, and multinational (JIIM) environment, in support of national security aims.
6. Comprehend concepts (theories, models, analytical frameworks, etc.) and issues relevant to the military profession.

A1.3 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 SOS DL student. These courses include both self-paced and facilitated courses.

Focused Studies Courses – Focused studies courses expand learning beyond the core areas allowing SOS DL 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 three (3) series in SOS DL: Initial, Leadership, and Warfare Studies.

Suites – Similar to a series, suites are a collection of interconnected courses within the focused Studies options. Typically a suite contains multiple self-paced courses designed to prepare a student to actively engage in meaningful discussions with peers and the instructor during the culminating facilitated course.

Stand-Alone Courses – Some focused studies courses are not part of suites. They can be self-paced or facilitated but are not directly connected to other courses.

A1.4 PROGRAM OVERVIEW

Students must complete all 11 foundational courses and 2 or 3 focused studies courses (9 units including a facilitate course). All courses are administered online. The self-paced courses deliver readings, videos, and interactive content, and validate student understanding using the tools of the LMS. The 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.

A1.5 COURSES

Foundational Courses (130 Hours)

The eleven foundational studies courses include the courses to prepare the student for their PME journey as well as core learning areas that apply to every SOS DL student. The foundational courses include both self-paced and facilitated courses. They apply to all students and are presented in three series. The first two courses make up the Initial Series which is intended to help prepare the student to successfully complete the SOS DL program. The second series is the Leadership Series made up of four courses. The third series is the Warfighting Series consisting of five courses. These courses must be completed in the order presented.

Initial Series

All students must complete the initial series which focuses on program structure, policy and critical thinking.

ORN 501S: Orientation (self-paced): Professional Military Education (PME) is a cornerstone of professional development, and for those seeking to enhance their expertise and knowledge through an eSchool PME program, an important first step is getting ready to participate in the online classroom. Students in this course prepare for

PME in the eSchool by reviewing their specific education program and its requirements and learning how to navigate and perform necessary functions in the eSchool's learning management systems. Finally, students explore the technical, support systems, and policies and procedures that set expectations for successful completion of individual eSchool courses.

GSS 501S: Introduction to Critical Thinking (self-paced): Critical thinking is a powerful skill with applications in and beyond the profession of arms. An introduction to the topic is therefore a fitting and valuable place to begin professional military education for officers and officer-grade personnel. A meaningful introduction to critical thinking, including of written work, includes description of various techniques for analyzing, evaluating, and presenting arguments, as well as information for identifying valid and invalid arguments.

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. Students will explore 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.

LDR 502S: Leader Development (self-paced): The Leader Development course offers students an opportunity to engage in mindful leader development. Students begin the course with a "Who am I?" introspection activity. They subsequently explore key elements of leadership. Students then apply leadership course themes in developing a Personal Leadership Development Plan (PLDP).

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: Frontline Leadership (facilitated): Students will apply critical-thinking, mindful reflection, and interactive discussion to explore the unique challenges of leading in a complex organizational environment. During this course, students will share and discuss examples of personal, professional, historical, real-world and scenario-based leadership challenges and triumphs to explore commonalities and habits of mind. Sharing of these experiences will bolster the continued development of key leadership skills needed to effectively lead in a volatile, complex, uncertain, and ambiguous environment. The course will culminate with a case study, discussing the Air Force's Missileer Testing Scandal (2014).

Joint Airpower & Warfare Studies Series:

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.

ISS 501S: Introduction to Security Studies (self-paced): The Introduction to Security Studies course engages primary-level officers with concepts in international relations, civil-military relations, and strategic guidance. The goal of this course is to expose junior leaders to (a) the international community, (b) the actors involved in international civil-military relations, and (c) 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).

AIR 501S: Air and Space Foundations (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): The Introduction to Joint Operations 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 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. It exposes Airmen and Space Professionals 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 and Spacepower Studies (facilitated): This capstone facilitated course culminates an exploration of the Air Force and Space 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, spacepower, national security, warfare, and joint operations, identifying crucial issues concerning airpower and spacepower roles and employment in those contexts.

Focused Studies (45 Hours)

The focused courses are the first point in the program where students can tailor their PME experience to better meet their professional needs. The choices include self-paced and

facilitated courses. Students must take a minimum of 45 hours including one facilitated course to complete the program. The 45 hour minimum results in needing to accomplish two or three courses depending on the length of the courses selected. Student may take additional self-paced courses. However, while one facilitated is required, one facilitate course is also the maximum limit. Students need to review all the choices to select the option that best meets their needs. See Annex 4 for a complete list of courses from which to choose.

ANNEX 2 – AIR COMMAND AND STAFF COLLEGE

A2.1 ABOUT THE PROGRAM

The ACSC DL 7.0 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 15 Foundational Courses and six suites of Focused Studies courses. The foundational block has eleven (11) 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) foundational courses are facilitated by an instructor and offer an opportunity to use and deepen the skills learned in the self-paced courses through interaction with peers and instructors. Students must also complete 45 hours (including 1 facilitated course) from the Focused Studies courses.

A2.2 PROGRAM LEARNING OBJECTIVES

Graduates are able to:

1. Critically analyze leadership and command skills required to lead in complex, dynamic, and ambiguous operational environments.
2. Apply military theory in general and airpower theory in particular to operational problems across the range of military operations.
3. Plan for the integration and employment of joint forces at the operational level in whole-of-government operations across the spectrum of war and conflict.
4. Articulate capabilities and limitations of Service and Joint organizations in the conduct of war at the operational level.

A2.3 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 ACSC DL student. These courses include both self-paced and facilitated courses.

Focused Studies Courses – Focused studies courses expand learning beyond the core areas allowing ACSC DL 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 ACSC DL: Initial, Leadership, Warfighting and Joint.

Suites – Similar to a series, suites are a collection of interconnected courses within the focused Studies options. Typically a suite contains multiple self-paced courses designed to prepare a student to actively engage in meaningful discussions with peers and the instructor during the culminating facilitated course.

Stand-Alone Courses – Some focused studies courses are not part of suites. They can be self-paced or facilitated but are not directly connected to other courses.

A2.4 PROGRAM OVERVIEW

The DL 7.0 program is designed for maximum flexibility to best meet the student's needs. The first 4 courses are designed to complete sequentially. After completing the Leadership Series, the student may then choose the order for completing the Warfighting Series, Joint Series and Focused studies. The Focused studies contains six (6) suites and three (3) stand alone courses. Students are required to complete 9 Focused Studies units, which is either two or three courses total depending on course length. ACSC 7.0 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.

A2.5 COURSES

The program consists of 38 courses:

FOUNDATIONAL COURSES (215 hours)

Initial Series:

ORN-601S: Orientation: Professional Military Education (PME) is a cornerstone of professional development, and for those seeking to enhance their expertise and knowledge through an eSchool PME program, an important first step is getting ready to participate in the online classroom. Students in this course prepare for PME in the eSchool by reviewing their specific education program and its requirements and learning how to navigate and perform necessary functions in the eSchool's learning management systems. Finally, students explore the technical, support systems, and policies and procedures that set expectations for successful completion of individual eSchool courses.

GSS-601S: Critical Thinking: Critical thinking is a powerful skill with applications in and beyond the profession of arms. An introduction to the topic is therefore a fitting and valuable place to begin professional military education for officers and officer-grade personnel. A meaningful introduction to critical thinking, including of written work,

includes description of various techniques for analyzing, evaluating, and presenting arguments, as well as information for identifying valid and invalid arguments.

Leadership Studies Series:

LDR-601S: Leadership and Command I: The Leadership and Command I course equips students with the knowledge and tools necessary for leadership in today's dynamic environment. The course centers on the concept that leadership abilities can be improved through self-assessment, reflection, dedicated study, and adaptability. The course requires students to examine their strengths and weaknesses as leaders, hone their personal leadership philosophies, and prepare for future command and staff responsibilities. Throughout the course, students are encouraged to reflect upon essential aspects of ethical leadership and command accountability.

LDR-602A: Leadership and Command II (Facilitated): In the Leadership and Command II course, students will apply their understanding of ethical leadership, command, communication, and adaptation in complex situations. Students learn mission-command concepts and keys to leading organizations through change in the joint, interagency, intergovernmental, and multinational (JIIM) environments. This course requires students to examine their strengths and weaknesses as leaders, hone their personal leadership philosophies, prepare for future leadership/command and staff responsibilities, and discuss and receive feedback from their classmates.

Warfighting Series:

ISS-601S: National Security Decision Making (NSDM): The National Security Decision Making (ISS-601S) course provides the opportunity to explore today's complex and dynamic national and international security environment. The course emphasizes international relations theories, national security strategies, actors, and processes, as well as the effective use of national Instruments of Power (IOPs).

During the course, students will participate in a virtual National Security Council environment and accomplish four 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 IOPs.

Completion of the course will provide students insight into how US policymakers develop ends, ways, and means to respond to evolving security environments, and will prepare students for Warfare Studies (WAR-601S) and the facilitated Making Decisions: Strategy and War (ISS-602A) course.

WAR-601S: Warfare Studies: The Warfare Studies course introduces students to the canon of military theory, focusing on the fundamental concepts of war, such as the nature of war, the levels of war, military strategy, operational art, and just war theory. Beyond the traditional study of warfare in its conventional form, this course examines alternative forms of warfare such as guerilla warfare, insurgency, counterinsurgency, hybrid threats, and terrorism. Through this study, students will be prepared to apply the

lessons of military theory and their understanding of warfare to the operational challenges facing the US military in the present and the future.

ISS-602A: Making Decisions (Facilitated): There is a complicated interdependency among the schools of international relations (IR), the use of instruments of power, and the implications of warfare theories in American policy, strategy, and the complex interactions of international relations. Students will gain the ability to compare and contrast schools of international relations and instruments of power to more effectively analyze American security challenges. This course provides an in-depth exploration of the complexity involved with developing and executing national strategy. Students are afforded an opportunity to integrate course outcomes from National Security Decision Making and Warfare Studies. In this course, students will use their foundational knowledge of national security and warfare studies to analyze a real world crisis affecting international relations and global security.

Joint Series:

AIR-601S: Air and Space Missions: The Air and Space Missions course explores the concept of the Air Force's and Space Force's foundational missions in contemporary and future scenarios. It examines the current state of readiness and employment across the range of military operations. Finally, the course addresses some of the major concerns the US Air Force and US Space Force are dealing with currently and in the next five to ten years, and how the military will address some of these issues.

JNT-601S: Joint Fundamentals: The Joint Fundamentals course provides an intermediate level overview of the challenges, processes, and stakeholders related to conducting operations in the joint, interorganizational, and multinational environment. The course introduces the joint functions as categories of fundamental operational thought and planning, and explores factors which shape the employment of military forces, including key service capabilities, limitations, and interdependencies. Finally, the course provides an overview of the key elements of joint planning and the employment of joint airpower.

AIR-602S: Air and Space in Joint Operations: The Air and Space in Joint Operations course explores air, space, and cyber roles, missions and functions in contemporary operations, aiming at a working understanding of Joint All-Domain Operations. It is structured around the five doctrinal phases of a joint campaign or operation, examining each phase in depth regarding the weight of effort and major functions of airpower and spacepower, with illustrative vignettes from recent history. The course also examines views on the appropriate roles of airpower and spacepower, along with the crafting of air and space strategy.

AIR-603A: Air, Space, and Joint Warfare (Facilitated): The Air, Space, and Joint Warfare course offers students the opportunity to explore contemporary operational issues while integrating and applying key concepts from the Air and Space Missions, Joint Fundamentals, and Air and Space in Joint Operations self-paced courses. Concepts from the self-paced courses serve as a backdrop for threaded discussions on topics such as the joint functions, command and control (C2) of airpower and

spacepower, air/space/cyber roles and missions, operational phasing, capabilities/limitations, and coalition/multinational challenges.

JNT-631S: Joint Planning: Context and Strategy: The Joint Planning: Context & Strategy course is the first of four sequential courses in the Joint Planning track for Intermediate Developmental Education (IDE). Students in this course will gain a broad view of the joint planning enterprise. This view will start with the context for planning, to include the linchpin of strategic guidance and the flow of the Joint Strategic Planning System. Students will then explore the role of the combatant commander in casting theater strategy and underpinning a wider-than-government approach to security-related problem sets. Finally, students will examine the scope of joint military operations worldwide.

JNT-632S: Joint Planning: Art and Science: The Joint Planning: Art and Science course is the second of four sequential courses in the Joint Planning track. The course illuminates why and how a commander and staff apply operational art and operational design in conjunction with the joint planning process. The course addresses the initial groundwork of planning with highlights on the major components and methodology. It explores how operational design provides a framework for understanding the operational environment and problem. Finally, the course examines how elements of operational design help visualize and describe a broad operational approach for fostering unified action.

JNT-633S: Joint Planning: Process and Application: The Joint Planning: Process and Application course is the third of four sequential courses in the Joint Planning track. Students in this course examine how joint force commanders, their staffs and planners, confront operational challenges through the art and science of planning. They learn about requirements of the Joint Planning Process, and explore nuances of how it is applied in a variety of complex operational settings. Through readings, video lectures, and interactive exercises, students develop a greater understanding of the purpose and intricacies of operational-level joint planning.

JNT-634A: Joint Planning (Facilitated): Operational Design is a methodology that the joint force uses to develop solutions to complex problems in the contemporary operating environment. As a military staff officer and commander, understanding the role of operational design within the joint planning process is key to effective planning. Students in this course will apply design methodology to develop solutions to a notional contemporary scenario. Student discussion focuses on selected concepts and issues from the prerequisite self-paced content, and the linkages between joint planning and their own career experience.

Focused Studies (45 Hours)

The focused courses are the first point in the program where students have choices on the courses they take, providing a tailored PME experience to better meet their professional needs. The choices include self-paced and facilitated courses. Students must take a minimum of 45 hours including one facilitated course to complete the program. The 45 hour minimum results in needing to accomplish two or three courses depending on the length of the courses selected.

Student may take additional self-paced courses. However, while one facilitated is required, one facilitate course is also the maximum limit. Students need to review all the choices to select the option that best meets their needs. See Annex 4 for a complete list of courses from which to choose.

ANNEX 3 – AIR WAR COLLEGE

A3.1 ABOUT THE PROGRAM

Welcome to AWC DL! The AWC DL 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.

The AWC DL curriculum is delivered online through a mix of self-paced courses and asynchronous facilitated seminars. The program is focused on creating an AWC DL 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 AWC DL 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 PROGRAM OBJECTIVES

Graduates are able to:

1. Illustrate the skills required to lead successfully at the strategic level in the complex national security environment.
2. Analyze the contextual requirements for the effective strategic employment of airpower.
3. Comprehend the elements of successful military strategies which, in concert with other instruments of national power, support national security objectives.
4. Critically analyze complex political-military issues and clearly articulate national security strategy options.

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.

Facilitated Course – A “Facilitated” 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.

A3.4 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.

A3.5 COURSES

The program consists of multiple courses, including:

GSS 700S: Graduate Skills Studies / eOrientation (self-paced): Students gain familiarity with the AWC 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: 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. Students **must complete** the Applied Airpower and Security Studies course to be eligible to register for this course.

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

ANNEX 4 – FOCUSED STUDIES COURSES

A4.1 ABOUT FOCUSED STUDIES

Focused Studies is not a program by itself. It is currently part of SOS and ACSC and will be part of AWC once that program transfers for ASU. The focused courses are the first point in the program where students have choices on the courses they take, providing a tailored PME experience to better meet their professional needs. The choices include self-paced and facilitated courses.

A4.2 DEFINITION OF TERMS

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

Suites – Suites are a collection of interconnected courses within the Focused Studies options. Typically a suite contains multiple self-paced courses designed to prepare a student to actively engage in meaningful discussions with peers and the instructor during the culminating facilitated course.

Stand-Alone Courses – Some focused studies courses are not part of suites. They can be self-paced or facilitated but are not directly connected to other courses.

A2.3 PROGRAM OVERVIEW

Each program specifies the requirements for the focused studies courses. Typically students must take a minimum of 45 hours including one facilitated course to complete the program. The 45 hour minimum results in needing to accomplish two or three courses depending on the length of the courses selected. Student may take additional self-paced courses. However, while one facilitated is required, one facilitate course is also the maximum limit. Students need to review all the choices to select the option that best meets their needs.

A2.4 COURSES

FOCUSED STUDIES COURSES (See Program Annex for specific requirements)

Power and Persuasion Suite: (Take LDR-951S +1 self-paced + Facilitated)

LDR-951S: Power, Status, and Influence Power, status, and influence are key organizing factors in groups from small teams to large organizations. This course examines empirical research on the foundations of power, status, and influence as well as how they relate to each other, how to grow them, and how they increase leadership effectiveness. Students will gain a better understanding of group dynamics within their own organization and how to leverage this understanding to become a more effective leader in civilian and military organizations.

LDR-952S: Negotiations in the Military Environment The Negotiations in the Military Environment course offers students an opportunity to learn how to apply negotiation theory in a military context. Course topics include an introduction to negotiation fundamentals, practical models and tools that enhance negotiation processes, and examples and interactive exercises that demonstrate negotiating in action.

LDR-953S: Principles of Strategic Communication Principles of Strategic Communication explores the concept of strategic communication and its importance in today's volatile, uncertain, complex, and ambiguous (VUCA) environment. Students will learn why strategic communication matters, its relationship to information operations, its purpose and processes, how to become a better listener, and how to influence behavior in a target audience. With a focus on social media, students learn how communication plays a role in the "War of Ideas," especially as it relates to combating terrorism.

LDR-954A: 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.

Current and Future Conflicts Suite: (Take any 2 + Facilitated)

ISS-951S: Deterrence Deterrence – the use of threat to prevent adversarial action – is a fundamental construct in United States national strategy and merits serious thought. Although widely associated with the threat of nuclear war, deterrence principles operate in many domains including counterterrorism, space, and cyberspace. Given the lethality of modern weaponry, we live daily with the prospect that deterrence failure may result in mass destruction. It is especially important that those who participate in this strategy become familiar with it.

WAR-951S: Fire and Flux: The Changing Character of War Fire and Flux: The Changing Character of War covers the factors that affect the nature of warfare. It explores how changes in domains, politics, society, and technology affect how war is fought. The course also examines the major thinkers (Clausewitz, Sun Tzu, Jomini, Mahan, and Corbett), and their theories concerning the changing character of war. By learning about change and continuity, students in this course develop a comprehensive understanding about the wars of the future and how to plan and prepare for them.

WAR-952S: Gray Zone Warfare The Gray Zone Warfare course introduces the concepts of gray zone conflicts and hybrid threats and examines how these concepts both interact and might be countered. The course topics include defining the gray zone, examining how conflicts are waged within them, the composition and operations of hybrid threats, the synergy these concepts enjoy with one another, and the challenges involved in countering them in isolation and together. This course also includes several recent or current case studies illustrating the wide range within which these concepts exist.

WAR-953A: Unknown Unknowns: Current & Future Conflict (Facilitated) Unknown Unknowns: Current and Future Conflict is a capstone course that applies the concepts learned in Fire and Flux: The Changing Character of War, Deterrence, and Gray Zone Warfare for an in-depth exploration of the complexities of war. The course requires students to be familiar with the concepts from at least two of the self-paced courses in this suite. Students will discuss the evolution of future warfare: what it might look like, how it may be fought or deterred, and what the United States needs to do to prepare for an unknown future.

Geopolitics and Security Suites: (Take one + Facilitated)

ISS-952S: Regional Studies: European Union This course covers the development of the European Union (EU), and the challenges that organization faces as it attempts to become a global player. The course begins with an overview of the history of the EU, then explores to what it means to be a European today. It concludes with an overview of the challenges Europe and the EU are facing.

ISS-953S: Regional Studies: Russian Sphere This course provides students with an overview of Russian history, the significant changes in its 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 that drove the Soviet system, and the dynamics that fractured the Union. Finally, informed by the dramatic and turbulent past, students will conceptualize the contemporary Russian security situation, and relations between Russia and the world.

ISS-955S: Regional Studies: Middle East and North Africa This course offers a general introduction into the history, economic, and political trends of the Middle East / North Africa (MENA) region. The course emphasizes the period from the end of the First World War through today, and focuses on the origins and developments of issues that are of particular concern to U.S. security. These issues include ethnic and sectarian strife, the rise of social movements (including Islamism), and the politics and economics of natural resources. Care is taken to gather perspectives from various points of view to help the student develop a more rounded and reflective understanding of the region and its challenges. The student is encouraged to critically evaluate U.S. foreign policy, past and present, and to begin thinking of ways to increase security in this region.

ISS-959A: Comparative Geopolitics & Security (Facilitated) This facilitated course walks 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.

War Tech Suite: (Take 2 + Facilitated)

JNT-951S: Chariots and Fire: Technology and Warfare This course prompts critical thinking about complex relationships between security contexts, technologies, and warfighting. The course explores how the United States' armed forces generally, and the Air Force especially, utilize myriad technologies in national defense. It highlights select examples and trends from both legacy and contemporary use of technology in warfare, along with the technological variety that has allowed warfare's conduct—at least theoretically—in four domains that are not naturally conducive to human presence (sea, air, space, and cyberspace). This course provides a concise and hard-hitting introduction to the subject, raising issues in a way that prompts thoughtful analysis and ongoing consideration.

WAR-961S: Ethics of Emerging Military Technologies This course investigates the ethical implications of autonomous weapons, remotely piloted vehicles, cyberwarfare, and soldier enhancements for warfare. Students will consider these technologies and

their use not only with respect to broad ethical concepts such as responsibility, autonomy, and authority but also within the framework of the just war tradition more specifically. The course also examines how these emerging technologies impact the military's construal of the warrior ethos and military identity.

WAR-965A: Mil Tech: Operational and Ethical Considerations (Facilitated) Military technology factors significantly in modern warfare. Familiarity with history indicates that technology's impacting military affairs is in fact far from new, and that different technologies have, do, and will continue to exert influence on the character of conflicts and on security affairs. Evaluating the role of technology in military affairs entails an understanding of past cases, contemporary and emerging issues, and other considerations including ethical ramifications and perspectives. Learners in this course integrate information from the material of preceding courses in order to assess relationships between technology, ethics, and warfare.

Focused Studies Suite - Writing: (Take RES 951S + Facilitated)

The Writing for Effect course series teaches students to think critically about effective writing techniques and provides key tools necessary to complete a professional writing project suitable for publication. Effective writing is both an art and a science. As an art, writing requires effective combination of creative and critical thought focused on synthesizing new information. As a science, it requires application of an effective writing process. This two-course series provides students the opportunity to develop their abilities both of these areas in the context of a topic of their own choosing. All students can take RES-951S. Course Director approval (based on quality of proposal) is required to take RES-952A.

RES-951S: Writing for Effect I In this course selected readings will guide students to locate appropriate sources for a literature review, develop their ability to critically analyze research and writing, gain an understanding of their target audience (as well as how to tailor writing to that audience), and develop a writing style that is logical and compelling. This portion of the course is designed to further refine student writing ability rather than provide writing remediation.

RES-952A: Writing for Effect II (Facilitated) This facilitated course builds on the previous self-paced lessons. Students complete a publishable product in the form of a writing project (paper, essay, blog, etc.). Working with an assigned writing mentor, students will conduct a literature review, build an outline, and revise drafts based on feedback. Whether starting from scratch or revising a product already in existence, this course will help fine-tune writing techniques in order to craft a compelling endproduct suitable for publication.

Space/Cyber Suite: (Take 2 + Facilitated)

AIR-952S: Space Frontier: A Contested Domain This course focuses on the factors and environment that affect the character of warfare related to the space domain. It examines how policy, law, and strategy establish guidelines for using space. The course also provides an understanding of US spacepower as well as explores threats and issues that challenge present and future space domain control.

AIR-953S: Cyberspace: The Fifth Warfare Domain This course focuses on the factors and environment that affect the character of warfare related to the cyberspace domain. It

examines how policy, law, and strategy establish guidelines for using cyberspace. The course also explores cyber threats and challenges as well as provides an understanding of cyberspace operations that characterize present and future warfare.

AIR-955A: Space and Cyberspace (Facilitated) This facilitated course offers students the opportunity to explore contemporary and emerging issues in the space and cyberspace domains while integrating material from the Space Frontier: A Contested Domain and Cyberspace: The Fifth Warfare Domain self-paced courses. Themes from these prerequisite courses serve as a backdrop for discussions on key topics such as threats, command and control (C2), multi-domain operations, strategy, deterrence, force organization, and policy/law, etc.

Stand-alone Courses:

LDR-805S: The Flight Commander [SOS can take for credit, ACSC and AWC can review the material] The Flight Commander course shares core principles of leadership universal to the flight commander's role regardless of functional specialty or organizational type; and it will introduce concepts to help students execute their organization's mission and realize the vision of its leaders. Furthermore, the course offers students the opportunity to broaden their perspective by highlighting the diversity in Air Force and Space Force squadrons, flights, and job descriptions.

LDR-945A: Squadron Command (Facilitated) [ACSC and AWC only, exceptions for SOS are only made for students who are already squadron commanders] The Squadron Command course provides students an opportunity to explore key topics and challenges that go with Air Force squadron command. The course is instructor-facilitated, collaborative, and includes a final-assignment. Students assess their own leadership philosophy, and then through study and collaboration on duties and responsibilities associated with command, convert their leadership philosophy into a tailored command philosophy.

AIR-951S: Planning Joint Air Operations This course covers operational air planning from strategic guidance through Air Tasking Order production/execution. It examines the JFACC's role in guidance and prioritization, and how the AOC translates that guidance into plans and effects. The course includes detailed study of the Joint Planning Process for Air (JPPA); 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.

DIR-90X: Directed Studies (Self-paced or facilitated) The eSchool is dedicated to creating and testing new innovative courses to improve the student experience. This includes courses based on current events that might be a one-time offering and courses that if the results of the test are favorable might eventually be added to our normal course offerings. The Directed Studies courses provide a generic method for granting Focused Studies credit for students who complete these test courses. Any test courses being offered will be listed in the announcement section of the student portal.