

# **Noncommissioned Officer Academy**



## **Course Syllabus**

### **1 April 2021**

## USAF EPME PROCEDURAL GUIDANCE

**STUDENT NOTE:** Violation of policies could result in administrative corrective action and potential release from this course. Students must read this syllabus and verify understanding of all policies and related information by using the student acknowledgement in the Learning Management System (LMS) NLT COB Day of Education (DOE) 3.

The USAF Enlisted Professional Military Education (EPME) Procedural Guidance (PG) is developed at the Thomas N. Barnes Center for Enlisted Professional Military Education located at Maxwell AFB, Gunter Annex, Alabama, and is published under the authority of AFI 36-2670, *Total Force Development*. It is the primary directive for administering all levels of EPME programs. All NCOA commandants administer their NCOA programs using the same directives to ensure a standardized EPME experience for all students.

### Professional Behavior

Students and faculty, to include DoD civilian and applicable contractor personnel, are expected to be professional both inside and outside the classroom. Students and faculty will not engage in behaviors that violate articles outlined in the UCMJ, AFIs, MAJCOM Supplements, or other local guidance. Any violation of such policy will be dealt with appropriately, including the possibility of being released from the school. Students and faculty members must exercise sound judgment in avoiding and recognizing unprofessional relationships at all times; this includes student/faculty and student/student relationships. Additionally, in order to maintain professional behavior, students and faculty will avoid prohibited activities outlined in AFI 36-2909, AETC Supplement, *Air Force Professional Relationships and Conduct*.

### Unprofessional Relationships

As specified in AFI 36-2909, AETC Supplement, *Air Force Professional Relationships and Conduct*, Chapter 2 paragraph 2.2, “Relationships are unprofessional, whether pursued on or off duty, when the relationship detracts from the authority of superiors or results in or reasonably creates the appearance of: favoritism, misuse of office or position, or the abandonment of organizational goals for personal interests. Unprofessional relationships can exist between officers, between enlisted members, between officers and enlisted members, between military personnel and civilian employees, or between Air Force members and contractor personnel. Fraternalization is a unique form of unprofessional relationship....”

### Academic Freedom

Air University allows the privilege of debate with discretion on any subject related to EPME curricula. It encourages visiting lecturers, faculty, and students to express their opinions and support subject matter while pursuing knowledge, understanding, and improvement of the military profession.

Students may engage in responsible classroom discussion of controversial issues; however, this policy does not authorize the use of offensive remarks, irresponsible statements (e.g., sexist comments, ethnic slurs, etc.) or profanity. Temper academic freedom with good judgment; ensure no one makes offensive or disparaging remarks or engages in behavior/comments

inappropriate to professional relationships, or violations of the UCMJ. If offensive or disparaging remarks are made, or UCMJ violations are identified, counsel the individual(s) involved and document appropriately, or use the chain of command to resolve.

### **Non-attribution**

Statements, disagreements, and other comments made by individuals or groups in the educational forum are protected through the practice of non-attribution. Communication among students and faculty is privileged information; neither will reference statements to a specific individual or group of individuals. Safeguard statements and other comments made by guest speakers, instructors, or students. Faculty may say “a previous speaker” or “in our flight we discussed,” but will not identify the speaker by name. Permission must be obtained from speakers and the school before releasing or discussing remarks outside the academic forum. This includes references and comments made in performance assignments.

### **Academic Integrity**

Air University identifies Academic Integrity as the uncompromising adherence to a code of ethics, morality, conduct, scholarship, and other values related to academic activity. Students who violate academic integrity standards of conduct are subject to administrative action and/or prosecution under Article 92 of the UCMJ. Violations include, but are not limited to cheating, plagiarism, and misrepresentation.

### **Cheating**

Cheating is the act of giving or receiving improper assistance for another student(s). Examples include, but not limited to the following:

-- Using previously written papers, briefings, test answer strings, or other types of work provided by former students, current students at another EPME school, or the same student re-attending after a previous release.

-- Using copies of official writing accomplished in any unit or organization except as specifically authorized by the academy.

-- Copying answers from another student’s examination or copying another student’s writing assignments or examination answers.

-- Knowingly permitting another student to copy one’s writing assignments or examination answers.

-- Gaining unauthorized access to faculty curriculum materials not intended for student use or collaborating with other persons to gain access to controlled faculty curriculum materials.

-- Possessing, distributing, reviewing, copying, transmitting, or having access to actual controlled test material, or allowing/causing access to unauthorized individuals.

-- Discussing or sharing, in any form, information about actual test material or suspected test material with another student or potential examinee outside of authorized activities (i.e., test review).

-- Using texts, notes, issue materials, or other references and study aids not authorized for examinations or other assigned course work.

-- Collaborating with other persons on individual assignments except as specifically authorized by the academy.

-- Allowing another student to complete one's assignments in part or in whole.

(--- NOTE: While editing by other students is permitted and encouraged, all completed assignments must reflect each student's individual effort.)

### **Plagiarism**

Is the act of passing off the literary ideas and work of others as the product of one's own mind. An example is copying an outside source verbatim without using quotation marks and a citation of the source. Intent is based on consideration of all circumstances and evidence presented. The correct method for giving credit to a source in written work is to use quotation marks and an accompanying footnote or bibliographies when quoting directly or just a footnote when paraphrasing. In oral presentations, students must cite, integrate, or qualify (whichever is applicable) the outside sources they quote or paraphrase.

### **Misrepresentation**

Is the act of making an assertion to intentionally deceive or mislead. The assertion can be a written or verbal statement. Examples include but are not limited to falsifying a report or knowingly giving false statements to an academic or disciplinary review board or to faculty members attempting to investigate suspected behavior in violation of established policies.

### **Internet Sources**

Students are not authorized to use products or language on Internet Websites as their own work for communication skills assignments or individual projects. Some examples of such sites include but are not limited to: [airforcewriter.com](http://airforcewriter.com), [afwriting.com](http://afwriting.com), [afmentor.com](http://afmentor.com), [afeprbullets.com](http://afeprbullets.com), [militarywriter.com](http://militarywriter.com), and [eprbullets.com](http://eprbullets.com). Downloading, copying and pasting, copying and modifying, using the content from such sites as a template, or any other use of the content on such websites without proper citation constitutes a disciplinary issue that may result in disciplinary action up to and including disciplinary release.

### **Operational Sources**

Students are not authorized to use products or language from Air Force or other military or civilian organizations as their own work for communication skills assignments or individual projects unless explicitly authorized. This includes using products developed in the students' home unit or any other military or civilian organization as a template, copying and pasting content from such sources, copying and modifying, or any other use without proper citation. Using material from these sources without proper citation constitutes a disciplinary issue that may result in disciplinary action up to and including disciplinary release.

### **Study Aids**

All assigned course objectives and assignments must be completed in a manner that reflects each student's individual effort. Therefore, students are authorized to use only those study aids developed by either themselves or with members of their current class. Study aids include but are not limited to: study notes, flashcards, practice tests, and quick reference sheets. Unless explicitly authorized for use as foundational course knowledge, distance learning (DL) course materials are prohibited. Downloading, copying, and/or using prohibited study aids from former students, or from internet websites constitutes a disciplinary issue that may result in disciplinary action up to and including disciplinary release. Some examples of such sites include but are not limited to [quizlet.com](http://quizlet.com), [proprofs.com](http://proprofs.com), and [cram.com](http://cram.com).

### **Curriculum Materials**

All course materials provided to students to include but not limited to student study guides (Reference materials located in the LMS), handouts, and any versions of completed student assignments are intended for the exclusive use by the student while attending the course and may be retained by the student as personal reference material. Students may not provide copies of any course materials to future students or commercial entities, nor upload in whole or in part instructional materials to Internet websites.

### **Use of Recording Devices**

Students will not use any type of recording device in the classroom/auditorium during delivery or review of academic curriculum. This includes but is not limited to: cameras, tape recorders, digital voice recorders, cell phones, iPods/mp3 players, scanning pens, etc. Images, video, or audio will not be recorded when class is in session unless using government procured official equipment for the specific purpose of providing student feedback on performance exercises or evaluations. Students may use personal recording devices, such as cameras, during breaks or during off-duty hours at the discretion of school faculty.

## **Use of Learning Management System (LMS)**

Communications among students and faculty in a distributed learning environment (such as the Learning Management System) are an extension of the academic EPME classroom, considered privileged (protected), and academic freedom and non-attribution policies apply. Care should be taken to ensure text conversations from discussion boards are not forwarded outside the educational forum without the permission of the originator.

Furthermore, these communications must comply with Air Force guidance on acceptable use of Internet-based capabilities as outlined in AFI 17-130, *Cybersecurity Program Management*.

## **Graduation Criteria**

**To graduate, all students must meet the following requirements:**

Students will be assessed on curriculum material by way of eight graded assignments (also referred to as Performance Tasks or assessments). There are graded assignments for each Outcome:

- Air Force Culture Background Paper
- Air Force Culture Presentation
- Leadership Background Paper
- Leadership Presentation
- Problem Solving Presentation
- Mission Overview Joint Learning Objectives (JLO) Test\*
- Mission Overview Near Peer Background Paper
- Mission Overview Presentation

Students must score the minimum passing standard on each assignment (\*students are not required to reach a minimum passing score on the Mission Overview JLO Test).

Additional information on NCOA assessments, to include the scoring model, can be found below.

Lessons without assessments:

- For those lessons without performance tasks, students will participate and meet lesson objectives to the instructor and commandant's satisfaction. Students will participate in all aspects of every academic program and event, to include stratification of their peers. Students with medical profiles that limit their ability to participate in specific physical activities will meet graduation requirements as determined by the commandant on a case-by-case basis. All instances pertaining to students not meeting performance objectives due to a lack of participation will be documented. Remediation or other appropriate administrative action will be taken to correct this unacceptable behavior. Multiple infractions may lead to a student's release from the academy.

**Awards Eligibility:** To be eligible for the John L. Levitow, Distinguished Graduate, or Academic Achievement Awards, students must meet the minimum passing standard on every performance task.

### **Student Responsibilities**

Students will act professionally and comply with all school, EPME, and Air Force policies and guidance. Consider failure to comply with these requirements as student irresponsibility and administer the appropriate administrative action(s) to correct the unacceptable behavior. Clearly explain to the students the impact administrative corrective actions can have on their graduation and awards eligibility.

### **Academic Responsibilities:**

Students will adhere to class schedule attendance requirements and engage in the learning process by completing all homework, objective, performance, and remediation assignments on time. In class, students are expected to actively listen, critically think, and willingly discuss lesson principles. Students are highly encouraged to engage in study and review sessions as deemed necessary to meet graduation requirements. This includes participation in afterhours study groups. Students must put forth the effort necessary to achieve all learning objectives.

Students who turn in late assignments are subject to administrative corrective action.

### **Participation**

Students will participate in many activities that aren't scored for graduation. However, unless prevented by a medical profile, students will participate in all academy programs and events, to include physical fitness sessions. Satisfactory participation is predicated on the student's attitude, willingness to participate, and effort put forth during the program or event to the instructor and commandant's satisfaction, and not on level of performance or outcome. Unsatisfactory participation is considered a matter of military integrity; therefore, instructors will counsel and document substandard student performance and behavior accordingly.

### **Additional Duties**

Additional duties are an inherent part of any Air Force organization's mission; EPME is no different. Students are expected to participate and fulfill additional duties as assigned. If an additional duty or duties impede a student's ability to fulfill all academic requirements, the student must inform his/her instructor immediately.

### **Well-Rounded Students**

It is not enough to excel in only one area; well-roundedness is essential to a leader's effectiveness in today's Air Force. Participation and accomplishment throughout all EPME program elements supports the Airman's success as a supervisor, leader, and citizen

### **Integrity**

All students must adhere to the highest standards of academic integrity and are prohibited from engaging in plagiarism, cheating, misrepresentation, unprofessional relationships, or any other act constituting a lack of academic or military integrity. Students who violate this directive are subject to adverse administrative action including release from the academy.

## **Student Complaints and Grievances**

EPME has a formal process that documents student complaints and grievances. A complaint is defined as a formal written submission by a student related to a grievance against a school or program. Before making a formal written complaint, students are encouraged to seek resolution by discussing grievances or complaints informally at the lowest appropriate level within the organizational chain of command. Matters may be elevated through the chain of command when attempts at satisfactory resolution fail. To pursue a formal complaint, students must notify the appropriate level in the chain of command in writing using the EPME Student Complaint and Grievance Application, located on the EPME Policy EIS SharePoint site, in accordance with guidance established by the applicable school.

NOTE: The rights, responsibilities, and processes described in this policy do not replace or supersede procedures provided for actions under the Uniform Code of Military Justice, or disciplinary or administrative actions provided for in other DoD directives, or institutional documents published by AETC. This process does not affect an individual's right to seek redress through other programs available to Air Force members such as the Inspector General (IG) or the Equal Opportunity (EO) Office.

### **Community College of the Air Force (CCAF) Classroom**

All NCOA flight rooms are approved CCAF classrooms.

### **Faculty Responsibilities**

EPME faculty will maintain accountability and control of the student body at all times and exercise sound classroom management practices and techniques. This responsibility includes observing student behavior, counseling, and correcting in a timely manner students who violate standards. EPME faculty will monitor student attitude, willingness to participate, and effort throughout the course, and counsel as necessary those students who exhibit marginal or unsatisfactory performance in any of these areas.

### **Remediation**

The remediation process is a series of actions that occur due to a student's failure to meet minimum academic requirements. Students who fail a performance task will retake (refire) the assignment. Students who fail the re-fire will meet an Academic Review Board (ARB).

### **Academic Review Boards (ARB)**

An ARB will convene when students cannot meet graduation criteria and when remediation and reevaluation attempts are unsuccessful. The purpose of the ARB is to determine whether the institution and the student fulfilled their respective responsibilities. A key consideration during the investigation is whether the student engaged in the learning process. Disciplinary release is only considered when sufficient evidence proves the student did not put forth enough effort, or failed to fulfill their academic responsibilities.



### **Disciplinary Review Boards (DRB)**

When students violate Air Force directives or individual school policies, the school may consider disciplinary release. Examples include: lack of effort, disruptive/poor attitude, engaging in unprofessional relationships, academic irresponsibility, cheating, plagiarism, misrepresentation, or other conduct in violation of local policies or the UCMJ. The commandant will convene the DRB to serve as an investigative body and objectively evaluate all circumstances and issues pertaining to the situation.

### **Student Releases**

There are three types of releases: administrative, academic, and disciplinary.

- Administrative Release: Students are administratively released when they encounter extenuating circumstances, or when recalled by their commander.

- Academic Release: Students are academically released when they fail to meet minimum academic requirements. Academic releases render students ineligible for reentry into any EPME course of instruction for three months (90 days) from the release date.

- Disciplinary Release: Students are disciplinary released when they violate Air Force directives or individual school policies (e.g., cheating, lack of effort, disruptive or poor attitude, or other conduct in violation of the UCMJ). Disciplinary releases render students ineligible for reentry into any EPME course of instruction for one year (365 days) from the release date.

### **Leadership Evaluation**

Leadership is an integral part of the EPME experience and is visible in varying degrees. It is the responsibility of the instructor to inspire and develop leadership within their flights. Therefore, both instructors and students will assess demonstrated student leadership qualities and attributes.

- Peer Leadership Evaluation: Peer leadership evaluations are based on a Self/Peer Feedback and Stratification Exercise completed by students during the course. Stratification Exercises are cumulative. Students will perform peer leadership evaluations in the EPME Course Application Toolkit (ECAT) accessible through the LMS.

- Instructor Leadership Evaluation: It is the responsibility of instructors to inspire and develop leadership within their flights. Instructors (one instructor per flight) will evaluate the students using a Self/Peer Feedback and Stratification Exercise accessible through the LMS. Instructors will provide leadership performance feedback after evaluating each student. This feedback must highlight both strengths and weaknesses based on observations noted throughout the course.

### **Awards Program**

The following EPME Awards are mandatory at the NCOA: John L. Levitow, Distinguished Graduate (DG), Academic Achievement, and Commandant's Award. Commandants may disqualify any award candidate who fails to exhibit USAF leadership traits and characteristics,

professional behavior, military bearing, respect for authority, the highest standards of dress and appearance, or exemplary standards of on- and off-duty performance to include physical fitness standards.

- Eligibility:

-- Students who did not meet minimum passing scores on any performance task are ineligible for the John L. Levitow, Distinguished Graduate, and Academic Achievement awards.

-- Students with one or more letters of counseling, admonition, or reprimand are ineligible for awards at the commandant's discretion.

- John L. Levitow Award: This is the highest honor awarded based on performance evaluations, as well as instructor and peer leadership evaluations. The John L. Levitow Award is the most distinguished graduate and is included as part of the top 10 percent of Distinguished Graduates. Each academy class will have only one John L. Levitow Award recipient.

- Distinguished Graduate Award: This award is presented to the top 10 percent of the class which is determined by the performance evaluations, as well as instructor and peer leadership evaluations.

-- The Distinguished Graduate award is a combination of all eight performance tasks and the instructor and peer leadership evaluations.

- Academic Achievement Award: This award is presented to the student with the highest academic standing, excluding the John L. Levitow Award recipient.

-- The Academic Achievement Award is based on a student's academic score which consists of four performance tasks and the Capstone Simulation.

- Commandant's Award: This award is presented to the student who, in the Commandant's judgment, made the most significant contribution to the overall success of the class. The John L. Levitow Award winner is **NOT** eligible for this award; however, students academically redlined may be eligible.

(--- **NOTE:** For additional information, see the Awards Program in the EPME Procedural Guidance section.)

## COURSE DESCRIPTION

The NCOAs overall goal is to develop NCOs to continue strengthening the Air Force culture, lead and manage teams, solve problems collaboratively, and employ resources to support AF capabilities.

### COURSE LEARNING OUTCOMES

- Assess and advocate actions necessary for strengthening organizational culture.
- Examine the impact of leadership actions and determine proper courses for achieving team goals.
- Collaborate with team members to analyze problems and implement solutions.
- Connect national defense strategic imperatives to tactical and operational actions.

### SCORING MODEL

Instructors evaluate projects and briefings for quality and comprehensiveness and assign student grades using assignment evaluation instruments. Below is a summary of available academic points and the weight each is assigned in meeting course requirements and completion. All assignments count towards graduation. The academic score consists of eight graded assignments. The graduate score is a combination of all academic assignments and Instructor and Peer Stratification Exercise.

NCOA Scoring Model				Minimum Passing Score	
	EVALUATION TYPE	POINTS	WEIGHT	POINTS	PERCENT
Air Force Culture Background Paper	Written Product	100	13%	70	70%
Air Force Culture Briefing	Media Product & Presentation	100	13%	70	70%
Leadership Background Paper	Written Product	100	13%	70	70%
Leadership Briefing	Media Product & Presentation	100	13%	70	70%
Problem Solving Briefing	Group Media Product & Presentation	100	13%	70	70%
Mission Overview Joint Learning Objectives Test	Computer Based Exam	50	6%	35*	70%*
Mission Overview Near Peer Background Paper	Written Product	100	13%	70	70%
Mission Overview Presentation	Media Product & Presentation	150	16%	105	70%
<b>Academic Total</b>		<b>800</b>			

(\*Students are not required to reach a minimum passing score on the Mission Overview JLO Test.)

## **PROGRAM ORIENTATION**

**HOURS: 36**

**OVERVIEW:** The purpose of this lesson is for students to understand the Noncommissioned Officer Academy's purpose, policies, procedures, and requirements.

**COURSE OUTCOME:** N/A

## **PROGRAM ORIENTATION**

**HOURS: 5** (Guided Discussion 10 minutes, Informal Lecture 5 hours & 35 minutes, & Demonstration-Performance 45 minutes)

**OVERVIEW:** This is the introductory module for the NCOA Course and consists of eight main points. It is the foundational module for the course and designed to help students adjust to the NCOA learning environment.

**COURSE OUTCOME:** N/A

**PERFORMANCE OBJECTIVE:** Receive information on the NCO Academy's purpose, policies, procedures, and requirements.

**REFLECTIVE REINFORCEMENT HOURS: 4**

**ACTIVITY STATEMENT:** Participate in reflective reinforcement of previously learned material.

**PURPOSE OF ACTIVITY:** Student learning is improved if they are given "reflection time" in between learning experiences. Reflective Reinforcement provides students the opportunity to pause between learning episodes and process new material. It gives students room to continue a discussion they might have had during the instruction or think of new thoughts that are applicable to what they've just learned. This time allows students' brains the opportunity to make connections between the new material they've just learned and what they already know.

Reflective Reinforcement provides students the time to clear their minds in preparation for the next block of instruction.

**FITNESS HOURS: 20**

**ACTIVITY STATEMENT:** Participate in fitness activities.

**PURPOSE OF ACTIVITY:** The primary intent of this activity is to provide students an opportunity to participate in a physical fitness program that is enjoyable, rewarding, and safe. Students with annotated medical restrictions documented on a completed AF Form 422, Medical Profile or AF Form 469, Duty Limiting Condition Report must adhere to their profile and participate to the level of their abilities.

## **SELF/PEER ASSESSMENTS**

**HOURS: 7** (Self/Peer Assessment & Stratification Exercise & Peer/Instructor Feedback 7 hours)

**OVERVIEW:** The purpose of this lesson is to better prepare students to give and positively respond to feedback to enhance personal development and communication. Ultimately, this will help students become more effective leaders.

**PERFORMANCE OBJECTIVES:**

1. Demonstrate the use of Self/Peer Assessments.
2. Develop Feedback skills.

**COURSE EVALUATION HOURS: 1**

**END-OF-COURSE SURVEY HOURS: 1**

**OVERVIEW:** This time is allotted for students to complete the End-of-Course survey.

**ADMINISTRATION IN/OUT PROCESSING HOURS: 2**

**OVERVIEW:** This time is for processing students into and out of the school. The first hour should be used for in-processing and the second hour for outprocessing. During in-processing, NCOAs may do such things as verify the eligibility of all students. During outprocessing, the NCOAs will ensure all issued materials are returned and students receive appropriate briefings (i.e., how their education records are updated to reflect award of CCAF credit hours, safe driving practices, reporting to their home units, etc.).

**GRADUATION HOURS: 2**

**OVERVIEW:** This time is allotted for graduation. The first hour of this block should be used for preparation, and the second for a graduation ceremony. Encourage students to participate as much as possible in planning this event to reinforce the importance and impact of military traditions, communication skills, and effective leadership.

**COMMANDANT'S TIME HOURS: 14**

**OVERVIEW:** These hours are used to bring in speakers of opportunity to enhance the NCOA experience, i.e., wing commander, CMSAF, CCM, chief's group, first sergeants, etc.

**MISSION HOURS: 46**

**COURSE OUTCOME:** Connect national defense strategic imperatives to tactical and operational actions.

**MISSION OVERVIEW, RESEARCH ACTIVITY, NEAR PEER BACKGROUND PAPER, MISSION PRESENTATION**

**HOURS: 46** (Informal Lecture 4 hours, Knowledge Assessment 4 hours, Instructor Feedback 4 hours, Peer Review Panel 2 hours, Presentation Delivery 16 hours, Instructor Led Research Time 16 hours)

**OVERVIEW:** The Mission Overview is designed to introduce the students to the Mission Outcome, orient them with the content that will be covered, explain its purpose within the curriculum, and the expected outcome upon completion. After the overview, students will be introduced to the research activity on day one to allow time throughout the course to research the assignment. Prior to continuing with the mission module, students will complete the Mission Overview Joint Learning Objectives Test located within the LMS. Students will then use research time to prepare the Mission Overview Near Peer Background Paper and Mission Overview Presentation.

**PERFORMANCE OBJECTIVES:**

1. Explain how to build a more lethal force and wartime readiness at the tactical or operational level.
2. Explain how to strengthen alliances and build relationships: tactical or operational level.
3. Explain how to develop best practices to achieve greater performance and resource utilization at the tactical or operational level.
4. Define the Basic Enlisted Professional Military Education Learning Areas and Objectives listed in CJCSI 1805.01B.
5. Summarize near peer threats and their impact on strategic, operational, and tactical objectives.

**AIR FORCE CULTURE HOURS: 20**

**COURSE OUTCOME:** Exhibit ways to strengthen organizational culture.

**PERFORMANCE OBJECTIVES:** See individual lessons.

**AIR FORCE CULTURE OVERVIEW**

**HOURS: 9** (Informal Lecture 2 hours, 5 hours Presentation Delivery, & Instructor Led Feedback 2 hours)

**OVERVIEW:** The Air Force Culture Overview is designed to introduce the students to the Air Force Culture Outcome, orient them with the content that will be covered, explain its purpose within the curriculum, and the expected outcome upon completion. Additionally, this Overview provides the students with instructions on their graded assignments for this outcome, the Air Force Culture Background Paper and the Air Force Culture Presentation.

**PERFORMANCE OBJECTIVES:** Receive information on outcome lessons and graded assignments.

**UNCONSCIOUS BIAS**

**HOURS: 3** (Guided Discussion 1 hour & 10 minutes, Informal Lecture 10 minutes, & Activity 1 hour & 25 minutes)

**OVERVIEW:** The Unconscious Bias lesson is intended to equip individuals with the awareness that biases exist in everyone and how to uncover our own. Students will learn how to incorporate this knowledge into their leadership to create more conscious organizations that incorporate diverse perspectives and the creativity and innovation that flows from that type of trusting environment.

**PERFORMANCE OBJECTIVES:**

1. Explain the concept of unconscious bias.
2. Explain the impact that unconscious biases have in an organization.
3. Discuss strategies for overcoming unconscious biases in self and others.

**TRUST**

**HOURS: 3** (Guided Discussion 40 minutes, Informal Lecture 5 minutes, Activity 1 hour & 25 minutes, & Group Outbriefs 20 minutes)

**OVERVIEW:** Trust is essential in creating healthy relationships with members of an organization and enhancing the culture of Airmanship. This lesson is intended to raise students' awareness of the behaviors that contribute towards high trust relationships and low trust relationships. Students will use the activities to generate discussion based on their experiences with interpersonal trust.

## **PERFORMANCE OBJECTIVES:**

1. Understand the factors that impact trust.
2. Understand the impact different levels of trust have on an organization.
3. Explain how to build and maintain trust.

## **COMMITMENT**

**HOURS: 2** (Guided Discussion 10 minutes, Informal Lecture 5 minutes, Activity 1 hour & 20 minutes, & Group Outbriefs 10 minutes)

**OVERVIEW:** The Commitment lesson is intended to equip individuals with an understanding of the six levels of commitment, how to determine the level of commitment of someone with examples, and summarize how a leader can potentially improve the commitment of others.

## **PERFORMANCE OBJECTIVES:**

1. Explain the different levels of commitment.
2. Give examples of the levels of commitment.
3. Summarize what actions can be taken to improve the commitment level of others.

## **SEXUAL ASSAULT PREVENTION AND RESPONSE (SAPR)**

**HOURS: 3** (Guided Discussion 3 hours)

**OVERVIEW:** The purpose of the SAPR lesson is to meet requirements specified by DoDI 6495.02 (2020), *Sexual Assault Prevention and Response (SAPR) Program Proceures*. It provides guidance and procedures for the SAPR Program at all levels and explains the establishment and implementation of the DoD SAPR Program. It covers the roles and responsibilities of helping agencies, Judge Advocates General, DoD law enforcement, and commanders, while focusing on the victim and on doing what is necessary and appropriate to support victim recovery. It clarifies definitions, reporting options, and roles of personnel according to position. It describes and expands upon changes in SAPR policy in order to familiarize NCOs of significant improvements in the support of victims. The lesson content covers subject matter specified by DoD.

## **PERFORMANCE OBJECTIVES:**

1. Achieve a rank commensurate level of understanding of the Department of Defense Sexual Assault Prevention and Response training requirements.

## **SHAPING ORGANIZATIONAL CULTURE**

**HOURS: 5** (Guided Discussion 1 hour & 35 minutes & Informal Lecture 3 hours)

**OVERVIEW:** The key to a successful organization is to have a culture based on a strongly held and widely shared set of beliefs. This lesson enables students to understand the importance of



identifying the traits of a healthy and unhealthy organizational culture. Obtaining a healthy organizational culture is an achievable goal. A culture that is enjoyable for members and one that enables them to produce their best work is something leaders must continuously direct their efforts. An unhealthy culture can contribute to low motivation and decreased member satisfaction. Understanding these concepts allows leaders to identify what is working and to address what needs to change in their organization.

**PERFORMANCE OBJECTIVES:**

1. Differentiate between healthy and unhealthy attributes of a culture.
2. Explain what actions shape a healthy organizational culture.

## **LEADERSHIP HOURS: 39**

**COURSE OUTCOME:** Examine the impact of leadership actions and determine proper courses for achieving team goals.

**PERFORMANCE OBJECTIVES:** See individual lessons.

## **LEADERSHIP OVERVIEW**

**HOURS: 15** (Informal Lecture 2 hours, 5 hours Presentation Delivery, Instructor Led Research/Peer Review 8 hours)

**OVERVIEW:** The Leadership Overview is designed to introduce the students to the Leadership Outcome, orient them with the content that will be covered, explain its purpose within the curriculum, and inform them of the expected outcome upon completion. Additionally, this overview provides the students with instructions on their graded assignments for this outcome, the Leadership Background Paper and Leadership Presentation, instructor led research time, and peer review panels.

**PERFORMANCE OBJECTIVES:** Receive information on outcome lessons and graded assignments.

## **LEADERSHIP AND MANAGEMENT**

**HOURS: 6** (Guided Discussion 5 hours, Experiential Exercise 1 hour)

**OVERVIEW:** This lesson enables students to understand the impact leaders and managers have on organizational performance. It also focuses on how an understanding of the concepts taught in the lesson directly contribute to their effectiveness as leaders and managers in accomplishing the Air Force mission.

### **PERFORMANCE OBJECTIVES:**

1. Explain the skills and traits necessary for effective leadership and management.
2. Give examples of how leadership and management impact organizational performance.
3. Summarize the relationship between leadership and management.

## **LEADING AGILE, INCLUSIVE, & INNOVATIVE TEAMS**

**HOURS: 6** (Guided Discussion 4 hours, Instructor Led Activities 2 hours, & Informal Lecture 10 minutes)

**OVERVIEW:** Leading Agile, Inclusive, & Innovative Teams is intended to help leaders understand how to build agile, inclusive, and innovative teams effectively. Students will review the USAF Strategic Master Plan, and documents associated with the Human capital Annex.

**PERFORMANCE OBJECTIVES:**

1. Explain concepts that are essential to promoting agility, innovation, and inclusivity in a team.
2. Identify hindrances and barriers to team agility, innovation, and inclusivity.
3. Summarize how an NCO can effectively lead agile, innovative, and inclusive teams.

**MISSION COMMAND**

**HOURS: 2** (Instructor Led Research and Discussion 1 hour, Group Outbriefs 20 minutes, and Informal Lecture 10 minutes)

**OVERVIEW:** This lesson enables students to learn about mission command and the role and use of mission command to achieve mission accomplishment. Students begin the lesson by reading the Mission Command Insights and Best Practices Paper and work through an activity to develop a class briefing that is conducted in the second part of the lesson.

**PERFORMANCE OBJECTIVES:**

1. Explain the concept of mission command.
2. Comprehend the role and use of mission command as an Air Force leader to achieve mission accomplishment.

**INTRO TO PROJECT MANAGEMENT**

**HOURS: 8** (Guided Discussion 1 hour & 10 minutes, Informal Lecture 10 minutes, Activity 6 hours & 5 minutes, & Group Briefings 20 minutes)

**OVERVIEW:** This lesson enables students to understand basic concepts and terms associated with Project Management. With this understanding, students will be able to apply their knowledge when managing, leading, or being part of a project management team.

**PERFORMANCE OBJECTIVES:**

1. Know the basic concepts and terms of project management.
2. Prepare a project management plan.
3. Explain leadership and management actions in project settings.

**ETHICAL DECISION-MAKING**

**HOURS: 2** (Informal Lecture 10 minutes, Guided Discussion 1 hour, Instructor Led Activity 1 hour)

**OVERVIEW:** This lesson begins with a discussion about Appendix B of Joint Publication 1, Doctrine for the Armed Forces of the U.S. and focuses on moral and ethical adherence to our values, societal norms, personal & professional values and how to resolve values conflicts.

Students will discuss this and move into an activity that will highlight the choices students made and how they were able to come to those decisions.

**PERFORMANCE OBJECTIVES:**

1. Discuss the values and standards of the Profession of Arms.
2. Examine ethical principles as a basis for morally justified decisions.
3. Comprehend sound ethical decision-making based on the values and standards of the Profession of Arms.

**PROBLEM SOLVING HOURS: 31**

**COURSE OUTCOME:** Collaborate with team members to analyze problems and implement solutions.

**PERFORMANCE OBJECTIVES:** See individual lessons.

**PROBLEM SOLVING OVERVIEW**

**HOURS: 18** (Informal Lecture 2 hours, 7 hours Presentation Delivery, Assignment Feedback & Peer Evaluations/Review Panel 3 hours, Instructor Led Research Time 6 hours)

**OVERVIEW:** The Problem Solving Overview is designed to introduce the students to the Problem Solving Outcome, orient them with the content that will be covered, explain its purpose within the curriculum, and the expected outcome upon completion. Additionally, this Overview provides the students with instructions on their graded assignments for this outcome, the Problem Solving Group Presentation.

**PERFORMANCE OBJECTIVES:** Receive information on outcome lessons and graded assignments.

**TYPES OF THINKING**

**HOURS: 2** (Guided Discussion 25 minutes, Informal Lecture 10 minutes, Activity 40 minutes, & Group Outbriefs 15 minutes)

**OVERVIEW:** This lesson is intended to provide an understanding of the differing types of thinking, provide examples of the types, and summarize how understanding and applying multiple types of thinking can increase a leader's ability to effectively solve problems.

**PERFORMANCE OBJECTIVES:**

1. Describe various types of thinking.
2. Give examples of the types of thinking.
3. Summarize how leveraging different types of thinking can aid in problem solving.

**TYPES OF PROBLEMS**

**HOURS: 2** (Guided Discussion 40 minutes, Informal Lecture 15 minutes, Activity 25 minutes, & Group Outbriefs 10 minutes)

**OVERVIEW:** This lesson enables students to identify and understand the types of problems they may face as leaders and NCOs and how to deal with them in an effective and efficient way. It also goes one step further by connecting the types of problems with a type of thinking that should help students engage in the problem-solving process later in this course.

### **PERFORMANCE OBJECTIVES:**

1. Summarize the characteristics of the four Cynefin Framework domains.
2. Match the appropriate actions to approach problems in each of the four domains.
3. Determine the type of thinking most suitable to address problems in each domain.

### **NEGOTIATIONS**

**HOURS: 6** (Guided Discussion 95 minutes, Informal Lecture 10 minutes, Activity 70 minutes, Group Negotiations Preparation 45 minutes, & Group outbriefs with student feedback 50 minutes)

**OVERVIEW:** This lesson is intended to build students confidence and expand their mindsets on the fundamental terms, phrases and frameworks as it relates to negotiating various problems. It enables students to analyze collaborative negotiation processes and apply integrative agreements likely to create order, stability, and fostering social harmony.

### **PERFORMANCE OBJECTIVES:**

1. Give examples of the use of Negotiation Strategies and their impact on mission effectiveness.
2. Differentiate between Integrative and Distributive types of negotiations.
3. Demonstrate negotiation skills in a simulated situation.

### **PROBLEM SOLVING**

**HOURS: 6** (Guided Discussion 1 hour & 25 minutes, Informal Lecture 1 hour & 10 minutes, Activity 1 hour & 25 minutes, & Group Outbriefs 1 hour & 30 minutes)

**OVERVIEW:** This lesson enables students to identify, understand, and apply problem-solving processes to a problem-solving model. This will help NCOs solve problems more effectively and efficiently. Problem Solving focuses on problem-solving processes. The lesson builds on Types of Thinking and Types of Problems.

### **PERFORMANCE OBJECTIVES:**

1. Explain how problem framing determines possible solutions.
2. Demonstrate problem-framing strategies and evaluate solutions.
3. Demonstrate the use of problem-solving processes.
4. Apply problem-solving processes to evaluate solutions in a collaborative environment.

**System Requirements for Noncommissioned Officer Academy**

**Minimum Recommended Operating System:**

Windows 8, Mac OSX 10.6, or later Windows 8.1 or later, latest Mac OSX Processor 2 GHz  
processor 2.86 GHz or faster processor

Memory 4 GB of RAM or higher 8 GB of RAM or higher Monitor: Resolution 1024 x 768 1024  
x 768 or higher

Free Hard Disk Space: 5 GB of free disk space 20 GB or higher of free space Wireless WPA2  
Personal

Encryption: (802.1x) WPA2 Personal Encryption capable (802.1bg)

**Internet Browser:**

IE10, latest Chrome or Firefox

IE11, Safari 6, latest Chrome Version or latest Firefox Version

Word Processing Program: Any word processing program that will the ability to save documents  
in PDF format

Antivirus Any up to date antivirus Acrobat Pro Version 9+

Adobe Acrobat Reader or Adobe Acrobat Pro Version 9+

**Mobile Devices:**

Devices, such as, the Apple iPad, Android Tablets, or Windows Slates, it is highly recommended  
that you bring a keyboard and mouse that will connect to these devices since you will be required  
to compose several essays. External keyboards or mice will not be provided by the schoolhouse  
for these devices.

Wireless WPA2 Personal Encryption capable (802.1x) WPA2 Personal Encryption capable  
(802.1x)

Internet Browser: Mobile IE, Safari Mobile (latest), Chrome or Firefox

Word Processing Program: Any word processing program that will the ability to save documents  
in PDF format

Antivirus Any up to date antivirus

Adobe Acrobat Reader or Adobe Acrobat Pro Version 9+

## **Government Systems**

Governments systems should have the Standard Desktop Top (SDC) v3.4 (with Office 2010) with Google Chrome or Firefox installed and the wireless connection turned on prior to coming to the schoolhouse.

## **Simulation System Recommendations**

- 4 GB or greater of RAM
- Hard drive with at least 1 GB of free storage area
- 1024 x 768 resolution (minimum) Display zoom set at 100%
- 16-bit sound card and speakers
- Internet Explorer (IE) version 11.0 or later, MS Edge, Chrome 53 or better; Firefox and Safari browsers with the iOS platform (for IE browser, compatibility mode must be turned off)
- Browser set to allow popups; browser zoom set at 100%
- Windows 10, including the latest service packs and security patches; iOS 11.X
- Cable or better (internet bandwidth connection)

### *Notes:*

All software, drivers, and updates must be installed prior to arriving at the schoolhouse.

Any system older than 3 years may not have the processing power to work with our current version of the Learning Management System and its components.

Smartphones are not considered a viable method to complete the course. Laptops must have current date and time set.

It is recommended to bring a CAC reader.



# AF EPME Mandatory Prerequisite Reading

NCOA

## Air Force Standards

[https://static.e-publishing.af.mil/production/1/af\\_cc/publication/afi1-1/afi1-1.pdf](https://static.e-publishing.af.mil/production/1/af_cc/publication/afi1-1/afi1-1.pdf)

## Little Blue Book

[https://www.airman.af.mil/Portals/17/001%20Home%20Page/005\\_The\\_Little\\_Blue\\_Book/Profession%20of%20Arms\\_Final\\_For%20Screen.pdf?ver=2015-08-21-135633-620](https://www.airman.af.mil/Portals/17/001%20Home%20Page/005_The_Little_Blue_Book/Profession%20of%20Arms_Final_For%20Screen.pdf?ver=2015-08-21-135633-620)

## Enlisted Force Structure

[https://static.e-publishing.af.mil/production/1/af\\_a1/publication/afh36-2618/afh36-2618.pdf](https://static.e-publishing.af.mil/production/1/af_a1/publication/afh36-2618/afh36-2618.pdf)

## CSAF ACTION ORDERS to Accelerate Change

[https://www.af.mil/Portals/1/documents/csaf/CSAF\\_Action\\_Orders\\_Letter\\_to\\_the\\_Force.pdf](https://www.af.mil/Portals/1/documents/csaf/CSAF_Action_Orders_Letter_to_the_Force.pdf)

## Summary of the National Defense Strategy

<https://dod.defense.gov/Portals/1/Documents/pubs/2018-National-Defense-Strategy-Summary.pdf>

## National Military Strategy

[https://www.jcs.mil/Portals/36/Documents/Publications/UNCLASS\\_2018\\_National\\_Military\\_Strategy\\_Description.pdf](https://www.jcs.mil/Portals/36/Documents/Publications/UNCLASS_2018_National_Military_Strategy_Description.pdf)

## DOD Cyber Strategy Summary

[https://media.defense.gov/2018/Sep/18/2002041658/-1/-1/1/CYBER\\_STRATEGY\\_SUMMARY\\_FINAL.PDF](https://media.defense.gov/2018/Sep/18/2002041658/-1/-1/1/CYBER_STRATEGY_SUMMARY_FINAL.PDF)

## DoD Space Strategy

[https://media.defense.gov/2020/Jun/17/2002317391/-1/-1/1/2020\\_DEFENSE\\_SPACE\\_STRATEGY\\_SUMMARY.PDF](https://media.defense.gov/2020/Jun/17/2002317391/-1/-1/1/2020_DEFENSE_SPACE_STRATEGY_SUMMARY.PDF)

## Optional Reading

### CMSAF Reading List 2021:

[https://www.af.mil/Portals/1/documents/CMSAF\\_Reading\\_List\\_2021.pdf?ver=fNRJKL-1UwyW\\_IsgBelwA%3d%3d](https://www.af.mil/Portals/1/documents/CMSAF_Reading_List_2021.pdf?ver=fNRJKL-1UwyW_IsgBelwA%3d%3d)

The Kill Chain: Defending America in the Future of High-Tech Warfare (Highly Recommended)

