



THE AIR UNIVERSITY
GLOBAL COLLEGE OF PME

*SERVING OUR ENLISTED FORCE
THROUGH DISTANCE LEARNING*

ENLISTED PROFESSIONAL MILITARY EDUCATION STUDENT HANDBOOK

The Air University
Global College of Professional Military Education

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

8 September 2023

SUMMARY OF CHANGES

This handbook supersedes previous versions of the EPME Student handbook. The major changes made involve program length and extensions for students enrolled in the Airman Leadership School, Noncommissioned Officer Academy, and Senior Noncommissioned Officer Academy Distance Learning programs.

- All EPME DL programs will now consist of a 12-month program length.
- Students that exceed their 12-month program length can receive an automatic 6-month extension by logging into their Arizona State University Student Portal.
- Subsequent extensions will require a letter from the student's Squadron Commander.
- The study hours required to complete the program have not changed. The increase in program length and extensions are intended to accommodate unexpected life events that can sometimes interfere with and delay a student's original PME plans.

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LIST OF IMPORTANT REFERENCES

DAFI 36-2670	<i>Total Force Development</i>
AFI 36-2909 AETCSUP	<i>Air Force Professional Relationships and Conduct</i>
UCMJ	<i>Uniform Code of Military Justice</i>
AUI 36-2602	<i>Command, Governance, and Administration Policy</i>
AU-1	<i>AU Style Guide</i>

FOREWORD

Enlisted PME (EPME) is in transition as the Air Force begins its effort to revolutionize its distance learning (DL) programs for enlisted education. This multi-year effort managed by Air University's Global College of PME, hereafter called the Global College or GCPME, is designed to re-blue what is taught and capitalize on distance learning for flexibility and robustness in its program. All enlisted PME programs highlighted in this handbook, while developed, managed, and executed by the Global College, are delivered in partnership with Arizona State University (ASU). This educational partnership capitalizes on bringing education to the Air Force Reserve and Air National Guard enlisted force in real time.

Department of the Air Force Instruction (DAFI) 36-2670, *Total Force Development* highlights and sets the course for education and training within the Air Force. EPME provides critical developmental education throughout the careers of the Air Force Reserve and Air National Guard enlisted members. Specifically, EPME is built using a scaffolding approach. This developmental approach is designed, developed, and deployed to strengthen the ability and skills of AF enlisted personnel to follow, to lead, to manage, and to supervise in an ever increasingly volatile, uncertain, complex, and ambiguous (VUCA) environment. This educational process provides enlisted personnel with the skills and knowledge to make sound decisions in progressively demanding positions within the AF organization by developing critical thinking skills, increasing strategic and tactical planning skills, and by increasing our warfighting capabilities. Holistically and strategically, EPME provides the United States with Airmen skilled in the employment of airpower across the competition continuum while carrying out our national strategic aims. EPME, in concert with other academic programs and work-life experience brings the concept and dynamics of practitioner-scholar-leader to life within the enlisted force.

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

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

Table 1: Levels of Enlisted PME

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

PART A: GENERAL INFORMATION

1.0 Policies and Procedures

1.1. Eligibility.

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

1.2. Role of EPME.

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

1.3. Types of Courses.

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

1.3.1. Self-Paced Courses

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

1.3.2. Capstone Courses

- 1.3.2.1. Unlike self-paced courses, Capstone courses are group-based and have a dedicated instructor in Capstone courses, students will have the

opportunity to apply concepts they learned in the self-paced courses in a group environment. Instructors provide feedback on projects and monitor student progress.

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

1.4. Program Scheduling and Completion

1.4.1. Self-Paced Courses

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

1.4.2. Capstone Courses

- 1.4.2.1. Once students have completed all self-paced prerequisite courses, they may register for the Capstone course using the registration portal.
- 1.4.2.2. Capstone courses generally start on the first Monday of each month. The registration deadline is two weeks prior to each course start date. The schedule for capstone courses is posted on the Global College website <https://www.airuniversity.af.edu/GCPME/>
- 1.4.2.3. Final grades for the Capstone course are typically posted within 10 days of course completion. Refer to Table 2 as a sample and guide.

Sample Course	Registration Ends	Course Accessible	Course Start Date	Course End Date	Final Grades Posted
Airman Leadership	18 Jul 23	31 Jul 23	1 Aug 23	26 Aug 23	9 Sept 23
	22 Aug 23	31 Aug 23	5 Sept 23	30 Sept 23	14 Oct 23
	19 Sept 23	30 Sept 23	3 Oct 23	28 Oct 23	11 Nov 23

Table 2: Sample Registration and Course Flow for Capstone

1.4.3. Program Timeframes

- 1.4.3.1. All programs within the EPME suite (ALS/NCOA/SNCOA) have a 12-month time limit starting at the time of enrollment.
- 1.4.3.2. Students who have exceeded their 12-month enrollment can self-initiate a 6-month extension by logging into the ASU Student Portal
- 1.4.3.3. Students who do not complete the program within 18-months of initial enrollment will be placed on suspension. Once suspended, a letter from the student’s commander (or equivalent) is necessary to re-enter the program for an additional six-month period. See attachment 2 for a sample reinstatement letter.
- 1.4.3.4. Students failing to successfully complete their program during this additional six-month period are disenrolled from the program. These students will be able to re-enroll in the program, but no previous enrollment credit will be applied to the new program enrollment.
- 1.4.3.5. Any student remaining in suspended status for three months will be disenrolled from the program. Students who have been disenrolled may re-apply. Students may request a voluntary disenrollment at any time but will be placed in a 3-month timeout period. After the 3-month period the student can re-enroll, however, students must retake the entire program. Any course work from the previous program enrollment will not be accepted and will not count towards program completion.

Figure 1 provides a synopsis of the program enrollment timeline

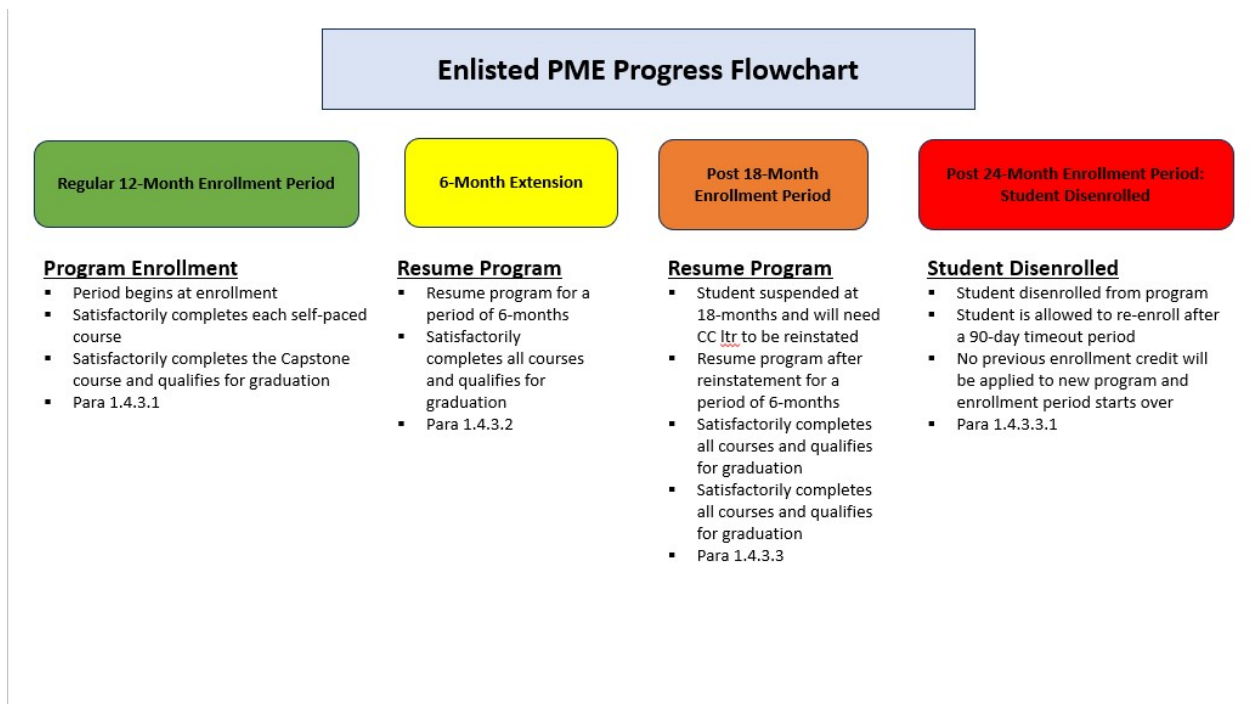


Figure 1: Timelines of Enlisted PME Programs

1.5. Student Management

1.5.1. Program Enrollment

- 1.5.1.1. Course sequencing and scheduling should be thoughtfully planned according to the student's personal and professional schedules. As members of the Air Force Reserve and Air National Guard with civilian occupation requirements, students should also consider their civilian employment requirements when scheduling courses and being mindful of the 12-month program completion deadline.
- 1.5.1.2. Students may begin their enrollment by visiting the Global College website (<https://airuniversity.af.edu/gcpme>). Prior to enrollment, it is important to ensure accuracy of all personal information housed on the AU Student Information System. Outdated or incorrect information may adversely affect enrollment, mailing of certificates (if applicable), and promotion eligibility information within the Air Force Personnel Center (AFPC) and/or equivalent Air Force Reserve or Air National Guard systems.
- 1.5.1.3. When a student enrollment is approved, a notification will be received via email from ASU prompting the student to create an ASURITE account. **NOTE: When prompted to enter the SSN, this is not required and omitting the SSN will not adversely affect services from either AU or ASU.**

1.5.2. Course Registration

- 1.5.2.1. Course registration is not automatic. Students register for courses in the ASU Student Portal. To register for individual courses, log into the registration portal <https://au.asu.edu/portal>. Students should progress through their courses in a timely fashion to stay within program timelines.
- 1.5.2.2. For Capstone courses, students wishing to withdraw from a course must do so before the course start date. Dropping after the listed start date or remaining in the course without participating will result in a failing grade for the course. See paragraph 1.6.2.3 below.

1.5.3. Program Withdrawal

- 1.5.3.1. Students who wish to withdraw from their program must contact Student Services via the Registration Portal using the Support menu. Students must include the following information in their request: full name and grade as listed in ASURITE, effective date of withdrawal, program name, and service component (i.e., Guard or Reserve) and reason for the withdrawal request.

- 1.5.3.2. Students withdrawing from their program may re-apply to the program after a 3-month waiting period. All previously completed courses within the program must be re-accomplished.

1.5.4. Administrative Suspension

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

Course-based Suspension Actions and Requirements	
Single course failure	Student may re-register without penalty. Note: Students should be aware they cannot re-register in the same calendar month as their initial course registration. Previous work in the course will not carry forward into the new registration.
Second failure of a given course	Student is suspended. For reinstatement, student must provide letter from their squadron commander or equivalent to the Dean, Global College of PME through the student services help desk. In addition, an Academic Advisor will be assigned to the student by the GCPME Chief of Academic Affairs.
Third failure in a given course	The student is disenrolled from the program and will serve a 3-month timeout suspension. After 3-months a student may enroll again but must retake the entire program.

Table 3: Course Suspensions and Re-entry Actions

1.5.5. Program Disenrollment

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

1.5.6. Program Completion

- 1.5.6.1. Once completed with all program requirements, students can expect to be able to download their completion certificates 10 duty days after the last day of class. For instructions on how to print completion certificates please visit <https://www.airuniversity.af.edu/GCPME/Certificates/>

1.6. Grade Management

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

1.6.1. Course Grading Systems

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

1.6.2. Grade Scales

- 1.6.2.1. Students should become familiar with both the grading scale(s) and rubric at the beginning of each course.
- 1.6.2.2. Table 4 reflects the grading scales for all EPME courses:

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

Table 4: Grading Matrix for EPME Courses

1.6.2.3. Course Failures

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

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

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

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

1.6.3. Grade Appeals

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

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

https://www.airuniversity.af.edu/Portals/10/Registrar/catalogs/AU_Catalog_2023-2024.pdf

2.0 Student Expectations

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

previously experienced. Asynchronous courses allow the student to progress on their own schedule yet within a certain, established timeframe. Inherent in this independence, or self-directed learning, is the expectation that students have the discipline and willingness to learn and adapt to do what is required within a course of study. Students are expected to ask questions, be fully engaged in their coursework, and strive to learn not only from the coursework but in collaboration with others.

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

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

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

2.5. Technical Requirements

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

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

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

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

Table 5: Recommended Technology for EPME Courses

3.0 Professional Behavior

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

- 3.4.2. Students, faculty, and staff are obligated to inform others if they are aware of offensive comments or actions. Those who violate the sexual harassment policy are subject to administrative and/or disciplinary actions as outlined in AFI36-2909_AETCSUP Air Force Professional Relationships and Conduct and the Uniform Code of Military Justice (UCMJ).

4.0 Original Work & Academic Integrity

- 4.1. Air University and EPME courses derive academic style, authorship ideas and writing practices from the Air University Publication 1 (AU-1) otherwise known as the AU Style Guide. AU-1 is a derivative of the Chicago Manual of Style. Both publications determine and dictate proper writing styles, formatting styles, and author attribution and citing methods. These publications also establish the boundaries of academic integrity and cheating, including plagiarism.
- 4.2. Academic work and expression must remain within the boundaries of the individual student. During self-paced courses students are expected to develop independent thought and when expressing thoughts and ideas in writing must provide attribution and credit to those from whom ideas and words are derived. The same is true for Capstone courses; however, in those instances where collaboration is expected in group study and activities thoughts and ideas are expected to be openly shared within the group. Work previously submitted for any assignment cannot be resubmitted or reformatted, in whole or in part, for submission in a current assignment without the prior written approval of the student's instructor. Refer to Annex A, Academic Writing and Originality Checking.
- 4.3. Any use or mention of another's work in any assignment must be properly cited according to AU-1. Using or appropriating another's words, written, or spoken, without proper citations constitutes stealing another's work and is plagiarism. Instances of plagiarism violate the high standards of Air Force ethics and are cause for, as a minimum, academic sanctions.
 - 4.3.1. Instances of student plagiarism will result in convening the Global College's Distance Learning Academic Review Committee (DLARC) whose findings can result in program suspensions or program elimination.
- 4.4. Students are required to use the program Turnitin (Figure 1) and submit assignment papers for review of academic similarity. The Turnitin report (See Annex B and Figure 2) identifies areas of written work which resemble works from other sources including previous students. Areas identified on the Turnitin report should be examined and should either be properly cited or replaced entirely prior to final submission. Turnitin is only a tool to help identify passages that need to be cited. It is not the proof that the submission does or does not contain plagiarism. A high score does not necessarily mean plagiarism took place because the work may be cited properly. A low score does not mean there is no plagiarism because the checker may have missed something, or the items that it did catch were not cited properly.
- 4.5. Another ethical violation is cheating. Defined as the act of giving or receiving improper assistance on an assignment, cheating can result in suspension or elimination from EPME programs. In short, except for authorized group study and group activities within the Capstone course, all academic work which is not the sole creation of the student

constitutes cheating. Additionally, unauthorized discussion, disclosure, or possession of Global College assessment materials constitute a violation of not only Air University integrity standards it is a violation of Article 92 of the UCMJ.

5.0 Academic Freedom

- 5.1. Within the pursuit of higher education is the concept of academic freedom. The standard definition of academic freedom is the freedom of teachers and students to teach, study, and pursue knowledge and research without unreasonable interference or restriction from law, institutional regulations, or public pressure. According to AUI 36-2602, *Command, Governance, and Administration Policy*, “AU recognizes that faculty, students, and staff must be free to pursue knowledge, speak, write, and explore complex, and often controversial concepts and subjects. AU therefore respects faculty, students, and staff’s academic freedom. However, as a military organization with an academic mission, academic freedom must be practiced within the context of AU’s military and academic character.”

Academic freedom must be tempered by good judgment to refrain from making offensive remarks, unfounded opinions, or irresponsible statements.
- 5.2. Within the context of coursework, academic freedom allows students and instructors to present materials and personal thoughts and insights to enhance the learning experience. Inherent in this freedom are the assurances that, within boundaries of professional protocols, shared ideas and opinions will not be taken out of context nor will shared ideas and opinions meet with retribution. To ensure the practice of academic freedom remains viable, students must adhere to basic academic responsibilities and non-attribution policies. Academic freedom requires confidentiality and allows participants in established courses to state opinions openly and to support or challenge ideas without retribution. Violating standards of academic integrity are subject to sanctions imposed by Air University. These policies are monitored by course instructors.
- 5.3. Academic freedom, as well as Air Force policy, also does not cover nor allow ethnic or racial jokes, slurs, or mistreatment based on discrimination. As with sexual harassment, any student aware of these actions or incidents are responsible for reporting them to the proper authorities.
- 5.4. Students are expected to use common sense and good judgment when using the Global College message system, discussion boards, forums, and Student Services Help Desk systems. Global College instructors, staff, and students are restricted from using these systems for personal gain or for personal communications not related to their EPME programs. These are systems for official communications only and are automatically monitored, tracked, recorded, and archived for future use.
- 5.5. The Global College uses copyrighted material in its courseware. These copyrights are for student use during EPME courses only. Dissemination of copyrighted materials is not authorized, and materials may not be further reproduced in whole or in part without the express permission of the copyright holder. In addition, AU-1, the *Air University Style Guide*, provides instructions on how to cite copyrighted materials in student writings and presentations.

- 5.6. Neither students nor EPME staff are permitted to disclose personal information to others not professionally entitled to that information. The use of Global College and Air Force systems to distribute any personal information without first getting consent of the party is prohibited. Students posting information on themselves implies their consent; however, this does not extend to family members. If a student is approached for gaining personal information on another, the student must defer to the Global College Director of Student Services.
- 5.7. The disclosure of information, documents, or training materials to foreign governments or international organizations is prohibited unless approved by the Office of the Secretary of the Air Force. Students receiving requests by outside agencies must direct the request to the Global College Chief, Academic Affairs.
- 5.8. All student assignments and written work must be completed at the unclassified level. If a student has a question to the possible classification of an assignment or paper about to be submitted, the student must contact the instructor or Chief, Academic Affairs for resolution PRIOR to submission in the course.

6.0 Student Complaints and Grievances

- 6.1. Global College student complaints and grievances are handled by the Global College staff IAW Air University Instructions. The Global College will attempt to resolve all grievances within 60 days of notification. Students should attempt to resolve complaints and grievances at the lowest level before addressing these to higher level command channels or the IG. The Global College will keep the complaint and identity of the complainant confidential as it attempts to resolve the issue. There may be circumstances when the identity of the complainant must be known (i.e., to aid in proper investigation). Students may submit informal complaints or formal complaints. Informal complaints are appropriate when the student feels the issue can be solved at the course director or chief of academic affairs level. If the student feels the issue needs to be resolved with a formal board, or if working thorough an informal grievance does not provide an acceptable resolution the student should file a formal grievance.
 - 6.1.1. Students will provide formal complaints or grievances in writing including a Memo for Record (MFR) and an AU Form 6, *Student Complaint/Grievance Application* to their course instructor or next level in the Global College chain as appropriate.
 - 6.1.2. Received complaints will be immediately forwarded to the Chief, Academic Affairs along with an MFR detailing the applicable sequence of events. The Chief, Academic Affairs notifies the Vice Commandant and schedules a Grievance Review Committee (GRC) meeting. Prior to the GRC meeting, the Chief, Academic Affairs will contact the student for any additional information necessary to resolve the case. If the case cannot be resolved within the GRC, the Chief, Academic Affairs will coordinate with any outside agency necessary to resolve the issue. When a resolution is reached, the Chief, Academic Affairs will notify the student in writing and forward results to the AU/A3 IAW AUI 36-2602.

- 6.2. Annex C illustrates the student complaint and grievance process. Students have 30 days to submit a complaint or grievance.

7.0 Student Resources and Support

7.1. Student assistance

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

7.2. Global College Student Support Center

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

8.0 The Air University Registrar

- 8.1. Student personnel records should reflect EPME completion within two weeks of program completion.
- 8.2. ANG and AFR students receive reserve retirement credit points for program completion. Only ARPC determines and updates records ARC retirement points. Questions regarding retirement points should be directed to appropriate ANG and ARC commands.

PART B: PROGRAM SPECIFIC INFORMATION

1.0 Airman Leadership School Distance Learning (ALS DL) Program

1.1. Overview.

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

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

1.2. Program Learning Objectives.

Graduates of ALS DL can:

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

1.3. Course Descriptions

1.3.1. ORN-101S. *Orientation*

0 Contact Hours

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

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

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

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

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

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

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

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

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

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

2.0 Noncommissioned Officer Academy Distance Learning (NCOA DL)

Program

2.1. Overview.

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

2.2. Program Learning Objectives

Graduates of NCOA DL can:

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

2.3. Course Descriptions

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

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

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

This course includes lessons that enhance core leadership skills and traits, which optimize unit and mission effectiveness. It prepares Noncommissioned Officers to lead diverse teams to address tactical issues in ever changing environments. Additionally, this course sets the foundation for leading joint teams by establishing a common set of values and characteristics for the Armed Forces. Students will learn about topics such as Leadership and Management; Leading Agile, Innovative, and Inclusive Teams; Project Management; the Profession of Arms; and Mission Command.

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

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

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

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

2.3.5. JNT0201S. *The Joint Mission* 20 Contact Hours

This course includes lessons that broaden the students' knowledge of the roles and functions of all branches of the United States military, and where they fit within the joint environment. It also describes current international security environment and how the DoD plans to prepare for and address the era of strategic competition. Additionally, this course includes lessons such as Strategic Competition, National Strategy, National Military Capabilities and Organization, Joint Forces Overview, and the Joint Forces NCO and Petty Officer.

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

This capstone course brings students together in a peer-to-peer learning experience where they will demonstrate their knowledge of leading teams, reinforcing culture, collaborative problem-solving and the joint mission by

collaboratively addressing real-world situations/problems they may face as leaders. The Applied course design will leverage contingent faculty to achieve a more experiential and problem-solving learning environment.

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

3.1. Overview

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

3.2. Program Learning Outcomes

Graduates of SNCOA DL can:

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

3.3. Course Descriptions

- 3.3.1. ORN-301S. *Orientation* 0 Contact Hours

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

- 3.3.2. LDR-301S. *Leading Organizations* 10 Contact Hours

Since its inception, the Air Force's mission has demanded that Airpower be effective, agile, and lethal. To make those ideals a reality, it has taken leaders at all levels to demand excellence of both our people and our processes to ensure mission accomplishment. Throughout this course, students will examine the way

both units and people operate to anticipate and direct transitions that lead to more effective, agile, and lethal organizations. Students will cover topics such as onboarding and training, innovation, and agility, change management, and leading a multi-generational workforce.

3.3.3. LDR-302S. *Organizational Culture* 15 Contact Hours

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

3.3.4. LDR-303S. *Improving Organizations* 10 Contact Hours

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

3.3.5. JNT-301S. *The Air Force and Joint Operations* 15 Contact Hours

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

3.3.6. CST-301H. *Applied Senior Leadership* 15 Contact Hours

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

ATTACHMENT 2: COMMANDER'S REINSTATEMENT LETTER TEMPLATE

(USE APPROPRIATE LETTERHEAD)

MEMORANDUM FOR GCPME/CC

FROM: (Appropriate Commander)

SUBJECT: EPME Program Reinstatement Request

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

COMMANDER'S SIGNATURE BLOCK

ATTACHMENT 3 – GRADE APPEAL APPLICATION

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

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

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

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

Course name and section: _____

Instructor name: _____

Inclusive dates of course: _____

Grade received: _____ Grade sought: _____

Student signature: _____ Date: _____

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

ATTACHMENT 4 – KEY LINKS

URL	Common Name	Purpose
https://www.airuniversity.af.edu/GCPME	Global College Website	EPME Program Information and Enrollment Instructions
https://au.asu.edu/portal	Registration Portal	Course registration and access
https://auservicedesk.af.edu/education	AU Service Desk	Contact AU Registrar For Official Transcripts and Records Updates
https://au.asu.edu/portal/support	Support Portal	Contact Global College Student Services Help Desk For Any Issues (Excluding Formal Transcripts and Records Updates)
https://www.airuniversity.af.edu/Portals/10/Registrar/catalogs/AU_Catalog_2023-2024.pdf	AU Catalog	Complete Guide to AU: Educational Programs Course Timeframes Professional Organizations Rules and Regulations & Policies

Table 6: Key Links

ANNEX A: ACADEMIC WRITING AND ORIGINALITY CHECKING

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

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

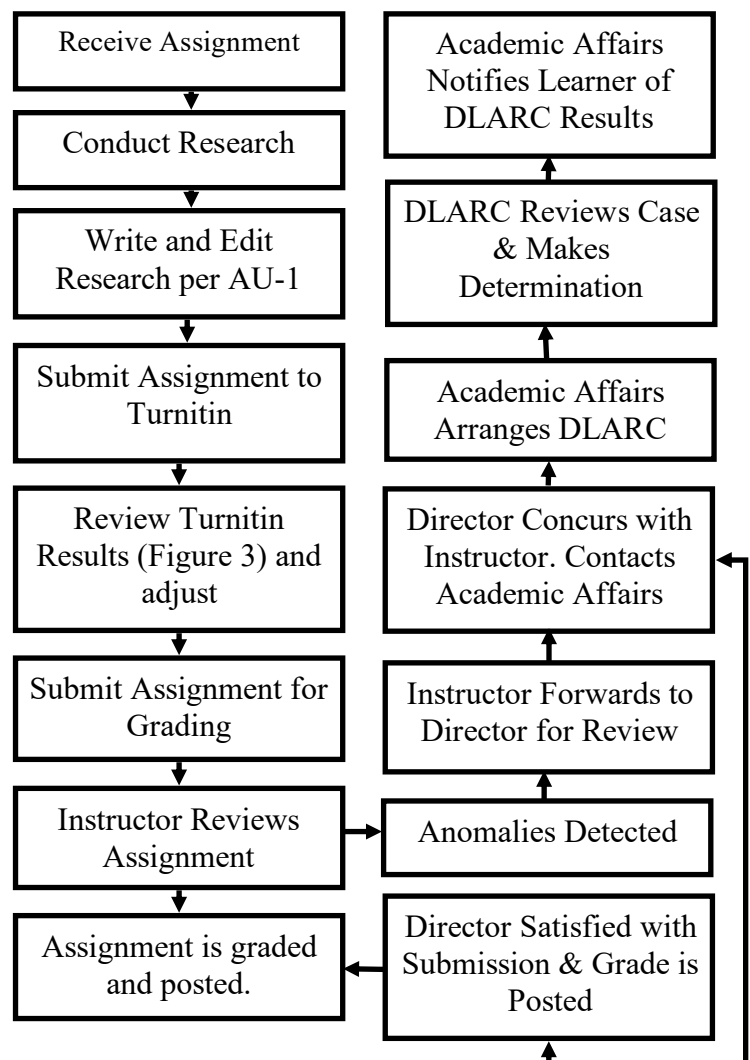


Figure 1: Academic Paper Submission Process

ANNEX B: SAMPLE TURNITIN REPORT

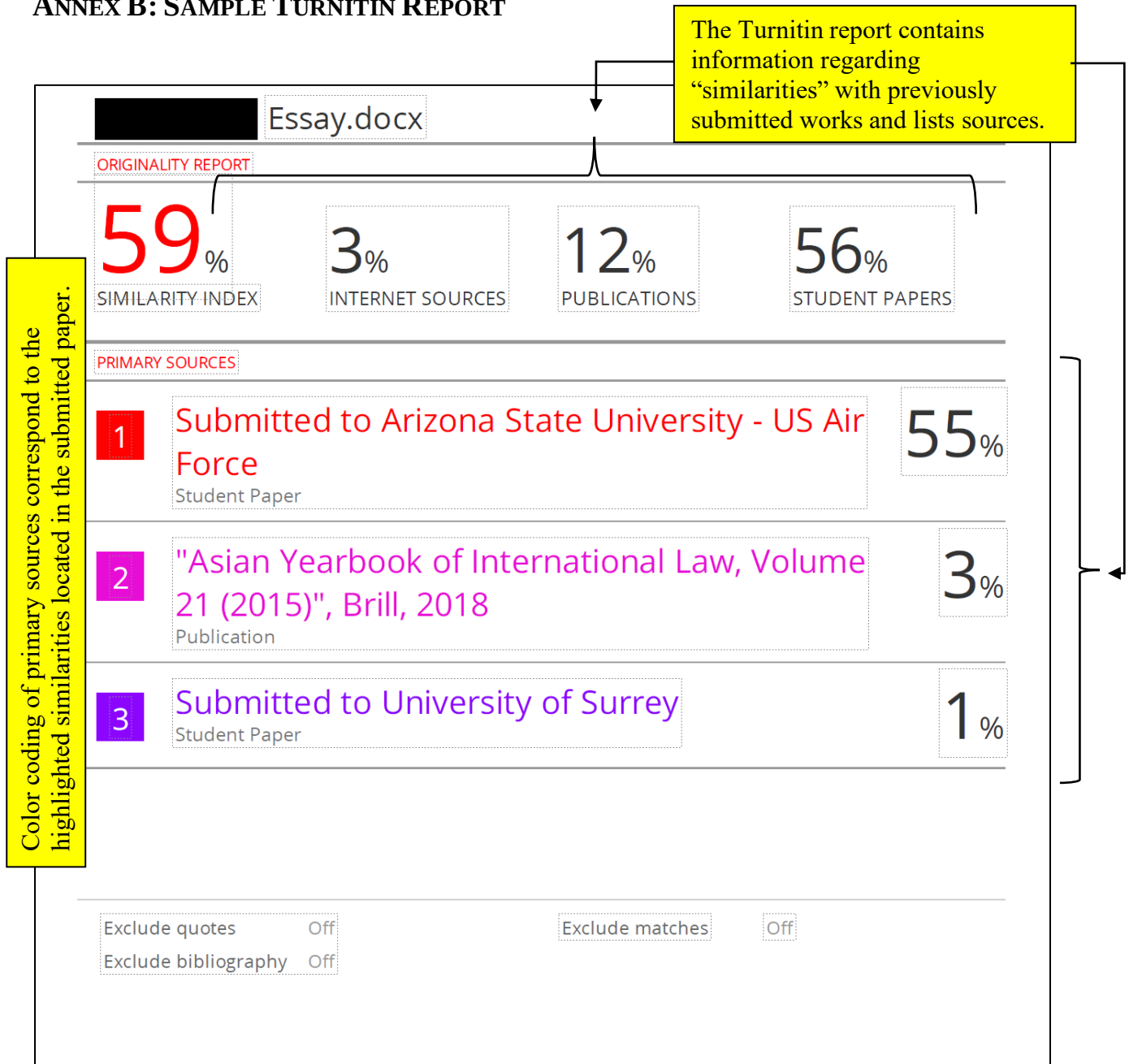
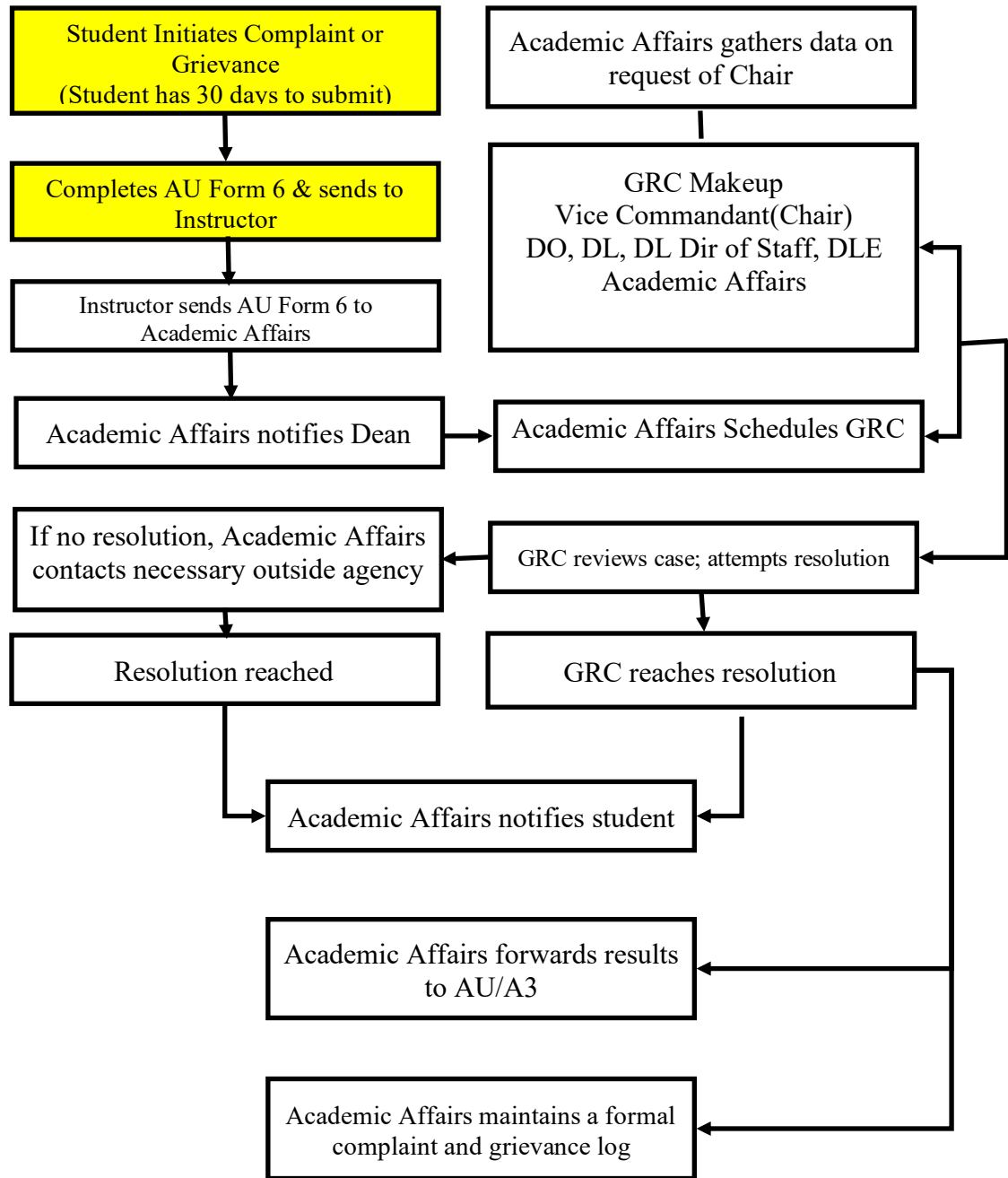


Figure 2: Example Results of Turnitin Submission. In this example, 56% of the student paper submission was obtained directly from the previously submitted work of other students.

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

ANNEX C: STUDENT GRIEVANCE PROCESS



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

Figure 3: Student Grievance Process

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