

# INTER-AMERICAN DEFENSE COLLEGE

## Course Catalog and Student Handbook

Class 65

July 2025 – June 2026



Fort Lesley J. McNair  
Washington D.C.

Original in English

**RECORD OF SUBSTANTIVE AND CRITICAL CHANGES<sup>1</sup>**

General Subject	Change Overview	Page
Reduction of total credits from 36.5 to 32 in Master's Program (32.5 to 27.5 in Diploma); Redistribution of credits between core/electives	Structural / Curricular : In Master's program, includes shift from rigid 3-credit core format to flexible combination of 2 and 3-credit core courses, as well as streamlining of some previous courses into lower-credit new teaching modalities.	
Restructuring Country Study into Strategic Planning: Applied Methods (SPCS); Elimination of Forecasting Methodology	Capstone Redesign / Curricular Rationalization: The revised 3-credit Strategic Planning: Applied Methods & Country Study (SPCS) incorporates forecasting concepts through a more integrated instructional approach for capstone project.	
Elimination of Elective 599D – Civil-Military Relations: Practice	Curricular Streamlining: Key themes are restructured and repositioned as mandatory academic content across other core (MDS I, HDSP) and integrative components (Symposia).	
Integration of Illicit Economy Foundations workshop into core	Curricular Enhancement: The workshop offers an overview of the types of illicit economies that affect the hemisphere and makes this content available to all students (not just elective).	
Consolidation of Conferences and Seminars into the New Symposium Series (Course 511)	Structural / Curricular Integration: Two seminars and two conferences previously delivered in Class 64 (accounting for a total of 4 credits) have been removed. Critical thematic content now fully integrated into new Symposium Series.	
Inclusion of Director Speaker / Local Field Study Series (Course 512)	New Core Modality: This new course focuses on leadership and leverages IADC access to senior leaders, U.S. military commands, federal agencies, and historical landmarks to enrich student academic experience contextual understanding.	
Renaming and updating Strategic Thinking to Strategic Studies for Defense Advisors (SSA)	Curricular Reorientation: It integrates content on leadership, advisory dynamics, decision-making under uncertainty, and use of strategic intelligence in national/multilateral settings. The course remains grounded in strategic theory but now prioritizes greater application to real-world scenarios.	
Updating Cyber course to Disruptive Technologies and Cyber Security (DTCS)	Curricular Modernization: It broadens beyond cyber security per se to include themes like artificial intelligence, quantum computing, space, and autonomous systems, while shifting most public security content to the MDS I and II courses.	
Separation of Multidimensional Security into MDS I (607) and MDS II (614)	Curricular Refinement: Links between existing courses are now more explicit, shifting the orientation of prior Conflict Analysis and Resolution course to applied MDS responses.	
Update of Research and Writing Foundations (RWF)	Pedagogical Innovation: This workshop will be implemented with a hybrid model, starting with a few virtual sessions/tasks before completing the rest via in-person classes. It also will engage more fully in CL65 on appropriate AI usage at IADC.	
The SME Visiting Fellows program initiative	Pedagogical Innovation: an initiative that invites senior officers or civilians to offer specialized expertise to support and enrich the seminar group experience.	
Professors profile	Professor profiles will be updated on the IADC website. <a href="https://iadc.edu/about/directory/">https://iadc.edu/about/directory/</a> . That allows better understanding and facilitate upgrades.	

<sup>1</sup> As part of an effort to continually improve, this document is periodically reviewed, and updated to ensure the accuracy of the information and clarity of academic policies and any other policies that applies to students.

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# Director's Introduction



Welcome to the Inter-American Defense College (IADC), where your selection begins an extraordinary academic journey. As Director and Commandant, I am delighted to welcome each of you to a program at the forefront of security and defense education in the Western Hemisphere.

At IADC, we have meticulously designed our curriculum to foster strategic thinkers and practitioners who excel in critical thinking, problem solving, decision making and leadership. You will be prepared to advise strategic leaders in your respective countries, equipped with contextual knowledge of the region and inter-institutional dynamics essential in today's interconnected world.

In 2015, IADC earned full accreditation, a testament to our commitment to academic excellence and upholding our esteemed traditions. Our demanding academic program will challenge your perspectives, encouraging you to critically examine established doctrines and innovate to address contemporary threats that transcend national boundaries

As a member of the Organization of American States through the Inter-American Defense Board, the IADC's mission is to cultivate leaders capable of contributing strategically to the defense and security of their nations. Our learning environment is based on the pillars of academic freedom, mutual respect and the pursuit of excellence. The impact of our College is reflected in the remarkable achievements of our alumni, who serve with distinction in diverse leadership roles throughout the Americas, including national presidents, ministers of defense, ambassadors, and senior military officers.

Our curriculum promotes active participation in the exchange of ideas, critical analysis and research on defense and security issues relevant to our hemisphere. The intensive eleven-month program fosters collaboration and knowledge sharing among peers, united by shared values and a commitment to cooperative solutions to regional security.

I urge you to take advantage of all the opportunities for learning and growth that the IADC has to offer. As graduates, you will play a critical role in shaping the future of our hemisphere. The value of our institution is reflected not only in the exceptional education you will receive, but also in the lasting networks and camaraderie you will build within these halls.

Let us together seize this transformative opportunity and contribute to a more secure future for all.

**RICHARD J. HEITKAMP**  
Major General, U.S. Army  
Director

# Information about the College

Founded in 1962, the Inter-American Defense College (IADC) is the academic entity of the Organization of American States (OAS) and the Inter-American Defense Board (IADB), the oldest multilateral defense organization in the world. It is an international university housed in the United States at Fort Lesley J. McNair in Washington, DC. It operates under a Permanent License from the District of Columbia Higher Education Learning Commission. IADC is accredited by the Middle States Commission on Higher Education (MSCHE), conferring a Master of Science in Inter-American Defense and Security.

The socio-political environment that characterized the mid-20th century was an ideal backdrop to support the formation of an academic institution based on continental defense and security. The lessons of World War II and the rapidly developing Cold War solidified the desire among the nations of the Western Hemisphere to improve collaboration and communication and defend the continent against external threats. Recognizing its responsibility to advise on these matters, the IADB established an academic institution to provide advanced education at the war college level to military officers, police and government officials.

In 1962, U.S. President John F. Kennedy offered to host the school in the United States. Shortly thereafter, the OAS voted to establish the IADC. IADB staff adapted IADC curricula from national defense faculties in Argentina, Brazil, Canada, France, the United Kingdom, the United States and the NATO Defense College. On October 9, 1962, U.S. Secretary of State Dean Rusk and OAS Secretary General Dr. Jose Mora oversaw the inauguration ceremony of the IADC. Less than a year later, U.S. Vice President Lyndon Johnson presided over the first graduating class of IADC graduates.

Following the collapse of the Soviet Union, the West re-evaluated its interpretation and approach to defense and security. In 2003, the OAS adopted its Declaration on Security in the Americas, emphasizing traditional concepts of defense and introducing more nuanced “political, economic, social, health and environmental aspects” to security. The IADC's academic mandate now builds on this foundation.

The IADC offers hemispheric defense and security education and provides an environment for senior leaders to develop collaborative relationships throughout the hemisphere. The skills produced during the academic year and the relationships built through cross-cultural, linguistic and international integration of students, faculty, staff and alumni to develop hemispheric solutions to hemispheric challenges. The three themes of education, integration and institution are the pillars that enable the university to fulfill its mission.

Since its opening in 1962, the CID has graduated more than 3,000 students from 27 different countries. Around 25% of graduates have risen to the ranks of general officer or civilian equivalent, where they occupy positions of superior leadership in their respective countries. Furthermore, among its distinguished graduates, the College has three national presidents, numerous defense ministers, ambassadors, military service chiefs and other senior officials.

## **Vision**

To sustain our recognition as the premier joint, interagency, intergovernmental, and multinational academic institution in defense and multidimensional security studies of the hemisphere. – “*LA MEJOR!*”

## **Mission Statement**

To prepare military, national police, and civilian government officials from the member states of the OAS to assume senior strategic-level positions within their governments, through graduate and advanced level academic programs in defense, security, and related disciplines focused on the hemisphere.

## **Values**

The College’s values permeate all our institutional decisions and actions prior to implementation. They are the guiding principles driving the institution’s processes, building towards achieving our vision of sustaining our status as “La Mejor.” These values serve as the staff and faculty’s guideposts to execute their responsibilities.

**Academic Rigor** – as demonstrated by the accredited and licensed IADC graduate degree program.

**Academic Freedom** – represented by the freedom to think creatively and develop innovative ideas to pursue lines of research and the free expression of ideas by students, professors, and staff in all IADC institutional and academic activities.

**Academic Integrity** – defined “as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility.” Moral values and ethical behavior are fundamental elements to human development, and the IADC adopts, promotes, and demands academic integrity.

**Mutual Respect** – defined as respectful and harmonious treatment in all interactions at the IADC. Professionalism is paramount.

## **Strategic Objectives**

The College’s Strategic Objectives (SO) are inspired by the IADC Mission and achieved through Associated Objectives (AO). They establish the necessary guidance to complete our mission, achieving the ILOs, PLOs, and student’s ability to achieve their course learning outcomes (CLOs). They apply to current and future programs and underpin our success in achieving our Vision as “La Mejor” Defense and Multidimensional Security Academic Institution of the hemisphere.

The Strategic Objectives are as follows:

(SO1) Sustain academic excellence to prepare strategic leaders while strengthening teaching and research capabilities.

(SO2) Enhance the institutional value of institutional partnerships and value alumni relationships.

(SO3) Prioritize the diversity and breadth of institutional engagement and influence.

(SO4) Improve sustainability of institutional processes and mission-driven alignment of resources.

Refer to the IADC Strategic Plan for more information.

## **License and Accreditation**

IADC has a permanent license to operate as a higher education institution from the Higher Education Licensure Commission in the District of Columbia (HELC). It was granted accreditation by the Middle States Commission on Higher Education (MSCHE) on 24 June 2021 with retroactive approval to 15 March 2018 and valid until 2028.

HELC Contact Information: 1050 First St NE, 5<sup>th</sup> Floor, Washington DC, 20002, Tel: (202) 727-6436

MSCHE Contact Information: 3624 Market Street, Suite 2 West, Philadelphia, PA 19104

Website: <https://www.msche.org>

## **Governance**

At the recommendation of the IADB Council of Delegates, the OAS established the IADC on 9 October 1962 as an educational institution, hosted by the United States, with the following legal address:

Inter-American Defense College  
210 B Street SW Suite 1  
Fort McNair  
Washington, DC 20319-5008  
<http://iadc.edu/>  
(202) 370-0176

In accordance with the 2006 Statues, the OAS established the IADC as one of three organs of the IADB. The IADC is the educational organ of the IADB.

Organization of American States  
200 17th St NW Washington, DC 20006-4499  
United States of America  
Main Telephone: 1 (202) 370 5000

The College Director, by convention, is a U.S. General or Flag Officer complies with both the host nation (United States) legal framework, and the guidance of the IADB Council of Delegates. The three elected officials of the College are assigned for a period of two years, with the possibility of extension for an additional two years:

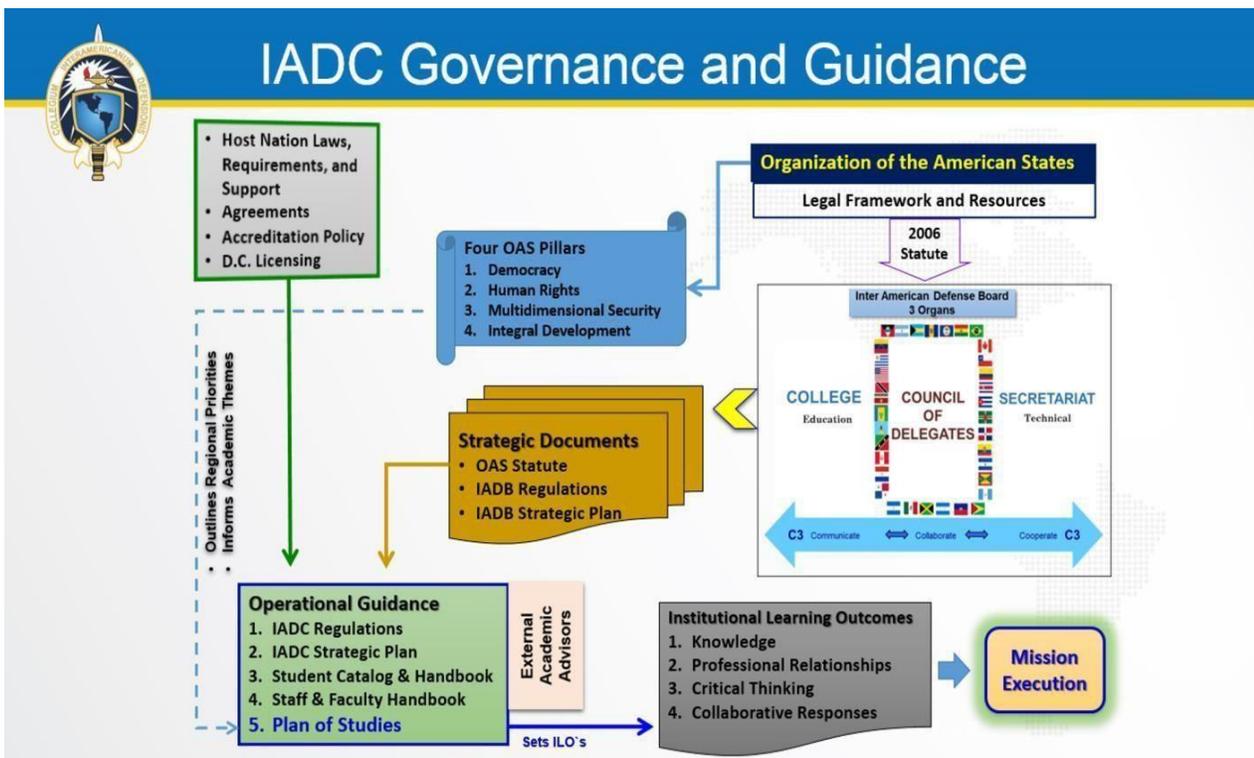
- a. Director: Major General Richard J. Heitkamp, U.S. Army
- b. Vice Director: Rear Admiral Paulo Ozorio, Brazilian Navy
- c. Chief of Studies: Brigadier General Rogelio Amador, Mexican Air Force

## External Academic Advisors

Acting in accordance with IADB Statutes, AG/RES. 1 (XXXII-E/06), Article 11, paragraph e, the IADC External Academic Advisors, counsel the IADC Director on the strategic direction of the College, to include advice on curriculum development and priorities, assessment of IADC mission accomplishment, and recommendations on policy and resources.

Figure number 2, depicts higher-level guidance and the organizational relationship between host nation, OAS, IADB and IADC.<sup>2</sup>

*Figure 2*



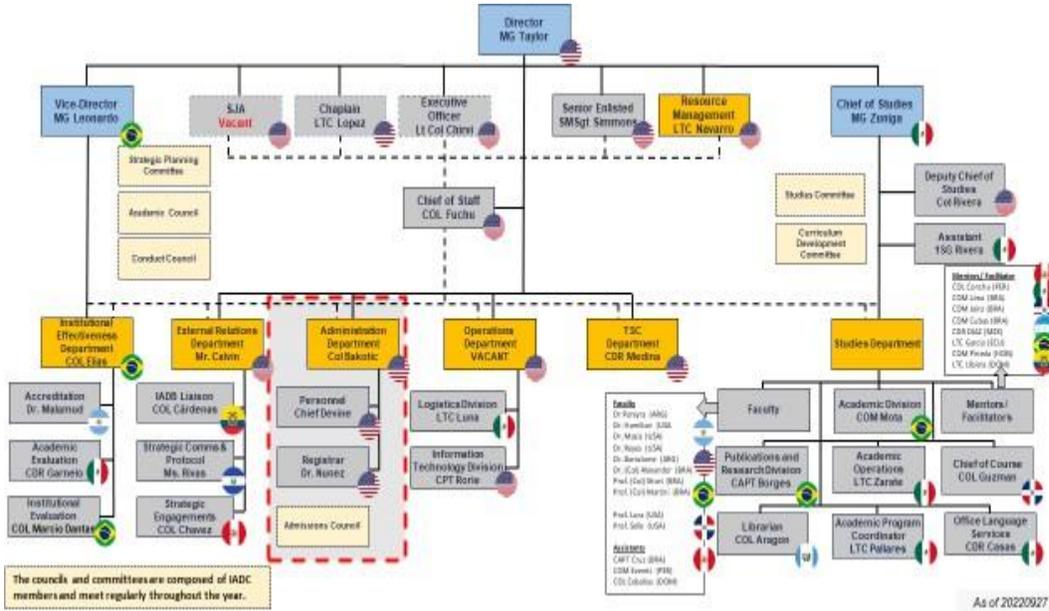
<sup>2</sup> This simplified governance framework draws from applicable host nation laws and regulations as well as the OAS and IADB statutes, regulations, and other governing documents, such as the IADC Regulations and policies.

## IADC Organization

Figure 3 depicts the IADC general organizational structure. The main functions of each Department

are described in the next section. Names of assigned personnel, with exception of Leadership, are not included in this organizational structure due to the relatively short duration of military reassignments at the College.<sup>3</sup>

Figure 3 (illustrative)



## Department of Studies

The Department of Studies is responsible for the organizational guidelines and processes affecting the academic curriculum, students and faculty. It plans, develops and executes the academic program, managing the academic processes through state-of-the art adult teaching methodologies, to include both pedagogy and andragogy, and ensures adherence to the College’s mission and MSCHE/Washington, D.C. accreditation/licensing requirements.

### Chief of Studies 2025 - 27: Brig General Rogelio Amador, Mexican Air Force

#### Academic Division

This division is responsible for the daily operations of the Academic Program. The Academic Division Chief has coordination lead in the execution of the academic program, to include faculty support, scheduling, student orientation and management of academic materials, such as course syllabus.

<sup>3</sup> Source: Relevant sections of the IADC Regulation 2017. Names are illustrative.

The Academic Division Chief serves on the IADC Curriculum Development Committee. The Academic Division Chief ensures the delivery of an effective and efficient curriculum that achieves Institutional Learning Outcomes (ILOs).

### **Faculty**

A. Dean of Faculty

Dr. Mark Hamilton (born and raised in USA)

B. Academic Faculty

Professor profiles and assignments for relevant courses will be updated on the IADC website. <https://iadc.edu/about/directory/>

C. Publications and Research Division (in coordination with Academic Faculty)

Researches profiles will be updated on the IADC website. <https://iadc.edu/about/directory/>

D. Accreditation Team Lead, Independent from the Faculty's Teaching and Research

Dr. Marina Malamud (born and raised in Argentina)

a. Accreditation Team Lead

b. PhD in Social Sciences (University of Buenos Aires)

c. M.S. in National Defense (School of National Defense/Higher Education, Army Institute [IESE], Argentina)

d. B.A. in Sociology (University of Buenos Aires)

E. Registrar / Interim Lead

Mr. Juan Carrasco Rangel (born and raised in Mexico),

a. M.S., Hemispheric Defense and Security from the Inter-American Defense College in Washington D.C. - Class 58.

F. Library and Learning Center

Mr. Juan Carrasco Rangel (born and raised in Mexico)

a. Expert in managing complex, multicultural academic programs, with specialization in instructional design to develop dynamic and effective learning initiatives.

c. Expert in gender perspective issues and in the development of policies to prevent violence and promote equality.

d. Facilitator of advanced educational programs and specialized training in justice and security, as a police instructor and in postgraduate programs for the judicial system.

f. M.S., Hemispheric Defense and Security from the Inter-American Defense College in Washington D.C. - Class 58.

### **Main functions of the Academic Faculty<sup>4</sup>:**

In keeping with academic excellence, IADC policy requires that 80% of all permanent teaching faculty hold relevant doctoral degrees (PhD or EdD). The faculty is directly responsible to the Studies Department for developing and delivering classes, assessing and advising students, supporting development of the academic curriculum, and conducting research on themes consistent with the College's mission.

The faculty works closely with the Seminar Leaders, Academic Program Coordinator, and key staff members in development and delivery of the academic program. The Faculty also

collaborate with the Chief of Course, and individual student Mentors to support academic remedial services. The faculty is represented on committees and advisory boards related to curriculum development, academic integrity, and academic programming and planning at the College.

The global SARS CoV2 or COVID-19 pandemic has forced many institutions of higher education in the United States and the Americas region generally to enhance use of online education and employ virtual tools to support students' academic engagement.

IADC has taken proactive and practical steps in this regard, building on experiences from the emergency transition to virtual classes during the second semester of Class 59 (Spring 2020), Class 60 (July 2020 – June 2021), and Class 61 (July 2021 – June 2022). IADC is integrating enhanced virtual tools into its presence-based orientation and instructional planning, allowing for online incorporation of students for a limited number of courses (as a temporary, emergency measure).

Faculty plans for those joining classes online is to follow the same standardized assessment rubrics and learning outcomes, adapting programming and contact as necessary to provide necessary remediation.

Faculty are primary actors in curriculum development and academic planning at IADC, they have played a critical lead role in the recent emergency-driven transition to online learning for these courses due to the COVID-19 crisis.

Assessment tools for online learning at IADC will be similar to those already employed for presence-based education, adapting elements based on the Class 59, 60, and 61 experiences.

Faculty members have gained practice-based expertise in online instruction during emergency measures during Class 59, 60, and 61, working with a wide array of virtual tools and taking part in a number of tutorial and peer training sessions.

### **Seminar Leaders Division**

Under the supervision of the various faculty members, the Seminar Leaders Division is responsible for facilitating academic working groups, evaluating student contributions in the work groups, and supporting/mentoring assigned students. In addition to working with the assigned students, Seminar Leaders work closely with the Department of Experiential Learning and Plans, the Faculty, and Academic Division Chief in delivery of the various academic modules and committees. This Division also collaborates with the Chief of Course and IADC Faculty to support student evaluation and coordinate academic remedial services for students needing help.

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<sup>4</sup> Refer to the IADC Faculty and Staff Handbook for more information on IADC Faculty.

## **Academic Operations Division**

This Division oversees the synchronization of all student activities and ensures required logistics and administrative support are available to achieve the Program Learning Outcomes (PLOs).

## **Office of Language Services**

To ensure an effective, efficient and comprehensive delivery of the curriculum throughout the academic year, the College staff includes a team of highly qualified professional Interpreters/Translators with in-depth knowledge and a vast experience in the fields of Defense and Security. The IADC enjoys the unique distinction of being the only graduate-level institution to utilize modern interpretation facilities equipped with state-of-the-art technology to overcome the challenge of providing students with simultaneous interpretation services in Spanish, English, French and Portuguese throughout all phases of the curriculum, in conformity with the four OAS working languages.

## **Publications and Research Division**

This Division conducts and publishes research related to Hemispheric Defense and Security issues that support the IADC programs, as well as collaborates with other academic institutions to expand the published knowledge of hemispheric defense and security. This Group is also in charge of publishing proceedings from conferences and seminars conducted by the IADC.

## **Chief of Course**

This position serves as the primary liaison between the student body, Department of Studies and the Vice Director; the incumbent is the main conduit for communicating routine guidance, information, or requirements.

## **Academic Program Coordinator**

This position is responsible for the planning, development and synchronization of the Curriculum and Academic Program, as well as the Course Catalog and Student Handbook structuring. The incumbent works in conjunction with the Academic Division Chief to ensure an effective and efficient curriculum that achieves PLOs.

### **Subject Matter Experts Visiting Fellows (SME Visiting Fellows)**

The SME Visiting Fellows program, an initiative launched for Class 65, invites senior officers or civilians—either active or retired—to offer specialized expertise to support and enrich the seminar group experience for targeted IADC courses. SME Visiting Fellows support Faculty to ensure that course readings, class sessions, and seminar activities complement each other to create a cohesive, engaging learning environment. Drawing on their extensive professional backgrounds, SME Visiting Fellows can help support the development of more robust seminar lesson plans, add valuable content, and offer fresh perspectives to help shape and guide classroom and seminar outcomes.

A key responsibility of SME Visiting Fellows is to coach recent IADC graduates who serve as Seminar Leaders, advising them on both the style and substance of discussion questions to foster more dynamic and effective seminars. This collaborative process relies on open cooperation among

the course Professor, SME Visiting Fellow, and the Seminar Leaders.

OAS partner nations have the opportunity to nominate highly qualified professionals to serve as Visiting Fellows at the College, allowing these experts to mentor, teach, publish, and contribute to IADC on a short-term basis while still maintaining their primary roles with home institutions. The participation of Visiting Fellows is formally guided by the IADC Visiting Fellows Policy. When not engaged in seminar group or classroom activities, Visiting Fellows may also conduct research for program-relevant academic articles or practitioner-oriented publications, such as case studies or applied knowledge briefs, to enrich IADC's academic resources and benefit both students and the wider community.

### **Department of External Relations**

The Department of External Relations is responsible for managing external relations activities with key IADC constituencies. The Chief represents the College at the Inter American Defense Board and Organization of American States and serves as the principal advisor to the Vice Director on the Strategic Planning Committee. Additionally, this Department liaises with the IADC Foundation and coordinates official functions.

#### **Protocol Office**

The Protocol Office plans, organizes, and manages activities related to protocol matters relating to official functions and visits, both at the College and abroad.

### **Department of Administration**

The Department of Administration is responsible for formulating and executing all organizational guidelines and processes affecting all aspects of personnel for students and staff during the complete life cycle of their tenure at the IADC. This Department assists those assigned to the Inter-American Defense Board in specific matters on an appointment basis.

#### **Personnel Division**

The Personnel Division is responsible for formulating and implementing organizational policies and processes affecting administrative and personnel functions concerning advisors, staff and students. Primary duties include synchronizing and coordinating all the administrative functions in support of all personnel and work force issues of the College.

#### **Office of the Registrar**

The Office of the Registrar plans, organizes, and manages all activities related to the College admissions process and the maintenance of academic registration and student records. Serves as public interface regarding admission standards, graduation requirements, and procedures for evaluation of foreign educational credentials. Other responsibilities include orientation support for incoming students, and preparation of annual reports regarding the overall class academic performance.

Students are provided a conditional acceptance if the admissions office is not able to authenticate or validate their transcripts and supporting documents by the deadline. The admissions office will review admissions documents and will provide students with a conditional acceptance

letter laying out the terms the student must meet to satisfy admissions requirements. The letter includes the deadline by which requirements must be met and explains the consequences of not fulfilling those requirements. The candidate will not be admitted if the admissions office is unable to verify credentials or fails to receive the necessary admissions documents on time.

### **Department of Experiential Learning and Plans**

The Department of Experiential Learning and Plans is responsible for all processes affecting all aspects of field study Trips/Visits, Seminars and Conferences. The primary duties of this department include planning and executing seminars and conferences, in coordination with the designated faculty advisor, as indicated in the syllabus for each activity.

### **Department of Operations**

The Department of Operations is responsible for the organizational guidelines and processes affecting the physical infrastructure and maintenance, logistics, operations, and information technology functions of the College. Logistics includes student movements, lodging and meals in support of field studies.

### **Information Technology Division**

This Division is responsible for managing information technology (IT) support to IADC activities. Primary duties include installing, operating, and maintaining all IT systems and processes, IT policy development and IT support for education technology. Additionally, this Division supports the requisition and use of virtual tools like Zoom Education, Cisco WebEx, Kudo, Microsoft Teams, and Moodle, which are especially critical for online engagement under emergency conditions.

### **Department of Institutional Effectiveness**

The Department of Institutional Effectiveness is responsible for managing the institutional and academic assessment processes for all IADC programs. It is also the key department for all requirements related to the College accreditation, licensing and quality assurance processes and accreditation sustainment.

This Department, in accordance with the “Assessment and Review Process and Procedures Plan”, develops the End-of-Year and Mid-Year Reports (ARP3). This document as a source of information, has data extracted from more than 40 (forty) evaluation documents, those produced through the period, which includes, but is not limited at, the Survey Reports (SR), the Course Assessment Report (CAR), the External Survey Reports (Government, employer and Alumni), among others, to improve the program success to be consistent with the vision and mission of the college. This department reports directly to the Vice-Director.

### **Department of Resource Management**

The Department of Resource Management is a unique department governed by the legal/appropriation authorities and responsibilities associated with the funding of the IADC. The incumbent department head is directly responsible to the Director for all funding and contractual issues including personnel contracts at the IADC. This position formulates, approves and pays out all contracts,

including payroll, supplies, travel and building maintenance and improvements. Primary duties of this department include synchronizing, coordinating, and allocating all IADC departmental budgets. When all work associated with standard resourcing procedures of host nation-designated funds is complete, the RM informs the designated point of contact at the IADB. The Resource Management Officer must comply with host nation legal frameworks regarding U.S. earmarked and designated funds.

## **Curriculum Overview and Construct**

The Director of the IADC submits the IADC Plan of Studies to the Council of Delegates of the IADB on a four-year cycle for approval. This Plan of Studies is the governing document, providing guidance on the desired institutional and program learning outcomes. This document is reviewed on quadrennial basis to ensure that the fundamental themes and content of the IADC curriculum align with the most current research, prevailing academic concerns, and relevancy to IADC students. The product is a highly qualified graduate who is ready to assume senior strategic- level positions within a nation's government.

## **Two Academic Programs**

The College offers two separate academic programs: A Master of Science degree and a Post-Secondary Professional Diploma Program in Inter-American Defense and Security. Whether accepted in the master's or diploma program, students in both programs participate as a cohort. IADC students have the same classes in both programs. However, the distinctions between the two programs are as follows: (a) diploma students are not required to take electives; (b) evaluation methods and criteria for diploma students are set at the bachelor's level; (c) course preparation for diploma students is set at the bachelor's level; and (d) diploma students have no requirement to take the comprehensive oral exam. As contained in this course catalog, the master's and diploma program have distinct course numbers, syllabi, course learning outcomes, evaluation methods, and criteria. In addition, master's degree students are required to have a heavier course preparation and are required to pass a comprehensive oral exam. Therefore, the IADC has adopted the following numbering system to create a distinct nomenclature for each syllabus.

Courses are labelled in 400, 500 and 600 series. The 400 series courses represent the diploma program courses (undergraduate level). The 500 series are graduate level seminars, conferences, workshops, electives, and field studies that are open to diploma students. The 600 series courses represent the master's degree program courses (more demanding requirements). The 400 and 600 series courses have distinct syllabi, which differ in learning outcomes, assignments, and evaluation criteria. However, students in the diploma program will have the 400 series listed in their transcript, and master's degree students will have the 500 series listed. The faculty will publish syllabi for 400 level courses only when students are enrolled in the Post- Secondary Professional Diploma Program.

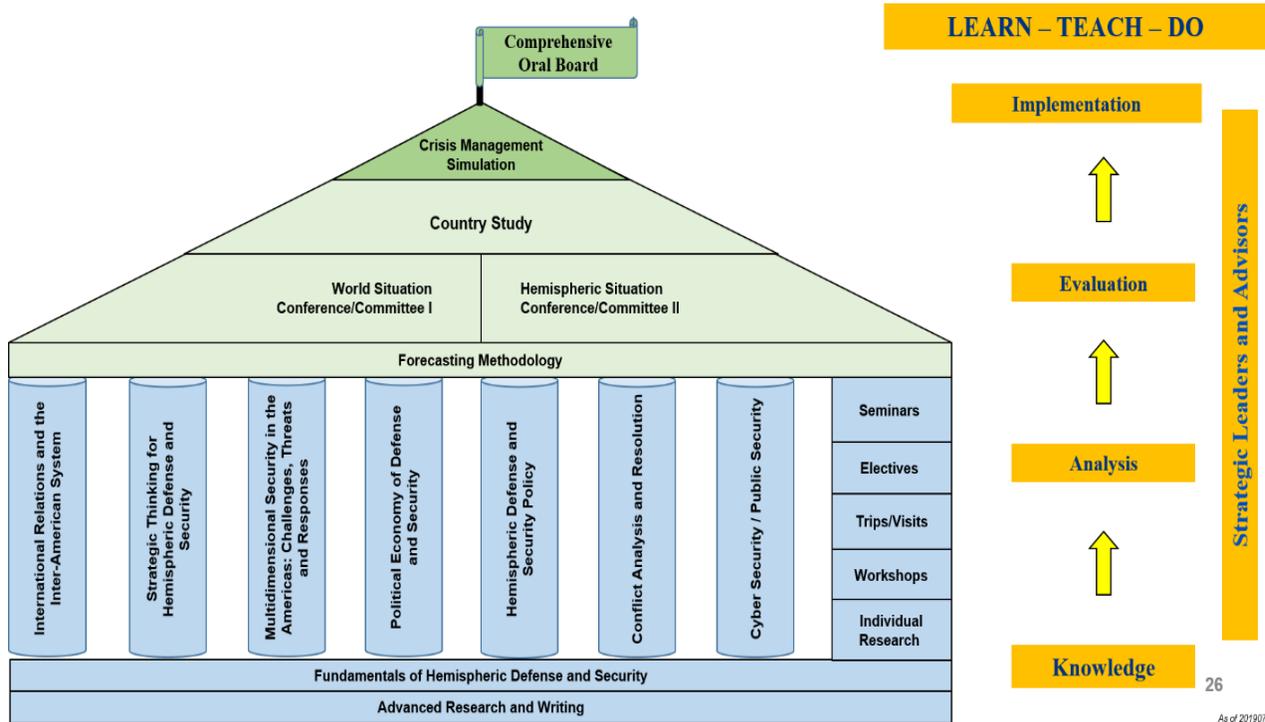
### **Semester 1: Introduction and Theoretical Foundations**

Students are introduced to the theory and intellectual history of diverse themes relevant to inter-American defense and security. The semester builds the critical, foundational knowledge required by the students to have a greater understanding of the actors, processes and relationships that comprise the inter-American system and the driving forces behind the decision-making process. This content and context provide the theory rich building blocks to the subsequent semester. The students will also participate in field studies to gain a deeper understanding of the strategic relationships and democratic institutions essential to a strengthened inter-American defense and security framework.

### **Semester 2: Theoretical Foundations, Application of Concepts, and Synthesis**

Once students have mastered the program's theoretical foundations, they receive new theoretical courses, critical conceptual tools and methodologies, practical exercises, and field experiences to help them synthesize and apply their knowledge to complex defense and security challenges facing the Americas. Students will participate in field study trips/visits to select countries within the hemisphere to further enrich their understanding and appreciation of the knowledge previously gained. Figure 4 is a visual depiction of the IADC academic program construct.

# WDC Academic Program Construct



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As of 2019/07/29

Figure 3

## **Institutional and Program Learning Outcomes**

In accordance with the Plan of Studies, to receive the IADC master's degree or diploma certificate, all students are expected to meet the four Institutional Learning Outcomes (ILO), described in paragraphs A through D. of this section, and demonstrate achievement of the corresponding subset of Program Learning Outcomes (PLO). To ensure a viable academic program, the College uses several methods to validate these ILOs and PLOs. Key methods include a group Country Study Project, which synthesizes and incorporates relevant course themes while strengthening collaboration and professional relationships; a Crisis Management Exercise/Simulation, which helps the student practice related themes and concepts learned over their course of study; and lastly, a Comprehensive Oral Exam aimed at validating the achievement of the ILOs. Detailed learning outcomes for each course are provided in the respective course syllabus. Students are encouraged to keep a copy of the course syllabi for future reference.

A) ILO #1. Demonstrate an in-depth and applied knowledge of issues and concerns related to inter-American defense and security. The desired PLOs include an enhanced ability to:

A.1 Analyze, evaluate, and develop systematic approaches to defense and security policy.

A.2 Analyze diverse responses to political and social conflict in the hemisphere, with attention to the Inter-American System and other efforts to support inter- agency and multinational cooperation.

B) ILO #2. Develop professional relationships that reflect mutual trust and a spirit of inter- American integration based on shared experiences, values, interests, and objectives. The desired PLOs include an ability to:

B.1 Cultivate opportunities for professional collaboration and relationship building via shared experiences, including field studies, cultural events, and group work.

B.2 Demonstrate nuanced recognition of key defense and security challenges in other countries, and analyze similarities and differences experienced in the hemisphere in realms of power, culture, values, and interests.

C) ILO #3. Think critically, synthesize research, and apply strategic communications skills. The desired PLOs include a greater ability to:

C.1 Demonstrate the capacity for critical reflection on diverse program- related topics, synthesizing new applied knowledge by integrating course concepts with lessons learned from prior professional experience, targeted research, and case analysis.

C.2 Practice strategic communication across diverse modalities and course content, demonstrating the skills of organization, synthesis, and persuasion as well as an ability to accept and deliver constructive feedback.

D) ILO #4. Develop collaborative responses to inter-American defense and security concerns. The desired PLOs include an ability to:

D.1 Exercise consensus building and creative problem-solving skills on issues of hemispheric interest, working in multinational, multilingual, and inter-agency teams.

D.2 Demonstrate active listening skills to support cooperation and understanding.

## Pedagogy/Andragogy

The academic program of the IADC fosters graduate-level, professional understanding of course themes based on the premise that knowledge is best obtained and retained through student exposure to diverse teaching modalities and relevant active learning methodologies. The following didactic models are employed in combination across the curriculum to ensure fulfillment of the Course Learning Outcomes (CLOs) as outlined in syllabi. Internships are not part of the IADC curriculum for any program.

### Modalities of instruction and active learning

- **Courses:** Deepen the students' comprehension of course themes' theoretical foundations through graduate-level classroom instruction, plenary debates, facilitated group work, and scholarly readings, directed and evaluated by experienced faculty.
- **Symposium / Speaker Series:** Ground students' knowledge of abstract course concepts via classroom exposure to subject matter experts, providing students a professionally oriented platform for their analysis and synthesis of practical ideas. Both activities seek to engage key regional actors and practitioners of defense and security. Both types of events are planned and executed under the advisory of designated faculty members.
- **Field Studies/Visits:** Increase the students' level of understanding and knowledge by grounding abstract course concepts in field-based exposure to subject matter experts and institutions in the region. These immersive activities provide students a professionally- oriented framework for their analysis and synthesis and experiential platform for cultural understanding and exchange. Field Studies are defined as out-of-area, multi-day events guided by distinct syllabi outlining the CLOs. On the other hand, study visits are typically one-day, local events. Learning outcomes are incorporated into the related course syllabi.
- **Workshops:** Build students' skills and capabilities to employ graduate-level analytic tools and apply abstract course concepts via practical classroom exercises and case studies.
- **Strategic Planning Project:** Reinforce students' analysis and synthesis of course themes, apply critical graduate-level research tools and methodologies, and encourage mutual understanding of experienced peers via the development of collaborative work products.
- **Crisis Management Exercise/Simulation:** This culminating activity is designed to introduce the students to crisis management and peaceful resolution of complex international problems. It provides an opportunity to put theory, concepts, and ideas into practice in a controlled environment.

## Methods of Instruction and Active Learning

- **Auditorium Lectures:** Provide necessary conceptual frameworks and/or case examples to help students reflect on, interpret, and apply related course themes.
- **Auditorium Plenary (Including Question and Answer Sessions):** Create opportunities for students to critically engage course themes, synthesize personal reflections, and respond publicly to ideas raised by professors and subject matter experts. If the same conditions apply to those of auditorium lectures, especially crisis/emergency scenarios, videoconferencing and other virtual tools may be used to support and supplement classrooms lectures, with attention to fulfilling critical learning outcomes.
- **Student Readings:** Encourage students to engage course themes in depth and at a graduate level via active reading of assigned texts, synthesizing background information and critically analyzing and assessing diverse scholarly perspectives and methodologies.
- **Student Working Groups:** Deepen students' understanding and engagement of course content and of each other via enriching dialogue, critical debate, and collaboration with experienced peers from diverse backgrounds, contributing to cooperative and creative solutions to assigned case scenarios and work products. Under some conditions, especially crisis/emergency scenarios, videoconferencing and other virtual tools may be used to incorporate some students in groups while still not in residence, with attention to fulfilling critical learning outcomes.
- **Student Work Products (Individual Essays, Presentations, and Projects):** Reinforce students' knowledge of course themes and build capabilities/skills for graduate-level research, critical analysis, synthesis, and strategic communication. To ensure academic freedom, all individual and group papers, essays, articles, and presentations are the property of the author(s). For additional information, refer to the section on Student Academic Work Policy of this document.
- **Optional Academic Skills Workshops:** Throughout the academic year, the IADC faculty, advisors and staff will provide a variety of student services through optional workshops intended to enhance students' academic skills and learning experience. The workshops include additional assistance in library research and citation, enhanced study techniques and habits, and the use of digital tools, such as Zotero, OneNote, PDF overlay, Microsoft Office, and other software programs. These optional workshops do not count as course credits.
- **Experiential Learning:** This is an important component in a professional and adult education model. The IADC academic environment provides the students with the opportunity to experience one another's cultures through "in situ" learning and garnering information from the exposure.
- **Distance Learning:** The Middle States Commission on Higher Education has now authorized IADC to provide distance learning in its educational portfolio.

- Virtual Engagement (Crisis Conditions):** The global pandemic of COVID-19 has forced many institutions of higher education in the United States and Americas region to enhance use of online education and employ virtual tools to support students' academic engagement. IADC has taken proactive and practical steps in this regard, building on experiences from the emergency transition to virtual classes during the second semester of Class 59 and Class 60 course. Given the preponderance of international students at IADC and still-developing health crises in many countries, the College foresees a possibility of delay for some students to incorporate into the in-residence IADC program for Class 61. For this reason, the start of academic programming would be delayed by two weeks in this case; the first five academic activities will be available virtually to students in route to the College. The following considerations help frame a (temporary) hybrid program model:

  - IADC recognizes that high levels of contact, engagement, and cooperation with diverse peers (in presence or virtually) is critical to fulfilling learning outcomes.
  - Virtual learning will follow the synchronous flow of presence-based education, featuring simultaneous contact hours with faculty, seminar leaders, and student peers in residence (to support academic and experience-based learning outcomes).
  - For isolated cases in which simultaneous or synchronous learning proves difficult, equivalent tools will be made available (including faculty/seminar leader contact time) to achieve comparable content, assessments, and rigor as traditional instruction.
  - IADC is integrating enhanced virtual tools into its presence-based orientation and instructional planning, allowing for online incorporation of students for a limited number of courses (as a temporary, emergency measure).
  - Faculty members have gained practice-based expertise in online instruction during emergency measures of Class 59 (Spring 2020), Class 60, and Class 61, working with a wide array of virtual tools and taking part in a number of tutorial and peer training sessions.
  - Dedicated IT and Library/Learning Center staff will provide ongoing support to faculty and students for use of online tools (for instruction and remediation).
  - Unique aspects of the IADC teaching model at IADC – including participation of dedicated interpreters and seminar leaders – will be adapted and integrated into the synchronous virtual experience, receiving additional training and drawing on lessons learned / best practices from Class 59 (Spring 2020), Class 60, and Class 61.
- IADC has invested in multiple virtual learning platforms to support this process.

**Master of Science Program**  
in  
**Inter-American Defense and Security**  
**Course Catalog**



# Master of Science Program Overview

The master's degree program is designed for senior military, national police and civilian government officials who meet the College's admissions requirements. In accordance with the College mission, the objective of this program is to prepare those individuals to assume senior strategic-level positions within their governments. The overarching ILOs are an in-depth and applied understanding of inter-American defense and security related disciplines, as well as enhanced abilities to think critically, synthesize research and apply strategic communication skills. The themes are structured on the four pillars of the OAS: Democracy, Human Rights, Multi- Dimensional Security, and Integral Development. This foundation enables the delivery of a curriculum that is current and relevant to countries in the region.

## Admissions Overview

In order to develop an educational environment that maximizes each student's perspective and experience, the IADC strives to maximize diversity in the student body.<sup>5</sup> IADC student body represents each service of the armed forces, national police, local police, legislators, as well as government civil servants from member nations of the OAS. The IADC seeks to diversify its student body to reflect the values of the OAS.

## Requirements

### Admissions Eligibility

Unless specified by the sponsoring government, all prospective students are conditionally enrolled in the master's degree program while a certified validation institution validates their bachelor's degree credentials. If the validation institution receives a negative response, it will inform the candidate, remove them from the master's degree program and transfer them from the graduate program to the Post-Secondary Professional Diploma program. All prior academic work and grades will remain as previously earned. However, student transcript will reflect 400 level courses. New academic requirements and work will be based on diploma program criteria.

### **In order to be accepted in the master's degree program, students:**

- a. Must be nominated by a government organization to attend the master's degree program;
- b. Belong to a nationally recognized military or public security force and shall have attained the rank of Lieutenant Colonel or Colonel or equivalent rank within their organization; candidates from civilian government organizations shall have attained positions with responsibilities like that expected of a Lieutenant Colonel or Colonel in the military or public security force;
- c. Must be a graduate of a command and staff college or have similar or equivalent professional education;
- d. Military and public security officials generally should have 15-20 years of professional experience that enables each student to contribute effectively to the academic discourse.

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<sup>5</sup> IADC Diversity Management and Equal Opportunity Policy, IADC/348-18, dated 1 November 2018; IADC Strategic Objective #3 (SO#), as stated in the IADC Strategic Plan (2022-2025), dated 18 January 2022..

Recognizing that non-military organizations have career paths different from the military, students must be able to demonstrate a minimum of five (5) years professional experience; and

- e. Must possess a bachelor's degree or its equivalent, as determined by the certified validation institution.

### **Financial Cost**

- a. There is no College tuition for participating in the master's degree program. However, the sponsoring government is responsible for the following: (a) the living expenses of their respective student during the yearlong course; (b) the travel stipend required for field studies and local visits; and (c) travel within and outside the Continental United States (CONUS and OCONUS).
- b. The College does not receive any form of student Financial Aid or endowment from the governments or oversight organizations.
- c. Because there is no tuition, installment payments do not apply. Withdrawal/cancellation policy does not apply.

### **Official Languages**

- a. The College's official languages are English, French, Portuguese, and Spanish. Presentations and conferences are offered in the preferred language of the speaker/faculty with simultaneous interpretation provided by the College. The College provides most mandatory course readings or alternates in all four languages. Students are encouraged to use the designated student workstations or free online translation tools for rough translation of recommended readings. Additionally, unless explicitly instructed differently, students needing interpretation are required to have their translation devices available on campus and in their possession during field studies and visits.
- b. It is important that students and staff are proficient in one of the College's four languages. The College encourages proficiency in English to enhance the experience of living in the United States. Spanish proficiency is also encouraged to facilitate easier interactions in working groups, which are often largely comprised of Spanish speakers.
- c. When there are conflicting or contradictory texts in the curriculum documents, the English version or the original document takes precedence.

### **Academic Records**

Prospective students must submit certified copies of their academic transcripts and post-high school studies. Original records may be presented in French/Portuguese/Spanish; however, the student must also provide an English translation of the original documents. Original documents or certified copies of originals are required for admission and facilitate the enrollment process.

## **Acceptance Notification**

An acceptance letter containing detailed information regarding processing will notify prospective students. Additional information can be found on the IADC website at <https://iadc.edu/admissions>.

## **Enrollment**

During the first day of in-processing, students and newly reported advisors/staff go through the formal enrollment process and complete any personal data forms that could not be filled out online. Students receive their e-mail accounts, lockers, information on permitted parking places, seating assignments in the auditorium, as well as additional administrative and regulatory information on IADC procedures. It is important that students accurately fill in the information required online, as this information will be used to process identification cards, make name cards, invitations and programs.

## **Prospective Student Records**

Résumés are to be in PDF format and emailed to [registrar@iadc.edu](mailto:registrar@iadc.edu). This facilitates the verification of the student's profile in accordance with College regulations. Additionally, this information facilitates seminar mentor and workgroup assignments.

## **Letter of Appointment**

Prospective students are to ensure that the original documents confirming their appointment as a student are sent by their government through the proper channels. As the official process is slow, the documents are to be sent as a PDF file to [registrar@iadc.edu](mailto:registrar@iadc.edu). This will help streamline the registration process.

## **Transfer of Credits**

The IADC has a fully structured yearlong academic program. As such, the College does not accept, nor apply, transfer credits from any institution to either the master's degree or the diploma programs. Credits earned at the college are transferable to another institution at the sole discretion of the accepting institution. IADC does not grant credit for life or work experience.

## **Pre-Arrival Reading Assignments**

All students are required to read the following articles prior to arrival at the College, which are found on the IADC website: <http://iadc.edu/pre-arrival/> (non-existent)

- A. IADC Writing Guide– Chapter 1 is required, and it is recommended that the document be read in its entirety. This document reviews the types of papers that students must complete at the IADC and provides basic guidelines for writing and research.
- B. Pion-Berlin, David. "Political Management of the Military in Latin America." *Military Review*, 2005. This text explores the characteristics of effective civilian control over the military and the implications this has relations between the military and political leaders in Latin America.

- C. Selected chapters of the "Red de Seguridad y Defensa de América Latina" (Security and Defense Network of Latin America, RESDAL) Atlas 2010 and 2012. These chapters review regional security and defense policies in relation to and as implied by the management of the roles and mission of the armed forces.
- Aravena, Francisco Rojas. "América Latina y el Caribe: Avances Retóricos Sin Acuerdos Vinculantes" (Latin America and the Caribbean: Rhetorical Progress and NoBinding Agreements). In a Comparative Atlas of Defense in Latin America and Caribbean, edited by Marcela Donadio and Maria de la Paz Tibiletti, 12-14. Buenos Aires: RESDAL, 2010.
  - Klepak, Hal. "Defensa y Cooperación en el Hemisferio: El Confuso Cuadro Actual" (Defense and Cooperation in the Hemisphere: Today's Puzzling Scenario). In a Comparative Atlas of Defense in Latin America and Caribbean, edited by Marcela Donadio and Maria de la Paz Tibiletti, 15-18. Buenos Aires: RESDAL, 2010.
  - Rial, Juan. "Los Ministerios de Defensa y el Poder Político" (The Ministries of Defense and Political Power). In a Comparative Atlas of Defense in Latin America and Caribbean, edited by Marcela Donadio and Maria de la Paz Tibiletti, 48-50. Buenos Aires: RESDAL, 2010.
  - Saint-Pierre, Héctor. "Fundamentos para Pensar la Distinción entre Defensa y Seguridad" (Fundamentals to Approach the Distinction Between Defense and Security). In a Comparative Atlas of Defense in Latin America and Caribbean, edited by Marcela Donadio and Maria de la Paz Tibiletti, 42-43. Buenos Aires: RESDAL, 2012.

## **IADC Master of Science Courses**

### **500 Hemispheric Defense and Security Foundations (DSF)**

This workshop provides the basic theoretical guidelines related to defense and security concepts. The concepts are analyzed from diverse perspectives and reflect the way they are implemented in various countries throughout the Hemisphere. The workshop is graded as Pass or Fail.

Credits: 0.5

Prerequisites: None

Note: Virtual tools are available for hybrid, synchronous instruction.

### **501 Research and Writing Foundations (RWF)**

This workshop offers the venue and tools for students to practice critical analysis, synthesis, and assessment and effectively communicate their results as part of strengthening their professional capabilities as strategic advisors for defense and security. This workshop also offers the opportunity to gain an applied understanding of the Inter-American Defense College's priorities, expectations, and norms for assessment and feedback on student academic performance. The workshop is graded Pass or Fail.

Credits: 2.0

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction.

### **502 Intercultural Communication Foundations (ICF)**

This workshop introduces students to the cultural dynamics and intercultural concepts that may arise while working in an international arena. The workshop is based on the understanding of the dilemmas of inter-cultural communication and its effects on the decision-making process in defense and security. The workshop is graded Pass or Fail.

Credits: 0.5

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction

### **603 International Relations and the Inter-American System (IRIS)**

This course explores the origins and development of the modern nation-state system. Students are exposed to selected major paradigms of thought in International Relations, the definition of boundaries of the field, and its normative and analytical goals. Students will examine the historical and contemporary leadership roles of selected major international normative frameworks and intergovernmental organizations, and their influence on interstate relations and on states directly. Students will examine the production and use of international norms, and the rise, development, and waning of international regimes as a response to the need for cooperation where the individual action of states is insufficient to address shared problems. The course then focuses on the inter-American system as a source of shared norms and venues for hemispheric cooperation. Two visits are conducted to complement course objectives:

Visit: Organization of the American States Students receive presentations from key OAS officials regarding the mission, organization, functions, and future prospects of this hemispheric body.

Visit: Inter-American Defense Board Students receive presentations by the elected officials of the Inter-American Defense Board regarding the mission, organization, functions, and future of this regional body.

Credits: 2.0

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction.

#### **604 Strategic Studies for Defense and Security Advisors (SSA)**

This course explores strategic and geopolitics studies within hemispheric defense and security context. Students will examine various frameworks and models applicable to strategic advisory and leadership roles. The course focuses on practical application, enabling students to adapt models and theory in diverse and evolving contexts. The course also promotes critical thinking and adaptability, effectively preparing students to navigate multifaceted defense and security landscapes. Students will think strategically to develop solutions to complex challenges in building defense and security architectures in the hemisphere. Participants will also enhance their ability to understand strategic culture, and its influence on strategic leadership.

Credits: 3.0

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction.

#### **505 Field Study – New York City (NYC)**

This academic field study serves as a foundational experience for students, taking place early in the academic year to establish connections between the program's curriculum and real-

world applications. Set within the dynamic context of New York City, students gain insights into global finance, diplomacy, and security challenges through targeted experiential activities and strategic engagements with institutions and subject matter experts relevant to hemispheric defense and security priorities. The specific itinerary and institutional engagements vary annually to reflect evolving regional priorities and emerging issues. However, consistent themes include the role of international organizations, public-private partnerships, and crisis management responses to address contemporary security challenges. Preparatory sessions before the field study ensure alignment with academic objectives and provide students with the tools to maximize learning outcomes.

Credits: 1.0

Prerequisites: None

Note: Virtual tools are available for hybrid, synchronous instruction.

### **606 Political Economy of Defense and Security (PEDS)**

The course studies the interactions among the traditional areas of Economics and the defense and security sectors. Among the topics covered are: economic regimes, defense industrial complex, spillover effect, technology and innovation, and alliances. The students receive an analysis of the economic theories underpinning the Defense Economy, including the effects of defense spending on economic growth. It also offers a comprehensive view of how states allocate resources to national defense based on their potential and capabilities, and how military innovation can affect other sectors of the economy. At the end of the course, students have acquired the knowledge necessary to develop their political-economic analysis capabilities.

Credits: 2.0

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction.

### **607 Multidimensional Security I (MDS I): Threats and Challenges**

In this course, students explore contemporary challenges and comparative responses to diverse “multidimensional security” issues in the Americas, with particular emphasis on transnational organized crime. The course considers historical roots of the OAS concept and addresses key conceptual and policy debates through critical review of the literature and targeted case applications. Students are exposed to different “security” frames, threat orientations, and civil-military responses currently employed by regional stakeholders. Students are challenged to propose collaborative responses to shared multidimensional security dilemmas and assess potential impacts for regional defense and security functions and institutions.

Credits: 3.0

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction.

### **508 Field Study – Continental United States (CONUS)**

This academic field study allows students to analyze the regional and global influences on the security of the Western Hemisphere by engaging with key U.S. defense and security organizations. Activities include command briefings, leadership discussions, and interactive exercises that examine U.S. regional priorities, partnerships, and strategies for addressing current and emerging security challenges. The specific itinerary may change each year to reflect evolving academic objectives and regional needs, ensuring a tailored and dynamic learning experience. This immersive experience reinforces theoretical knowledge from the curriculum while providing practical insights into hemispheric defense and security dynamics from a U.S. perspective. Before the field study, preparatory sessions will align students with course objectives and maximize their learning outcomes.

Credits: 1.0

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction.

### **510 Illicit Economies Foundations for Hemispheric Security Workshop (IEF)**

The workshop offers a practical and regionally grounded introduction to the economic dynamics of illicit markets in the Americas and their implications for security, governance, and institutional resilience. Students will examine key transnational threats -including drug and arms trafficking, human smuggling and trafficking, money laundering, and illegal mining- through an applied economic lens. Using case-based discussions and collaborative analysis, the workshop facilitates peer dialogue and comparative assessment of shared regional vulnerabilities. Designed for professionals in the defense and security sectors, the course emphasizes actionable insights and joint policy responses, enabling participants to understand how illicit flows distort legitimate markets, fuel violence, and undermine state authority across borders. The workshop is graded as Pass or Fail.

Credits: 0.5

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction

### **511 Hemispheric Defense and Security Symposium Series (SYM)**

This symposium series offers students a comprehensive exploration of critical issues in hemispheric defense and security through expert-led discussions, panels, and interactive sessions. Designed to complement the core curriculum, each symposium addresses contemporary topics such as geopolitics, human rights, disaster response, transnational crime, civil-military relations, and emerging regional security challenges. The series features insights from security and defense leaders, policymakers, academics, and practitioners from across the Americas. Through these engagements, participants critically analyze emerging security dynamics and explore innovative approaches to strengthening hemispheric defense and security frameworks. Open to IADC students, IADB and OAS members, and local academic institutions, the series includes sessions with multiple speakers and panels. Symposia topics may vary annually to reflect emerging priorities and regional developments. The symposium series is graded as Pass or Fail.

Credits: 1.0

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction

### **512 Director Speaker / Local Field Study Series (DSS)**

This course provides students with unique opportunities to engage with senior leaders, explore leadership topics, and participate in local field studies within the Washington, D.C. metro area and surrounding strategic sites such as the Gettysburg Battlefield and Naval Station Norfolk, Virginia. Through interactions with distinguished speakers, alumni, and subject matter experts, students will gain insights into strategic leadership principles and the complexities of hemispheric defense and security. Assignments include group discussions and online forums to reflect on lessons learned from these engagements. The specific itinerary and guest speakers may vary annually based on the director's priorities and emerging regional challenges. The course is graded as Pass or Fail.

Credits: 1.0

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction

### **613 Hemispheric Defense and Security Policy (HDSP)**

The course is designed to describe, analyze, and deepen students' knowledge on Hemispheric Defense and Security Policy, its origins, and to differentiate diverse concepts about policy elaboration, implementation, and evaluation. Students examine the role played by ministries of defense and other actors involved in policy development and implementation, as well as develop an understanding of the dynamics of policy planning, its limitations, and processes of dissemination.

Credits: 3.0

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction.

#### **614 Multidimensional Security II (MDS II): Conflict Analysis and Peacebuilding**

This course explores conflict analysis and peacebuilding within the multidimensional security framework of the Americas. It highlights the importance of systematically analyzing conflict, engaging its relevant stakeholders, and building on mutual interests to develop collaborative and sustainable solutions that contribute to regional defense, security, and peacebuilding. Students survey contemporary conflict trends in the Americas and examine comparative responses, with a focus on managing, resolving, or transforming conflict. Students are challenged to critically analyze and respond strategically to diverse conflict situations. Students also explore different theoretical approaches and conceptual tools related to conflict, with application to regional case scenarios.

Credits: 2.0

Prerequisites: None.

Note: Virtual tools are available for hybrid, synchronous instruction.

#### **615 Disruptive Technologies and Cyber Security (DTCS)**

This course examines the effects of disruptive technologies and cybersecurity on hemispheric defense and security. Students will explore emerging technologies such as AI and quantum computing and their implications for national and regional security. The course addresses the strategic, ethical, informational, and operational challenges posed by these advancements and the opportunities they present for defense and security institutions. Through case studies, students will analyze cyber threats from state and non-state actors, including cybercrime, cyberterrorism, and cyberwarfare. Key topics include the protection of critical infrastructure, espionage, information challenges, and the role of space in security and defense. The course also discusses crisis management for cyber incidents and examines how cyberspace challenges traditional concepts of sovereignty and privacy. Emphasis is placed on interagency collaboration, international cooperation, and policy development. By the end of the course, participants will be able to evaluate how disruptive technologies influence security strategies and decision-making in the unique security landscape of the Americas.

Credits: 2.0

Prerequisites: None

Note: Virtual tools are available for hybrid, synchronous instruction.

### **517 Defense, Security, and the Media Workshop (DSM)**

Students will analyze the growing role of the media in a democratic society, and how it relates to the State and in particular to Hemispheric Defense and Security. Students will participate in a practical exercise involving media interviews and speaking in front of the camera. The grade for this workshop is Pass or Fail.

Credits: 0.5

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction.

### **518 Field Study – Outside the Continental United States (OCONUS)**

This field study exposes students to the main aspects of the political, economic, social, military, and cultural realities of the countries hosting the visits, through various learning methods and modalities. Historically, academic activities include conferences, presentations, and visits to organizations and institutions in the private and public sector, as well as relevant historical and cultural sites. Before the field study, preparatory sessions will align students with course objectives and maximize their learning outcomes.

Credits: 2.0

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction.

### **519 Strategic Planning: Applied Methods and Country Study (SPCS)**

The Country Study project teaches a Strategic Planning Methodology for developing national-level policy in the medium-term (10 years) based on scenarios created using forecasting methodology. The course of study comprises three main parts: diagnostic analysis, policy conceptualization, and strategy formulation. The course covers how to make a diagnosis to develop future events and build exploratory and normative future scenarios using strategic planning software. Based on these and other academic activities, students formulate national policies for security, defense and development for an assigned country.

Credits: 3.0

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction

### **520 Crisis Management Exercise/Simulation (CMS)**

Students will comprehensively apply crisis management tools, strategic thinking,

international relations, civil-military relations, multidimensional security, and other concepts learned throughout the academic program to a crisis management scenario. These skills are exercised in a simulation depicting an international environment of highly competitive interests, limited resources, and the need for cooperation to bring a peaceful resolution to the crisis scenario.

Credits: 1.0

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction.

### **621 Master's Degree Comprehensive Oral Exam 1, 2 and 3**

Faculty Members

Students enrolled in the master's degree program must undergo a comprehensive oral exam by a Board comprised of four (4) IADC faculty members. The objective of this comprehensive oral exam is to validate learning outcomes by evaluating students' knowledge and ability to synthesize, analyze, and coherently present relevant course themes. A separate document detailing the examination process will be provided to assist students in their preparation. In order for the students to pass the comprehensive oral exam, they need a 3.0 minimum score. If they are not able to attain the minimum 3.0 score, then it is considered a failing score.<sup>6</sup> Refer to Appendix E for details on the comprehensive oral exam policy.

Credits: 0.0

Prerequisites: Successful completion of all academic requirements

Note: Virtual tools available for hybrid, synchronous instruction.

### **698 Individual Research (optional course)**

Faculty

Provides an opportunity for students to research and write on a topic of interest under the supervision of a designated faculty member. The research topic should be linked to the four OAS pillars: Democracy, Human Rights, Multi-Dimensional Security, and Integral Development. The final paper will be considered for inclusion in IADC's *HEMISFERIO* publication. This optional course cannot replace or be taken in place of other electives.

Credits: 1.0

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction.

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<sup>6</sup> The College's published grading scale will be used to facilitate the determination of distinguished graduates, as delineated in the Order of Merit Policy.

## **599 Elective Courses**

Faculty: As listed per course. Each elective is 1.0 credit.

Pre requisites: None

Note: Virtual tools available for hybrid, synchronous instruction

Elective courses provide an opportunity to examine topics of interest relevant to the PLOs. The number of course offerings and topics is dependent on funding availability. Electives may be offered in multiple languages if resources allow, and student interest exists. The elective class sessions are typically held once per week for a period of five weeks during a semester, during the afternoon hours. Four elective courses are normally offered during the first semester, and four other electives are offered during the second semester. Master's degree students are required to complete a minimum of one elective, and can opt to take additional electives for credit, or on a no- credit "audit" basis for professional development. Any successfully completed additional electives that are taken for credit will be reflected on a second transcript that is not part of, nor added to, the student's required master's degree or diploma program credits. In cases of high demand for an elective course, priority is given to master's students who need the course to fulfill graduation requirements.

Other master's students who take the course for additional elective credit and diploma students (with Chief of Study approval) are the next priority. Finally, master's students and other students "auditing" a course are the final priority. IADC graduates assigned to IADC staff may enroll in elective courses on a "space available" basis and must complete all required academic assignments and attend all elective class sessions to receive additional graduate-level credits. The number of auditing students allowed in an elective is determined by the professor and is based on the desired group size and venue of the class. Students may withdraw from an elective course no later than the end of the second-class session and will receive a "W" on their student transcript. As a proof of concept, the elective courses are currently open to members of the Organization of American States (OAS) working in the area of Defense and Security, the Inter- American Defense Board (IADB), National Defense University (NDU) Students, IADC Staff and other personnel by the IADC Chief of Studies' authorization. These auditing students must formally enroll with the IADC Registrar's Office. To qualify for a certificate of participation, auditing students must complete all of the required academic assignments and attend all class sessions in accordance with the attendance policy outlined in this document. For more information, refer to Inter-American Defense College (IADC) Elective Courses Policy. Graduate course credits are not authorized at this time for students

who have not completed, or do not have on file with the IADC Registrar, validated bachelor's degree credentials. Refer to the academic calendar (Appendix G) for planned elective courses dates.

All candidates to participate in an elective course at the IADC, prior to their enrollment, must receive an on boarding as part of the continuous improvement of the College's academic processes. The focus of this preliminary briefing is to provide the necessary tools to access the IADC platform and explain the rules and regulations of the College pertaining to the work and conditions of academic integrity, and other aspects of interest that the College maintains and requires of students.

The elective courses are offered at the Elective Fair, which takes place the first days of September and January, where students can obtain detailed information from the Faculty about the options of the courses of their interest.

### **599A Strategic Decision Making (SDM)**

This course is normally taught in Spanish. The course analyzes decision-making by discussing the main theories and models commonly used to explain these processes, and by identifying particular characteristics of decision-making on defense and security issues in scenarios surrounded by risk and uncertainty. The frequently used rational choice and rational actor model is compared and contrasted with other models in order to understand the many factors that bound rationality.

### **599B Strategic Leadership (SL)**

This course is normally taught in Spanish. The course examines strategic leadership as an iterative process of interaction that takes place in an ever-changing environment between leaders, peers and followers. There is a symbiotic relationship in which each entity exerts influence among the others causing changes in respective behaviors and styles of leadership. The course discusses personal attributes and functions of both a leader and a manager, aiming to distinguish—more empirically than theoretically—the difference between a leader and a person in a position of authority. The course studies several styles and models of leadership, particularly transformational, transactional and charismatic leadership; their impact in the decision-making process; and the relationship between civil officials and military officers. This course is available in-person and via distance education.

### **599C Civil-Military Relations in the Americas (CMR)**

This course is normally taught in English, Spanish, Portuguese and French. The course is designed to provide students with an understanding of the major theories regarding the organization of civilian-military relations in the state and society, with particular focus on

issues of control and oversight of the military by civilian authorities in a democratic society. Students will study early literature on the topic, beginning with Huntington's work, and explore major aspects of the debate it has generated over the past decades.

### **559E Women, Peace and Security**

This course usually takes place in English, Spanish, Portuguese and French. Through a series of lectures, conferences in the auditorium, as well as discussions led by field subject matter experts, the students have access to important knowledge and important information about the policies for Gender Integration and Perspectives of the countries of the Western Hemisphere. The designated IADC faculty advisor provides guidance on the course content and objectives to reinforce the connection to the IADC's Institutional Learning Outcomes.

### **599F Applied Cybersecurity**

This course is normally taught in English, Spanish, Portuguese and French. Students have access to key factors for consideration in cyber security risk management and international cooperation. Topics covered include cybersecurity concepts, cyber threats and responses, personal privacy, ethical and legal behavior, and legal aspects related to cyberspace.

### **599 G Illicit Economies and Criminal Networks: Governance and Policy in the Americas**

This elective course provides an in-depth exploration of illicit markets in the Americas through the analytical lens of political economy. It examines how illegal economic activities -such as drug and arms trafficking, human smuggling and trafficking, money laundering, illegal mining, wildlife smuggling (including illegal, unreported, and unregulated fishing), and counterfeit goods- interact with formal institutions, distort market dynamics, and affect regional security. The course examines the incentives, actors, and cross-border networks that sustain these markets, while analyzing their adaptive strategies in response to enforcement efforts, technological shifts, global demand, and geopolitical tensions. Grounded in economic theory and enriched with comparative case studies, the course challenges students to critically assess national and regional policy frameworks, and to design realistic, evidence-based policy proposals.

### **599H Comparative Politics (CP) of the Developing Countries: Latin America and the Caribbean**

This course is normally taught in Spanish. Two of the main themes that prevail in the post-Cold War discourse regarding the developing countries are, on the one hand, the question of achieving economic and social development, and on the other, the question of the quality of

democracy and institutional effectiveness of states. Following an introduction to the comparative method and a brief overview of the field of comparative politics, this course focuses on ways to approach the two themes. Although not exclusively, the course's main region geographical area of focus is Latin America and the Caribbean.

### **599I Special Topics: Inter-American Defense and Security Challenges**

Faculty TBC (Coordinator: Dr. Mark Hamilton)

This course is typically taught in English, Spanish, and Portuguese. It will explore contemporary inter-American defense and security issues. Each interaction will address different areas of security and defense policy, emphasizing current and timely issues such as space security, food security, climate security, cybersecurity, human rights, and strategic partnerships. These non-recurring electives will enrich the elective set and allow for the use of visiting faculty and researchers, thereby enhancing the master's program. Each offering will align with the IADC Program Learning Outcomes (PLOs), fostering critical analysis and strategic thinking; this time, the Space Policy and Strategy topic will be taught, with the goal of providing a comprehensive exploration of the technological, political, and strategic aspects of outer space in the contemporary context.

### **Graduation Requirements**

In order to satisfactorily complete the master's degree program, students must meet each of the following Satisfactory Academic Progress (SAP) conditions:

1. Satisfactorily complete a minimum of 32 credit hours of IADC courses;<sup>7</sup>
2. Receive no final course grades below a 3.0
3. Complete one elective course
4. Receive a minimum score of 3.0 in the comprehensive oral exam.<sup>8</sup>

A master's degree student who achieves Satisfactory Academic Progress (SAP) condition number one (1) but does not meet requirements for numbers two (2), three (3) or four (4) is awarded a "Certificate of Completion." This certificate does not connote completion of the master's degree program or awarding of a master's degree. Students identified by the faculty as potentially not meeting requirement #2 are entered into the remediation and Academic Council process outlined in Appendix K and its Annex number 1.

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<sup>7</sup> IADC Students are enrolled as a cohort; therefore, all students must participate in every academic activity outlined in the academic calendar and weekly student schedule. Normally, the IADC Master of Science degree consists of courses and academic activities that have a total value of 36.5 credits. In extenuating circumstances, the IADC Director may authorize an exception to this policy based on the recommendation of the Studies Committee or the Academic Council to authorize a total of 36.5 credits.

<sup>8</sup> With exception of the comprehensive oral exam, re-testing, all academic requirements must be completed during the one-year student assignment to the IADC. Students who re-take and pass the comprehensive oral exam in the subsequent year will not participate in the graduation ceremony of the new graduating class.

# Post-Secondary Diploma Program

in

Inter-American Defense and Security

## Course Catalog



## **Post-Secondary Diploma Program Overview**

The Post-Secondary Diploma Program has a design for experienced military, national police and civilian government officials who do not possess the undergraduate pre-requisites to enroll in the master's degree program. In accordance with OAS Statutes and the College mission, the diploma program provides inclusivity to prepare these individuals to assume key positions within their governments with a better understanding of the regional defense and security-related disciplines to facilitate effective decision-making. The themes are structured based on the four pillars of the OAS: Democracy, Human Rights, Multi-Dimensional Security, and Integral Development, thereby enabling the delivery of a curriculum that is current and relevant to the countries in the region. The principal differences between the 400-level diploma program courses and the 600-level master's program courses are: the scope of the CLOs, the quantity and level of assigned reading, and the quantity and level of academic evaluation of course deliverables.

### **Admissions Overview**

In order to develop an educational environment that maximizes each student's perspective and experience, the IADC strives to maximize diversity in the student body.<sup>9</sup> The IADC student body represents each service of the armed forces, national police, local police, and government civil servants from the member nations of the OAS. The IADC seeks to diversify its student body to reflect the values of the OAS.

### **Requirements**

#### **Admissions Eligibility**

Applicants who do not possess an undergraduate degree will be evaluated on a case-by-case basis for admission into the diploma program. Diploma candidates will be given the opportunity to pursue this course of study with requirements established by the faculty commensurate with an undergraduate program.

In order to be accepted into the Post-Secondary Diploma Program, students:

- a. Must be nominated by a government organization to attend the diploma program;
- b. Must belong to a nationally recognized military or public security force and shall have attained the rank of Lieutenant Colonel or Colonel or equivalent rank within their organization. Candidates from civilian government organizations shall have attained positions with responsibilities commensurate with those of a Lieutenant Colonel or Colonel in the military or public security force; and
- c. There are not additional entrance requirements for the Post-Secondary Professional Diploma

#### **Financial Cost**

- a. There is no College tuition for participation in the Post-Secondary Diploma Program. However, the sponsoring government is responsible for the following: (a) the living

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<sup>9</sup> IADC Diversity Management and Equal Opportunity Policy and IADC Institutional Goal. #2

expenses of their respective student during the one-year-long course; (b) the travel stipend required for local study trips and visits; and (c) the travel stipend for study trips, visits and field studies within and outside the Continental United States (CONUS and OCONUS).

- b. The College does not receive any form of student financial aid or endowment from the governments or oversight organizations.

### **Official Languages**

- a. The College's official languages are: English, French, Portuguese, and Spanish. Presentations and conferences are offered in the preferred language of the guest speaker/faculty with simultaneous interpretation provided by the College. The College provides most mandatory course readings or alternates in all four languages. Students are encouraged to use the designated student workstations and free online translation tools for rough translations of recommended readings. Additionally, unless explicitly instructed differently, students needing interpretation are required to have their interpreting devices available on campus and in their possession during field studies and visits.
- b. It is important that students and staff are proficient in one of the College's four languages. The College encourages proficiency in English to enhance the experience of living in the United States. Spanish proficiency is also encouraged to facilitate easier interaction in working groups, which are often comprised largely of Spanish speakers.
- c. When there are conflicting or contradictory texts in the curriculum documents, the English version or the original document takes precedence.

### **Academic Records**

Prospective students must submit certified copies of their academic transcripts and post high school studies. Original records may be presented in French/ Portuguese/Spanish; however, the student must also provide an English translation of the original documents. Original documents or certified copies of originals are required for admission and facilitate the enrollment process.

### **Acceptance Notification**

An acceptance letter containing detailed information regarding processing notifies prospective students. Additional information is available on the IADC website at <http://iadc.edu/admission>.

## **Enrollment**

During the first day of in-processing, students and newly reported advisors/staff go through the formal enrollment process and complete any personal data forms that could not be filled out online. Students receive their e-mail accounts, lockers, information on permitted parking places, seating assignments in the auditorium, as well as additional administrative and regulatory information on College procedures. It is important that students accurately fill in the information required online, as this information will be used to process identification cards, make name cards, invitations and programs.

### **Prospective Student Records**

Résumés are to be in PDF format and emailed to [iadc\\_registrar@iadc.edu](mailto:iadc_registrar@iadc.edu). This facilitates the verification of student profiles in accordance with college regulations. Additionally, this information facilitates seminar mentor and workgroup assignment.

### **Letter of Appointment**

Prospective students are to ensure that the original documents confirming their appointment as a student are sent by their government through the proper channels. As the official process is slow, the documents are to be as a PDF file to [iadc\\_registrar@iadc.edu](mailto:iadc_registrar@iadc.edu). This will streamline the registration process.

## **Transfer of Credits**

The IADC has a fully structured yearlong academic program. As such, the College does not accept, nor apply, transfer credits from any institution to either the master's degree or the diploma programs. Credits earned at the college are transferable to another institution at the sole discretion of the accepting institution. IADC does not grant credit for life or work experience.

## **Pre-Arrival Reading Assignments**

All students are required to read the following articles, available on the CID Inter-American Defense College website, prior to their arrival at the College. Click on the link below, which will take you to the main page where the readings are located. Look in the task bar and you will find the window that takes you to the four languages of the College: Spanish, English, French and Portuguese. You may choose the language in which you feel most comfortable for the readings. <http://iadc.edu/pre-arrival/> (non-existent)

- A. IADC Guide to Writing - Chapter 1 is required, although reading this document in it is entirely recommended. This document reviews the types of papers that students must complete at the IADC and provides basic guidelines for writing and researching.
- B. Pion-Berlin, David. "Political Management of the Military in Latin America." *Military Review*, 2005. This text explores the characteristics of effective civilian control over the military and the implications in the relations between the military and political leaders in Latin America.
- C. Selected chapters of the "Red de Seguridad y Defensa de América Latina" (Security and Defense Network of Latin America, RESDAL) Atlas 2010 and 2012. These chapters review regional security and defense policies in relation to and as implied by the management of the roles and mission of the armed forces.

- Aravena, Francisco Rojas. "América Latina y el Caribe: Avances Retóricos Sin Acuerdos Vinculantes" (Latin America and the Caribbean: Rhetorical Progress and No Binding Agreements). In *A Comparative Atlas of Defense in Latin America and Caribbean*, edited by Marcela Donadio and Maria de la Paz Tibiletti, 12-14. Buenos Aires: RESDAL, 2010.
- Klepak, Hal. "Defensa y Cooperación en el Hemisferio: El Confuso Cuadro Actual" (Defense and Cooperation in the Hemisphere: Today's Puzzling Scenario). In *A Comparative Atlas of Defense in Latin America and Caribbean*, edited by Marcela Donadio and Maria de la Paz Tibiletti, 15-18. Buenos Aires: RESDAL, 2010.
- Rial, Juan. "Los Ministerios de Defensa y el Poder Político" (The Ministries of Defense and Political Power). In *A Comparative Atlas of Defense in Latin America and Caribbean*, edited by Marcela Donadio and Maria de la Paz Tibiletti, 48-50. Buenos Aires: RESDAL, 2010.
- Saint-Pierre, Héctor. "Fundamentos para Pensar la Distinción entre Defensa y Seguridad" (Fundamentals to Approach the Distinction Between Defense and Security). *A Comparative Atlas of Defense in Latin America and Caribbean*, edited by Marcela Donadio and Maria de la Paz Tibiletti, 42-43. Buenos Aires: RESDAL, 2012.

## IADC Diploma Courses

### **400 Hemispheric Defense and Security Foundations (DSF)**

This workshop provides the basic theoretical guidelines related to defense and security concepts. The concepts are analyzed from diverse perspectives and reflect the way they are implemented in various countries throughout the Hemisphere. The workshop is graded as Pass or Fail.

Credits: 0.5

Prerequisites: None

Note: Virtual tools are available for hybrid, synchronous instruction.

### **401 Research and Writing Foundations (RWF)**

This workshop offers the venue and tools for students to practice critical analysis, synthesis, and assessment and effectively communicate their results as part of strengthening their professional capabilities as strategic advisors for defense and security. This workshop also offers the opportunity to gain an applied understanding of the Inter-American Defense College's priorities, expectations, and norms for assessment and feedback on student academic performance. The workshop is graded Pass or Fail.

Credits: 2.0

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction.

### **402 Intercultural Communication Foundations (ICF)**

This workshop introduces students to the cultural dynamics and intercultural concepts that may arise while working in an international arena. The workshop is based on the understanding of the dilemmas of inter-cultural communication and its effects on the decision-making process in defense and security. The workshop is graded Pass or Fail.

Credits: 0.5

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction

### **403 International Relations and the Inter-American System (IRIS)**

This course explores the origins and development of the modern nation-state system.

Students are exposed to selected major paradigms of thought in International Relations, the definition of boundaries of the field, and its normative and analytical goals. Students will examine the historical and contemporary leadership roles of selected major international normative frameworks and intergovernmental organizations, and their influence on interstate relations and on states directly. Students will examine the production and use of international norms, and the rise, development, and waning of international regimes as a response to the need for cooperation where the individual action of states is insufficient to address shared problems. The course then focuses on the inter-American system as a source of shared norms and venues for hemispheric cooperation. Two visits are conducted to complement course objectives:

Visit: Organization of the American States Students receive presentations from key OAS officials regarding the mission, organization, functions, and future prospects of this hemispheric body.

Visit: Inter-American Defense Board Students receive presentations by the elected officials of the Inter-American Defense Board regarding the mission, organization, functions, and future of this regional body.

Credits: 1.5

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction.

#### **404 Strategic Studies for Defense and Security Advisors (SSA)**

This course explores strategic and geopolitics studies within hemispheric defense and security context. Students will examine various frameworks and models applicable to strategic advisory and leadership roles. The course focuses on practical application, enabling students to adapt models and theory in diverse and evolving contexts. The course also promotes critical thinking and adaptability, effectively preparing students to navigate multifaceted defense and security landscapes. Students will think strategically to develop solutions to complex challenges in building defense and security architectures in the hemisphere. Participants will also enhance their ability to understand strategic culture, and its influence on strategic leadership.

Credits: 2.5

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction.

#### **405 Field Study Trip – New York City (NYC)**

This academic field study serves as a foundational experience for students, taking place early in the academic year to establish connections between the program's curriculum and real-world applications. Set within the dynamic context of New York City, students gain insights into global finance, diplomacy, and security challenges through targeted experiential activities and strategic engagements with institutions and subject matter experts relevant to hemispheric defense and security priorities. The specific itinerary and institutional engagements vary annually to reflect evolving regional priorities and emerging issues. However, consistent themes include the role of international organizations, public-private partnerships, and crisis management responses to address contemporary security challenges. Preparatory sessions before the field study ensure alignment with academic objectives and provide students with the tools to maximize learning outcomes.

Credits: 1.0

Prerequisites: None

Note: Virtual tools are available for hybrid, synchronous instruction.

#### **406 Political Economy of Defense and Security (PEDS)**

The course studies the interactions among the traditional areas of Economics and the defense and security sectors. Among the topics covered are: economic regimes, defense industrial complex, spillover effect, technology and innovation, and alliances. The students receive an analysis of the economic theories underpinning the Defense Economy, including the effects of defense spending on economic growth. It also offers a comprehensive view of how states allocate resources to national defense based on their potential and capabilities, and how military innovation can affect other sectors of the economy. At the end of the course, students have acquired the knowledge necessary to develop their political-economic analysis capabilities.

Credits: 1.5

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction.

#### **407 Multidimensional Security I (MDS I): Threats and Challenges**

In this course, students explore contemporary challenges and comparative responses to diverse “multidimensional security” issues in the Americas, with particular emphasis on transnational organized crime. The course considers historical roots of the OAS concept and addresses key conceptual and policy debates through critical review of the literature and targeted case applications. Students are exposed to different “security” frames, threat orientations, and civil-military responses currently employed by regional stakeholders. Students are

challenged to propose collaborative responses to shared multidimensional security dilemmas and assess potential impacts for regional defense and security functions and institutions.

Credits: 2.5

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction.

#### **408 Field Study – Continental United States (CONUS)**

This academic field study allows students to analyze the regional and global influences on the security of the Western Hemisphere by engaging with key U.S. defense and security organizations. Activities include command briefings, leadership discussions, and interactive exercises that examine U.S. regional priorities, partnerships, and strategies for addressing current and emerging security challenges. The specific itinerary may change each year to reflect evolving academic objectives and regional needs, ensuring a tailored and dynamic learning experience. This immersive experience reinforces theoretical knowledge from the curriculum while providing practical insights into hemispheric defense and security dynamics from a U.S. perspective. Before the field study, preparatory sessions will align students with course objectives and maximize their learning outcomes.

Credits: 1.0

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction.

#### **410 Illicit Economies Foundations for Hemispheric Security (IEF)**

The workshop offers a practical and regionally grounded introduction to the economic dynamics of illicit markets in the Americas and their implications for security, governance, and institutional resilience. Students will examine key transnational threats -including drug and arms trafficking, human smuggling and trafficking, money laundering, and illegal mining- through an applied economic lens. Using case-based discussions and collaborative analysis, the workshop facilitates peer dialogue and comparative assessment of shared regional vulnerabilities. Designed for professionals in the defense and security sectors, the course emphasizes actionable insights and joint policy responses, enabling participants to understand how illicit flows distort legitimate markets, fuel violence, and undermine state authority across borders. The workshop is graded as Pass or Fail.

Credits: 0.5

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction

#### **411 Hemispheric Defense and Security Symposium Series**

This symposium series offers students a comprehensive exploration of critical issues in hemispheric defense and security through expert-led discussions, panels, and interactive sessions. Designed to complement the core curriculum, each symposium addresses contemporary topics such as geopolitics, human rights, disaster response, transnational crime, civil-military relations, and emerging regional security challenges. The series features insights from security and defense leaders, policymakers, academics, and practitioners from across the Americas. Through these engagements, participants critically analyze emerging security dynamics and explore innovative approaches to strengthening hemispheric defense and security frameworks. Open to IADC students, IADB and OAS members, and local academic institutions, the series includes sessions with multiple speakers and panels. Symposia topics may vary annually to reflect emerging priorities and regional developments. The symposium series is graded as Pass or Fail.

Credits: 1.0

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction

#### **412 Director Speaker / Local Field Study Series**

This course provides students with unique opportunities to engage with senior leaders, explore leadership topics, and participate in local field studies within the Washington, D.C. metro area and surrounding strategic sites such as the Gettysburg Battlefield and Naval Station Norfolk, Virginia. Through interactions with distinguished speakers, alumni, and subject matter experts, students will gain insights into strategic leadership principles and the complexities of hemispheric defense and security. Assignments include group discussions and online forums to reflect on lessons learned from these engagements. The specific itinerary and guest speakers may vary annually based on the director's priorities and emerging regional challenges. The course is graded as Pass or Fail.

Credits: 1.0

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction

#### **413 Hemispheric Defense and Security Policy (HDSP)**

The course is designed to describe, analyze, and deepen students' knowledge on Hemispheric Defense and Security Policy, its origins, and to differentiate diverse concepts about policy elaboration, implementation, and evaluation. Students examine the role played by ministries of defense and other actors involved in policy development and implementation, as well as develop an understanding of the dynamics of policy planning, its limitations, and processes of dissemination.

Credits: 2.5

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction.

#### **414 Multidimensional Security II (MDS II): Conflict Analysis and Peacebuilding**

This course explores conflict analysis and peacebuilding within the multidimensional security framework of the Americas. It highlights the importance of systematically analyzing conflict, engaging its relevant stakeholders, and building on mutual interests to develop collaborative and sustainable solutions that contribute to regional defense, security, and peacebuilding. Students survey contemporary conflict trends in the Americas and examine comparative responses, with a focus on managing, resolving, or transforming conflict. Students are challenged to critically analyze and respond strategically to diverse conflict situations. Students also explore different theoretical approaches and conceptual tools related to conflict, with application to regional case scenarios.

Credits: 1.5

Prerequisites: None.

Note: Virtual tools are available for hybrid, synchronous instruction.

#### **415 Disruptive Technologies and Cyber Security (DTCS)**

This course examines the effects of disruptive technologies and cybersecurity on hemispheric defense and security. Students will explore emerging technologies such as AI and quantum computing and their implications for national and regional security. The course addresses the strategic, ethical, informational, and operational challenges posed by these advancements and the opportunities they present for defense and security institutions. Through case studies, students will analyze cyber threats from state and non-state actors, including cybercrime, cyberterrorism, and cyberwarfare. Key topics include the protection of critical infrastructure, espionage, information challenges, and the role of space in security and defense. The course also discusses crisis management for cyber incidents and examines how cyberspace

challenges traditional concepts of sovereignty and privacy. Emphasis is placed on interagency collaboration, international cooperation, and policy development. By the end of the course, participants will be able to evaluate how disruptive technologies influence security strategies and decision-making in the unique security landscape of the Americas.

Credits: 1.5

Prerequisites: None

Note: Virtual tools are available for hybrid, synchronous instruction.

#### **417 Defense, Security, and the Media Workshop (DSM)**

Students will analyze the growing role of the media in a democratic society, and how it relates to the State and in particular to Hemispheric Defense and Security. Students will participate in a practical exercise involving media interviews and speaking in front of the camera. The grade for this workshop is Pass or Fail.

Credits: 0.5

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction.

#### **418 Field Study – Outside the Continental United States (OCONUS)**

This field study exposes students to the main aspects of the political, economic, social, military, and cultural realities of the countries hosting the visits, through various learning methods and modalities. Historically, academic activities include conferences, presentations, and visits to organizations and institutions in the private and public sector, as well as relevant historical and cultural sites. Before the field study, preparatory sessions will align students with course objectives and maximize their learning outcomes.

Credits: 2.0

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction.

#### **419 Strategic Planning: Applied Methods and Country Study (SPCS)**

The Country Study project teaches a Strategic Planning Methodology for developing national-level policy in the medium-term (10 years) based on scenarios created using forecasting methodology. The course of study comprises three main parts: diagnostic analysis, policy conceptualization, and strategy formulation. The course covers how to make a diagnosis to develop future events and build exploratory

and normative future scenarios using strategic planning software. Based on these and other academic activities, students formulate national policies for security, defense and development for an assigned country.

Credits: 3.0

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction

#### **420 Crisis Management Exercise/Simulation (CMS)**

Students will comprehensively apply crisis management tools, strategic thinking, international relations, civil-military relations, multidimensional security, and other concepts learned throughout the academic program to a crisis management scenario. These skills are exercised in a simulation depicting an international environment of highly competitive interests, limited resources, and the need for cooperation to bring a peaceful resolution to the crisis scenario.

Credits: 1.0

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction.

#### **498 Individual Research (optional course)**

Faculty

Provides an opportunity for students to research and write on a topic of interest under the supervision of a designated faculty member. The research topic should be linked to the four OAS pillars: Democracy, Human Rights, Multi-Dimensional Security, and Integral Development. The final paper will be considered for inclusion in IADC's *HEMISFERIO* publication. This optional course cannot replace or be taken in place of other electives.

Credits: 1.0

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction.

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### **Elective Courses**

Diploma students are not required to take an elective, but may choose to take up to two electives per semester with the permission of the Chief of Studies. Electives are assigned 599 series course numbers (i.e., 599A, 599B, 599C, and 599D). However, any successfully completed elective course will be documented as 400 series (i.e., 499A, 499B, 499C...)

### **Graduation Requirements**

To successfully complete the diploma program, students must meet each of the following Satisfactory Academic Progress (SAP) conditions:

1. Satisfactorily complete a minimum of 27.5 credit hours of IADC courses;<sup>10</sup>
2. Receive no final course grades below a 3.0;
3. Complete all academic requirements during the one-year assignment to the IADC.

A diploma program student who achieves Satisfactory Academic Progress (SAP) condition number one (1) but does not meet requirements for numbers two (2) or three (3) is awarded a “Certificate of Completion.” This certificate does not connote completion of the Post-Secondary Professional Diploma program. Students identified by the faculty as potentially not meeting requirement #2 are going into the remediation and Academic Council process outlined in Appendix K and its Annex number 1.

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<sup>10</sup> Students are enrolled at the IADC as a cohort; therefore, all students must participate in every academic activity outlined in the academic calendar and weekly student schedule.

# Academic Policies and Procedures

## Credit or Credit Hour Determination

The IADC College complies with Federal Regulations, the Higher Learning Commission guidelines, and the Middle States High Education Commission Policy on “credit or credit hour” to measure the amount of academic work representing the desired learning outcome. A credit hour is a unit of measure that gives value to the level of instruction, academic rigor, and time requirements for a course taken at an institution of higher education. In the IADC, a credit hour is an amount of student work that is consistent with commonly accepted practice in postsecondary education and that reasonably approximates not less than:

a) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for a one-quarter hour of credit, or the equivalent amount of work over a different period of time; or

b) At least an equivalent amount of work as required in this definition for other academic activities as established by the institution, including laboratory work, internships, practicum, studio work, and other academic work leading to the award of credit hours.

The policy allows an institution, in determining the amount of work associated with a credit hour to take into account a variety of delivery methods, measurements of student work, academic calendars, areas of study, and degree levels. The credit hour definition does not dictate the specific amount of classroom time versus out-of-class student work. Nevertheless, even with the constraints and unique aspects of the current academic program, the IADC will always attempt to reasonably comply with the customary 1:2 ratio.

The IADC offers two separate academic programs in Inter-American Defense and Security:

a) Master of Science degree: A total of 32 credits is awarded upon successfully completing the master’s degree program to all students enrolled in this program.

b) Post-Secondary Professional Diploma Program: A total of 27.5 credits is awarded upon successfully completing the diploma program to all students enrolled in this program.

Based on the active adult learning environment of the IADC and the desired learning outcomes, students should expect the following:

- 3.0 credits = 135 hours
- 2.0 credits = 90 hours
- 1.0 credit = 45 hours
- 0.5 credit = 23 hours

For more information, please see the IADC Awarding of Credit Hour Policy, updated January 2023.

The IADC will not issue partial credits for a course that is not 100 percent completed, nor will the IADC completely excuse a student from completing a 0.5-credit course or activity. Graduates will receive a transcript reflecting the courses taken to complete all required credits for their program (32 or 27.5 credits).

If a student requests and receives approval to take more than one elective, a second transcript will reflect the additional courses completed, which will not be counted as part of their corresponding program. This year, Master of Science students carry a full load of 13.5 credit hours in the first semester, 16.5 credit hours in the second semester, and 2 credits of activities that cross the two semesters.

According to the annual Academic Calendar and the availability of academic days, there is an expectation that the student dedicates at least 9 hours of study in each available academic day, comprising hours in class, group work and individual studies. It should be noted that, in trips, seminars and conferences, the workload of studies may be greater, depending on the needs of the event.

### **Academic Evaluations**

The Faculty evaluates students, and Seminar Leaders who have received formal training by faculty assist professors with [academic] evaluations as needed. Evaluations are done in accordance with the criteria established in each course syllabus, and the corresponding assessment rubrics.

Grading is based on students' demonstration of acquired knowledge and their academic output is measured in written assignments, tests of their knowledge, oral presentations, and other assessment methods of individual and group work, as detailed in the corresponding course syllabus.

The IADC curriculum involves significant group assignments, which are designed to encourage collaborative thinking and cooperation. To ensure fairness in grading, the faculty may require group members to submit anonymous peer assessments of individual contributions to the assignment.

### **Program Designation**

There is a formal program designation for the Master's Degree and Diploma Programs. Unless specified by the sponsoring government, all prospective students who have provided the necessary admissions documents are conditionally enrolled in the master's degree program while a certified validation institution validates their bachelor's degree credentials. If the validation institution receives a negative response, it will inform the candidate, remove them from the master's degree program and transfer them from the graduate program to the Post-Secondary Professional Diploma program. This is the only scenario in which the College can change a student from one program to another. Work completed and grades received up to the designation date will remain valid, but course numbers will change to the 400 series on the transcript and on other College documents.

Candidates who are identified prior to commencement of the course as not possessing the necessary undergraduate credentials will be carefully considered on a case-by-case basis for the diploma program. Using a holistic approach and upholding the College's tenet of maximizing diversity among the student body, the Registrar and leadership team will assess credentials, perceived capability, gender<sup>11</sup> and professional background.

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<sup>11</sup> IADC Diversity Management and Equal Opportunity Policy and IADC Institutional Goal No. 2.

## **Withdrawal**

The IADC does not charge tuition to enroll in its educational program. All students are assigned to the IADC in a full-time employment status by their respective governments. Therefore, barring unforeseen circumstances, enrolled students are expected to remain in the program and attend all assigned activities, unless recalled by their respective government. There is a political element to a student's assignment to the IADC, and student recalls through diplomatic channels can occur. Students wishing to withdraw from the College must notify their Delegation at the Inter-American Defense Board and formally inform the IADC leadership, in writing, of their intention.

## **Changing from the Master's to Diploma Program**

The Inter-American Defense College (IADC) recognizes that academic goals may evolve during a student's course of study. In line with our commitment to student success and flexibility, IADC offers students enrolled in the master's program the option to change their program to the diploma program beginning in the second semester, subject to the following conditions:

### **Admission requirements:**

- **Academic standing:** Students must be in good academic standing in the master's program.
- **Country Delegate Approval:** Students must receive written approval from their country's delegate to the Inter-American Defense Board.
- **Application Process:** Students must submit a formal Change of Program application to the Registrar's Office. The request will include a written statement describing the reasons for the program change.

### **Approval Process:**

- The Registrar's Office will review the Program Change request in consultation with relevant faculty and academic advisors.
- Approval will be based on the student's academic record and the justification provided in the written statement.
- Students will be notified of the decision in writing.

### **Transfer of credits and academic evaluation:**

- All courses and grades earned in the master's program will transfer to the diploma program.
- The final grade for each course in the diploma program will be determined by the student's performance in the corresponding master's level course.

### **Additional Considerations:**

- Students who switch from the master's program to the diploma program will no longer be required to complete the oral comprehensive examination.

## **Evaluation Feedback**

IADC faculty is responsible for delivering all courses, and act as academic advisors for field studies. Each faculty member will publish weekly office hours when students may receive individual mentoring on course material.

It is incumbent upon students to seek out faculty and seminar mentor assistance early and often to receive clarifying information, gain additional understanding on a topic or concept, receive assistance with research and writing, or other academic pursuits.

## **Field Studies / Trips / Symposia / Speaker Series**

With the support of the Operations Department, the Experiential Learning and Plans Department is responsible for event planning, agenda development, and overall coordination for planned activities. The assigned faculty member is responsible for developing the academic content and managing evaluation documented in the syllabus. Students may seek out assistance from Faculty and Seminar Leaders to enable better understanding or to clarify questions regarding the student's evaluation.

## **Conferences/Committees**

The designated faculty member is responsible for the conference/committee's syllabus development, with the logistical and coordination assistance of Operations and Trips/Seminars/Conferences staff.

## **Feedback/Academic Evaluations**

Students receive a comprehensive, individual assessment of performance at the conclusion of each academic period. The purpose of this assessment is to identify strengths and weaknesses in the students' performance to date and to include recommendations and resources for improving performance. The diversity of the student body – professional experiences, multiple languages, and diverse academic backgrounds – requires additional effort by the faculty to ensure fairness and useful feedback. **The faculty looks to provide written course feedback within 35 working days from the date of final essay submission**, with preliminary verbal feedback typically available within days of submission. **The faculty understand the need for timely feedback, and will make every effort to meet timelines without sacrificing quality**. Students are encouraged to seek informal feedback anytime from their seminar mentor and the faculty in areas of academic performance not related to the written assignment.

**It has been our experience that the 35 working days (Monday through Friday), become approximately 60 calendar days if weekends, holidays, and key conflicts are taken into account.**

## **Order of Merit**

The College does not publish an academic order of merit list. However, this does not preclude or limit the authority of the Director from commending or recognizing particular students for outstanding academic performance. “Graduation with Distinction” will be annotated in the student transcript for those graduates who achieve the following: 1) Complete the academic program with a GPA of 3.8 or higher; 2) Have had no grade remediation; and 3) Pass the comprehensive oral exam with a score of 3.7 or higher.

## **Student Leadership**

Historically, every class has an internal leadership structure, which consists of a President, Vice President, Secretary, Treasurer, and other positions as deemed necessary by the student body. These positions are elected solely by the students. Additionally, the Chief of Course identifies two students each week (primary and secondary) to serve as the student body representative on matters related to student activities for that week. Assigned responsibilities are not to interfere with academic requirements. Refer to Appendix N for Student Leadership Power, Duties, and Responsibilities.

## **Group Facilitation**

Group facilitation is conducted by a carefully selected group of recent IADC graduates (Seminar Leaders) who have received specialized training by the faculty on how to lead, build, facilitate, and grade the students. They are ideally positioned to provide additional instruction, mentoring, and remediation for students. The designation of Seminar Leader entails a rigorous process involving the faculty, Chief of Course, IADC leadership, and key staff members. Selection is primarily based on a combination of a graduate’s academic performance at IADC, interpersonal skills, and demonstrated leadership traits. Group facilitation is conducted under the close supervision of an assigned faculty member.

## **Work Group Construct Overview**

Throughout the academic year, students will be engaged in a variety of work groups based on the requirements of each course. Assignment to a particular group will be based on several factors including student language proficiency, while maximizing diversity of nationality, professional background, gender, while minimizing the frequency of assigning the same individuals in the same groups. This assignment approach facilitates a wider spectrum of perspectives and ensures the diversity of the group.

It is essential that all students participate in work groups, remain engaged throughout each assignment, and rotate through the different group responsibilities throughout the academic year to help balance each student’s contributions to the overall group effort and avoid having the bulk of the work fall on the shoulders of only a few.<sup>12</sup>

<sup>12</sup> Student Surveys from previous years consistently highlight the negative impact of unequal effort by members of a group assignment. The goal of incorporating this into the Course Catalog is two-fold: draw student awareness to the issue in order to prevent it and use the Course Catalog as a process improvement tool that effects change by publishing information garnered from an organic feedback mechanism.

Each group will identify members to play key roles in the research and writing of their projects. Although group dynamics will help determine the roles and responsibilities of each individual, there are two key positions that are typically required in every written group project:

- a. The Rapporteur who compiles the inputs of all members and presents them in coherent and proper format
- b. The Coordinator is responsible for ensuring the timely accomplishment of all assigned tasks. As required, the group may create other positions to ensure academic requirements are accomplished successfully.

### **Grading Nomenclature**

Grades for each course are assigned by the individual responsible for the course or activity and are calculated based on a 0 to 4-point scale. Qualitative equivalencies for the numerical grading scale are outlined in the following table:

*Table 1– Qualitative Equivalency*

Excellent	3.700 to 4.0
Very Good	3.400 to 3.699
Good	3.000 to 3.399
Marginal	2.000 to 2.999
Unsatisfactory	0.0 to 1.999

### **Pass/Fail Courses**

Courses and activities designated as Pass/Fail will award a ‘P’ or ‘F’ based on the student’s performance. Criteria for a passing grade will be documented in the course syllabus. A passing grade does not affect the final calculation of Cumulative Grade Point Average (CGPA), but is included in the credits required to complete the enrolled program, as outlined in Appendix A. A failing grade is recorded as a ‘0.0’ and will adversely affect the student’s CGPA.

### **Cumulative Grade Point Average**

The cumulative grade point average (CGPA) is used to determine a student’s progress toward completion of their program of study. The CGPA is calculated by first multiplying the number of credit hours for each course by the numerical grade received (as shown in the Table 2 example below). The Total Quality Points are then divided by the total number of credit hours. Pass/Fail courses are included in the program cumulative credit hours, but are not considered in calculating CGPA.

**Table 2 - CGPA Example**

<b>Course</b>	<b>Course Credits Hours</b>	<b>Grade Received</b>	<b>Quality Points</b>
501 – Research and Writing Foundations Workshop	2.0 (not counted)	P	Not Calculated
606 – Political Economy of Defense and Security	2.0	3.300	$(2.0 \times 3.300) = 6.600$
607 – Multidimensional Security I: Threats and Challenges	3.0	3.400	$(3.0 \times 3.400) = 10.200$
613 – Hemispheric Defense and Security Policy	3.0	3.700	$(3.0 \times 3.700) = 11.100$
Total Credits	$(2.0 + 3.0 + 3.0) = 8.0$	Total Quality Points	$(6.600 + 10.200 + 11.100) = 27.900$
		CGPA	$(27.900 \div 8.0) = 3.488$

## **Grading Deductions**

Penalties are applied for individual work submitted after established deadlines or which does not match prescribed formatting or length. Procedural details are provided below:

### **Late Papers/Assignments**

Standard grade deductions for papers or assignments submitted by an individual student or working group after the deadline established in the corresponding activity’s syllabus or directive, are as follows:

- A 20% deduction will be taken for each day after an assignment is due.
- No assignments will be accepted 5 days after an assignment due date.
- Late assignments are exempt from these deductions only when expressly authorized by the course professor, in writing.

### **Deviations in Format**

Standard grade deductions for written work that fails to follow established standardization for formatting (prescribed citation style, font, spacing, margins, etc.) will not exceed a 10% total deduction from the final assessment registered in the rubric evaluation form. The grader will specify relevant formatting errors in the comments section of the evaluation form and describe the deductions assessed.

### **Assignment Length**

Students are expected to complete their written assignments within a directed page range. In the case that an assignment deviates considerably from the prescribed length (end notes and bibliographic pages are not counted as “assigned pages”), the evaluator of the assignment will assess the assignment to the maximum number of pages permitted, and excess content will not be considered for purposes of the evaluation.

## Satisfactory Academic Progress (SAP) Policy

An essential element in providing appropriate instruction and support services to students is monitoring their Satisfactory Academic Progress (SAP). During the program, if a student is not achieving the minimum requirements to pass, the faculty and seminar leaders are obligated to counsel the student to ensure that the learning material is understood and make every effort possible to ensure adequate assistance is given to enable the student to correct academic deficiencies. All students receive mid-term feedback which they will acknowledge utilizing the form at Appendix M (Student Mid-Term Feedback Acknowledgement). This form documents that students received individualized performance feedback from their professors and their mentor, that they fully understand the IADC SAP Policy and the Awarding of Course Credit Policy, and that they received their Cumulative Grade Point Average (CGPA) and final grade for each academic activity to date from the Registrar's Office. The first of the cumulative grade point average will be delivered by the Registrar's office on the week prior to the calendar year-end vacation period. The second cumulative grade point average will be delivered on the week prior to the spring break. The student must obtain a minimum final grade of 3.0 in each academic activity to pass each course offered.

When a student shows signs of academic difficulties, faculty and seminar leaders will make every effort to help him improve his academic deficiencies. The remedial and advisory methods will vary depending on the student and the particular situation. It can consist exclusively of extracurricular tutoring, or it can include additional formal remedial processes for a single occasion.

Students who receive a final grade of less than 3.0 will be referred to the corresponding Professor and the respective seminar leader for formal counseling and assistance. These students will also be referred to the Studies Committee for further review and recommendation to the Chief of Studies.

Students who fail to meet the minimum grade 3.0 in the Master's Comprehensive Oral Exam are allowed to re-test at the conclusion of all scheduled exams. In addition to receiving faculty feedback on strengths and weaknesses, the students are given a minimum of 48 hours for additional preparation. If the student fails the re-test, the student must submit a formal request to the IADC Director by 01 September of the class's graduating year for permission to re-take the comprehensive oral exam with the following graduating class and will have to do so at 200% the length of the program, which would be during the next course's comprehensive oral exam period. This delayed process provides more time for student preparation, minimizes the adverse impact on current academic calendar activities, and allows for more effective staff and faculty planning.

### Master's Degree Program SAP

1. Satisfactorily complete a minimum of 32 credit hours of IADC courses;<sup>13</sup>
2. Receive no single final course grade below 3.000;
3. Complete one elective course; and
4. Receive a 3.0 grade or higher from the comprehensive oral exam board.

A master's degree student who achieves Satisfactory Academic Progress (SAP) condition number one (1) but does not meet requirements for numbers two (2), three (3) or four (4) is awarded a "Certificate of Completion." This certificate does not connote completion of the master's degree program, or awarding of a master's degree. The faculty will monitor students and identify those potentially not meeting requirement #2. The student is then entered into the formal remediation for a single occasion, and potentially the Academic Council process as outlined in Appendix K and its Annex number 1.

<sup>13</sup> Students are enrolled at the IADC as a cohort; therefore, all students must participate in every academic activity outlined in the academic calendar and weekly student schedule.

## **Diploma Program SAP**

1. Satisfactorily complete a minimum of 27.5 credit hours of IADC courses;<sup>14</sup>
2. Receive no single final course grade below 3.000; and
3. Complete all academic requirements during the one-year assignment to the IADC.

A diploma program student who achieves Satisfactory Academic Progress (SAP) condition number one (1) but does not meet requirements for numbers two (2) or three (3) is awarded a “Certificate of Completion.” This certificate does not connote completion of the Post-Secondary Professional Diploma program. Students identified by the faculty as potentially not meeting requirement #2 is entered into the remediation and Academic Council process outlined in Appendix K and its Annex number 1.

## **Remediation Process**

Upon observing signs of academic difficulties, the assigned Mentor, Staff and Faculty will make every effort possible to assist the students identified. Plan of remediation will vary depending on the student and the particular situation. It may consist solely of extra-curricular tutoring, or may include additional evaluations, to clearly document that the student has met the minimum standards to progress in the program.

Once the formal remediation process is initiated, the Studies Committee will reconvene to review the student’s academic achievement to date and propose, if necessary, additional steps of remediation to raise the student to the minimum satisfactory standard. A remediation plan will include the minimum standards or level of learning a student must demonstrate in order to satisfactorily complete the academic program, an appropriate timeline to accomplish remediation, and assignment of an individual responsible to ensure the student completes the plan of remediation.

In the case of special situations, such as health, family emergencies, etc., the Studies Committee may consider other remediation plans appropriate for the situation.

The Remediation Process and its Plan are depicted in Appendix K and its Annex number 1.

## **Appeal Process**

### **Overview**

The primary purpose of academic evaluation is to identify areas of improvement for student performance and promote an environment conducive to continuous learning. The second purpose is to objectively assess students’ academic performance. All cases, an evaluation is made against a predetermined standard to ensure minimum level of performance during the program. If a student believes that a particular assessment or grade does not reflect an accurate measure of his/her academic performance, the student has the right to petition for a review of the work in question. However, it is important to stress the critical purpose of evaluations: improve student academic performance. The student must clearly demonstrate that the evaluation and grade received is not an accurate assessment of the assignment.

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<sup>14</sup> Students are enrolled at the IADC as a cohort; therefore, all students must participate in every academic activity outlined in the academic calendar and weekly student schedule.

## **Process**

To initiate the Appeal Process, the student requests an informal review by the individual responsible for assigning the grade. Students should strive to resolve their issue with the grading individual to the maximum extent possible. Should the informal review not lead to a satisfactory resolution, the student may submit an appeal request to the Academic Division Chief. In this case, the grading individual is responsible for documenting the informal review and its result, and for providing this document to the Academic Division Chief.

The Chief of Studies will convene the Studies Committee, consisting of three (3) faculty members (not to include the professor involved) to review the assignment in question and the resultant evaluation from the grading instructor, and will also meet with the student and the grading individual involved.

Following the review, the Committee will make a determination regarding the validity of the appeal request. If the Studies Committee finds merit in the appeal request, a new evaluation of the assignment is issued and the resultant grade is entered into the student's record.

Any petition to appeal a grade, once reviewed on its merits, may result in a final assessment that is the same, higher, or lower than the original score. The new grade, once approved by the Chief of Studies, may not be appealed.

The Grade Appeal Process is depicted in Appendix C.

## **Submission Deadline**

A student must initiate an informal review request no later than three (3) working days after receiving a final assessment or feedback of an assignment.

The formal appeal request must be submitted no later than ten (10) working days after receipt of the official grade.

The appeal request form is attached at Appendix D.

## **Class Attendance**

The normal workday at the IADC is 0800 to 1730 with 30 minutes for lunch. All students are assigned to the IADC in a full-time employment status by their respective governments. There are no part-time students. Correspondingly, the College is the normal place of work unless directed otherwise in the weekly academic schedule. Students are expected to attend 100 percent of the IADC programming, unless excused in writing. Excused absences from class are approved on a case-by-case basis via written permission forms, and only in extreme cases, as determined by the Director. The IADC Director is the final approval authority.

Due to the compressed nature of the CID academic program, students are expected to attend all classes and academic activities. An attendance sheet must be completed each class day. The academic calendar allows sufficient time during the year to attend to personal matters and extracurricular activities. Students are expected to schedule all non-academic requirements around the academic program. Requests for non-emergency absences must be submitted at least five working days in advance for approval by the authorities.

Students who fail to participate in 90 percent of each course and/or 90 percent of the entire program will be referred to the Studies Committee. Violation of the class attendance policy may also negatively affect the student's course grade and/or enrollment status at the College. Unexcused absences or unexcused tardies will be reported to the Vice Director and the Chief of Studies. The student may also be referred to the Academic Council to determine if he/she should remain at the College. A student will be considered tardy if he/she arrives more than 5 minutes after the start of a class or activity.

Students who exceed the 90 percent threshold for health reasons must provide a doctor's note accounting for absences. Additionally, students who are absent from core classes for two consecutive days due to sickness must also provide a doctor's note. Students shall make their best effort to notify the College of any emergency at the earliest possible time. To receive course credits in accordance with the IADC definition of "credit hour," students must make up missed class time and/or assignments. Make-up work will be determined by the faculty based on course learning objectives associated with the academic activity for the days missed.

Students are not excused from class attendance to participate in the various national day celebrations, dignitary functions, personal awards, group promotions, and other ceremonial activities. Students are highly encouraged to attend these types of functions when they do not interfere with academic activities and requirements.

If students have permission to arrive later, but are unable to do make-up work at the College, or if the College, due to emergency circumstances, is temporarily unable to provide remediation support services on campus, then those services will be provided through online platforms and tools.

The Chief of Course keeps a daily log of student attendance that is reported to the Chief of Studies. The Academic Division Chief also reflects student attendance statistics in a monthly report.

## **Student Surveys**

To increase data accuracy and facilitate continuous improvement, all students are required to complete an assessment at the conclusion of each academic event. The assessment is provided via the Survey Monkey, which affords the students the opportunity to anonymously communicate their unfiltered observations and experiences in the assigned activity. The faculty and staff will analyze the collective course feedback to determine the necessary adjustments to the curriculum.

## **Academic Calendar**

The College has developed a robust academic program that enriches personal experience while maintaining academic excellence. During this year-long assignment, students will be given the opportunity to observe and participate in a variety of activities (Appendix G). The standard IADC workday is 0800 to 1730, Monday through Friday. These are also the normal working hours for all students assigned to IADC. On very rare occasions, students and staff may be required to work outside these hours in order to participate in academic and non-academic activities, such as College sponsored receptions, out-of-area travel, and class make-up sessions in the event of prolonged weather closures or a U.S. federal government shutdown. In addition to the academic activities, the College has incorporated the following events in the academic calendar to assist the students in their planning:

**Staff/Leadership Administrative Time:** Periodically, one hour is reserved for the College leadership, staff, and faculty to provide information to students.

**Study/Research Time:** This time is allocated for students to study and prepare for the next day's classes. It is also an opportunity for students to conduct research, group work, and pursue extracurricular activities. This time may even be used to make up missed classes caused by unforeseen situations, such as severe weather or a U.S. federal government shutdown.

**Family Day:** A special event traditionally held at the parade field in front of the College during the orientation week. The event includes a variety of kids' games, sports activities, a magic show, and a Bar-B-Q intended to welcome and connect the new College staff, students and their families.

**Institutional Time:** Usually one afternoon per week (and other specific periods designated in the academic calendar) are set aside for co-curricular activities including the celebration of national days, engagement with senior leaders/alumni, or professional development activities to complement classroom instruction. This time may also be used for weather make-up, sports activities and other events, as directed. Students should follow the weekly schedule and communication from the Chief of Course.

**Vacation and time to get settled in the Washington, DC area:** Students and international advisors are encouraged to take leave during the periods indicated in the academic calendar, and in accordance with the policies and regulations of their sponsoring organization. Those individuals not on approved leave status are expected to adhere to the IADC Work Hours Policy.

The global pandemic of COVID-19 has compelled many institutions of higher education in the United States and the Americas region to enhance the use of online education and employ virtual tools to support student academic engagement. The IADC has taken proactive and practical steps in this regard, building on the experiences of the emergency transition to virtual classes during Class 59, Class 60 and Class 61.

# **Academic Integrity**

## **Introduction**

Moral values and ethical behavior are core elements of military, police and civilian professions. They are also intrinsic to every sound academic endeavor. As a senior-level, professional institution of higher learning, the IADC adopts, promotes, and enforces academic integrity in its programs.

This Directive establishes the IADC Policy for academic integrity. The policy adopts standard practices from many prestigious academic institutions. In particular, the policy is based on a survey of recommendations, sample ethical guidelines and codes of honor from colleges and universities affiliated with the Center for Academic Integrity (CAI).<sup>15</sup>

If a student is suspected of infractions related to academic policies, personal conduct or academic integrity, a committee will be formed to investigate the case and if the student is dismissed from the college for any of these violations, he/she cannot be readmitted.

## **Definitions and Policy**

### **Academic Integrity**

The IADC adopts and implements the ICAI definition of academic integrity as “a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility.”<sup>16</sup>

- a. Honesty. Honesty is the foundational value without which none of the other elements of academic integrity can exist. Academic honesty is truthfulness and sincerity in all academic endeavors. Academic dishonesty includes cheating, plagiarism, and fabrication of data. All students, staff and faculty shall conduct their activities with complete honesty.
- b. Trust. With honesty, mutual trust can exist between students, faculty and staff of the IADC. Mutual trust means there is confidence in one another. Students earn the trust of the staff and faculty by conducting all their work with honesty. Staff and faculty earn the trust of the students by clearly stating expectations and adhering to the same norms that apply to the students. Another important element of trust is to establish an environment of non- attribution. Students, staff and faculty are free to exchange ideas without fear of retribution for their personal opinion.
- c. Fairness. All IADC activities must be conducted objectively and justly. For students, fairness results from "predictability, clear expectations, and consistent and just response to

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<sup>15</sup> The Center for Academic Integrity (CAI) is a consortium of 360+ institutions committed to academic integrity standards and ethical behavior in academia. See additional information at the CAI website: <http://www.academicintegrity.org/index.php>.

<sup>16</sup> Center for Academic Integrity, "Fundamental Values of Academic Integrity", October 2009, p. 4.

dishonesty."<sup>17</sup> The procedures described in the next section are designed to provide a structured, objective, and just response to cases of academic dishonesty.

- d. **Respect.** Respect is the recognition of worth and deference to something or someone else. At the IADC, respect is a particularly important value. Students, staff and faculty must respect the diversity of cultures, perspectives, and ideas that are inherent to the inter- American environment. This means that opinions, recommendations, and conclusions presented in academic products are valid as long as they are derived from academic research, sound logic, and/or uncompromised analysis and synthesis. Feedback and criticism must always be provided to others in a constructive and respectful manner. Never criticize a person; always focus criticism on ideas or the academic product being discussed.
- e. **Responsibility.** All members of the IADC must uphold themselves through personal accountability to all of the values that make up academic integrity. This also means shared responsibility in ensuring that academic integrity is the norm in all of the College's endeavors.

### **Academic Dishonesty**

- a. **Plagiarism.** "Plagiarism is the representation of someone else's words, ideas, or work as one's own without attribution. Plagiarism may involve using someone else's wording without using quotation marks—a distinctive name, a phrase, a sentence, or an entire passage or essay. Misrepresenting sources is another form of plagiarism."<sup>18</sup> It is important to note that plagiarism also includes paraphrasing someone else's ideas without giving credit and properly citing the source.<sup>19</sup> Plagiarism is unacceptable, whether it is intentional or unintentional.<sup>20</sup>
- b. **Cheating.** Cheating is the intentional use or attempt to use unauthorized materials, information, or study aids in any academic exercise.<sup>21</sup> Cheating directly contradicts the values of honesty, trust, and fairness, as it attempts to seek credit for work that is not original and usurps someone else's labor.
- c. **Fabrication of Data.** "Fabrication is the falsification, distortion, or invention of any information or citation in academic work. Examples include, but are not limited to, inventing a source, deliberately misquoting, or falsifying numbers or other data."<sup>22</sup>
- d. **Work Done in One Course and Submitted in Another.** "This category of violation covers the presentation of the same work in more than one course at any time during a student's academic career, without prior consent from both instructors. When incorporating their own past research

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<sup>17</sup> Ibid., p. 7.

<sup>18</sup> American University. "Academic Integrity Code." <http://www1.american.edu/academics/integrity/code.htm>, p.3.

<sup>19</sup> University of California Davis. "Avoiding Plagiarism: Mastering the Art of Scholarship", Learning Skills Center, [http://www.academicintegrity.org/educational\\_resources/educational\\_materials/handouts.php](http://www.academicintegrity.org/educational_resources/educational_materials/handouts.php).

<sup>20</sup> Ibid.

<sup>21</sup> Gary Pavela, "Applying the Power of Association on Campus: A Model Code of Academic Integrity", Center for Academic Integrity, [http://www.academicintegrity.org/educational\\_resources/ai\\_model.php](http://www.academicintegrity.org/educational_resources/ai_model.php), p. 10.

<sup>22</sup> American University. "Academic Integrity Code." <http://www1.american.edu/academics/integrity/code.htm>, p. 4

into current projects, students must cite previous work".<sup>23</sup> A standard for determination of dishonesty is whether the submittal seeks to earn credit for work that already has been credited.

- e. Bribes, Favors, and Threats. "Students may not bribe, offer favors to, or threaten anyone with the purpose of affecting a grade or the evaluation of academic performance".<sup>24</sup> Similarly, staff and faculty and instructors may not threaten to use their position to affect grades for personal gain.

### **Procedures for Cases of Academic Dishonesty**

Any person—student, staff or faculty—who observes an individual violating this policy has a responsibility to respond to the situation and pursue a resolution. Concerns shall be raised with the individual immediately to clarify the situation. If the apparent dishonesty was due to a technical error or an involuntary mistake, the student shall be counseled immediately and the matter brought to the attention of the student's mentor. If the situation appears to be a case of academic dishonesty, the situation shall be brought to the attention of the Chief of Studies, via the Academic Division Chief or Deputy Chief of Studies.

The procedure for cases of academic dishonesty is depicted in Figure 4, which shows three basic steps in dealing with cases of academic dishonesty, once it is reported to the Chief of Studies. The first step entails analyzing the suspected case to determine whether the situation is a case of academic dishonesty; the second step involves a Studies Committee investigation and recommendations based on the Committee's findings; and the third step is the decision of the Chief of Studies, or his/her recommendation, to convene the Academic Council, which will make a final recommendation to the Director.

In the investigation step of the process, there is an individual and a group component, as applicable, and outcomes. In the event of unintentional academic dishonesty in group projects, all group members will be held accountable. Additional actions will also be taken against individuals who are directly responsible for the unintentional dishonesty. The Studies Committee may recommend to the Chief of Studies either a grade deduction for the plagiarized work, or a new group project for a grade of not more than 3.000. Additional penalties in individual contribution grades may be levied on the students who committed the plagiarism/academic dishonesty. All group members will receive additional mandatory remediation.

If the case involves intentional academic dishonesty, the individuals directly responsible will be referred to the Academic Council. If the case involves group projects, individuals not directly responsible will be processed in accordance with the above paragraph.

Academic Council recommendations may include assignment of a failing grade for the specific academic work in question (i.e., class participation, essay, and individual group contribution), assignment of a failing grade for the related course, denial of the diploma or degree, or expulsion from the IADC. The IADC Director is the final decision authority for cases of intentional plagiarism/academic dishonesty.

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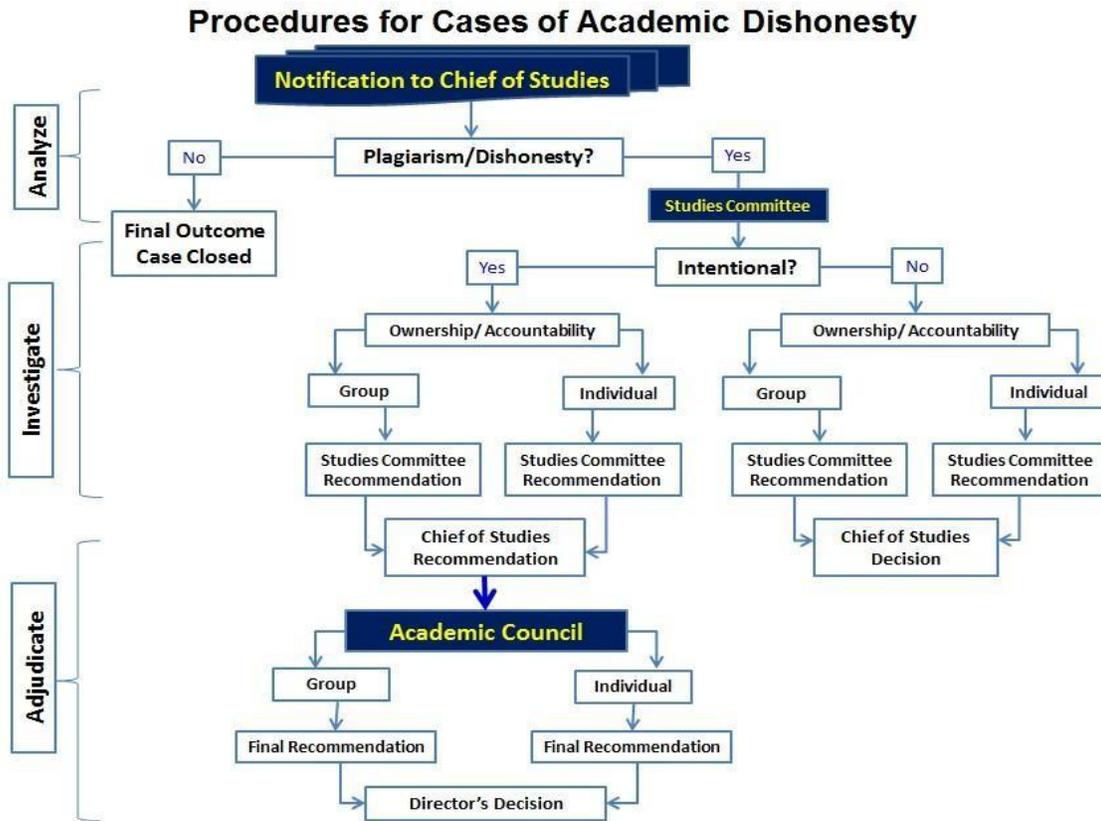
<sup>23</sup> Gary Pavela, "Applying the Power of Association on Campus: A Model Code of Academic Integrity," Center for Academic Integrity, [http://www.academicintegrity.org/educational\\_resources/ai\\_model.php](http://www.academicintegrity.org/educational_resources/ai_model.php), p. 10.

<sup>24</sup> *Ibid.*, p. 5

The Director may invite the student’s Chief of Delegation to observe the proceedings of the Academic Council. However, neither the student nor the Chief of Delegation may be present during the Council deliberations on recommended courses of action. For the purpose of transparency, the results of the case will be communicated to the student body, but without association to individuals or groups involved.

**NOTE:** It is prohibited to use previous IADC student papers as templates. The seminar leaders and faculty members can provide additional guidance, if assistance is required.

*Figure 4*



## **Student Academic Work Policy**

Unless explicitly stated, academic work of the students belongs to the authors or contributors. Correspondingly, all individual and group papers, essays, articles, and presentations must include a cover page with the appropriate disclaimer provided below. For group products, such as the Country Study research, students are required to attach a signed release consent form authorizing the College to share the work, upon request, with members of the Council of Delegates indicated on the form. In order to release the product, all contributors must indicate “Yes” for the delegate shown on the release consent form in Appendix F.

### **Intellectual Property Rights and “Fair Use” Policy**

All IADC faculty, staff, and students have the responsibility to protect intellectual property rights and properly use copyrighted material, both of which are essential parts of teaching and academic research. All assigned personnel will apply the four-factor balancing test provided in the IADC Policy Use of Copyrighted Material for “fair use” to determine whether or not a proposed use is fair, based on the copyright law. The guidelines provided serve only as an aid in facilitating the decision on whether or not the permission of the copyright owner is necessary prior to reproducing the material for research or classroom use. The restrictions and conditions established in this policy do not apply to public domain works, such as U.S. Government documents, and expired copyrighted materials. For more information, also refer to the Policy on Ownership of Copyright for Inter-American Defense College (IADC).

## **Disclaimers**

As appropriate, the following disclaimers should be placed in all materials produced or reproduced by students, faculty and staff in their official capacity at the IADC:

### **Disclaimer for “Fair Use” Materials**

“Under section 107 of the Copyright Act of 1976, allowance is made for “fair use” for purposes such as criticism, comment, news reporting, teaching, scholarship, education and research. Fair use is a use permitted by copyright statute that might otherwise be infringing.” For more information, refer to the IADC Use of Copyrighted Material Policy.

### **Disclaimer for Materials for IADC Internal Use**

“The views expressed in this paper are those of the author and do not reflect the official policy or position of the Inter-American Defense College, the Inter-American Defense Board, the Organization of American States, or the country and sponsoring organization of the author.”

### **Disclaimer for Materials for External Publications**

“The opinions, conclusions, and recommendations expressed or implied within are those of the contributors and do not necessarily reflect the official policy or position of the Inter-American Defense College, the Inter-American Defense Board, the Organization of American States, or the country and sponsoring organization of the author.”

## **Academic Freedom Policy**

The IADC is committed to Academic Freedom, the pursuit of truth and knowledge regardless where it leads. This includes Freedom of Inquiry and Research, Freedom of Teaching and Discussion in the Classroom, and Freedom of Expression and Publication. For more information, refer to the IADC Academic Freedom Policy.

## **Recording**

Upholding legal requirements and promoting academic freedom and mutual respect, audio and visual recording in the classroom environment is prohibited without explicit written authorization from the IADC Director.

## **Academic Oversight and Monitoring Authorities**

The Chief of Studies has overall responsibility for evaluation of individual student academic performance. At the completion of grading and feedback to students, the faculty will forward the final course grades to the Registrar for transcript documentation. When a faculty member observes a student having significant academic difficulties, the faculty will advise the Chief of Studies on the matter to ensure additional mentoring and remediation is provided. Additionally, upon request, the Registrar will forward an anonymous aggregated list of all course grades to the Chief of Studies for a review of overall student performance and to inform curriculum improvements. The course grades should be numerically listed for each course and without associated student names. The Registrar can also provide informal course grades to a student upon request during the academic year. A professor who needs to make a correction to his/her student grades must send a written request to the Registrar, explaining the error and providing specific instruction for the correction.

Advisory support is offered to the Chief of Studies by the Studies Committee and the Curriculum Development Committee. In special circumstances, the Academic Council and the Conduct Council provide additional support and guidance. Other members of the College staff may support, as necessary. The Chief of Studies informs the IADC Director by memorandum if a student is in jeopardy of receiving a final grade below 3.0.

If a student receives a final grade below 3.0, and following appropriate remediation, the Director will receive a recommendation from the Chief of Studies regarding the following:

- a) Retention as a certificate participant or withdrawal from the master's or diploma program;
- b) Exemption or non-exemption from participation in the comprehensive oral exam; and
- c) Any other issues that might arise.

## **Studies Committee**

The Studies Committee is responsible for presenting recommendations to the Chief of Studies on the effective and efficient management of the Department. The Committee will analyze, develop and recommend policy for leadership approval, review achievement of IADC Institutional Goals and Objectives, review student academic conduct and enforce remediation processes, as required, and review

other processes and procedures to ensure a highly effective and efficient organization. It will recommend specific action to be considered by the Director, who may convene an Academic Council. The following are examples of cases reviewed by the Studies Committee:

- Issues that deal with noncompliance or violation of College academic rules and regulations
- When a student does not sufficiently progress during the remediation process
- Management of the formal remediation process
- Formal appeal of a final course grade

The Studies Committee consists of:

- Chief of Studies (Convening Authority)
- Deputy Chief of Studies (Chair)
- Academic Division Chief
- Academic Operations Division Chief (Registrar)
- Course Professor (for cases of academic dishonesty)
- Faculty Members
- Other participants as determined by the convening authority

### **Curriculum Development Committee**

The Curriculum Development Committee is responsible for developing recommendations to the Chief of Studies pertaining to the development of the Plan of Studies and the annual Academic Program. This Committee is responsible for the development of programmatic level goals and learning outcomes that ensure students graduate with requisite skills and competencies based on the IADC stated mission. The Committee also designs and develops an annual Academic Program that adheres to Program Learning Outcomes (PLOs), while ensuring appropriate levels of skills and competencies are introduced, developed, reinforced and applied throughout the program.

The Curriculum Development Committee consists of:

- Chief of Studies (Convening Authority)
- Deputy Chief of Studies (Chair)
- Academic Program Coordinator (Secretary)
- Chief of Staff
- Academic Division Chief
- Academic Evaluation Division Coordinator (Department of Institutional Effectiveness)
- Faculty Members
- Student representative (when available)
- Other members as determined by the Convening Authority

### **Academic Council**

The Academic Council will be convened by the IADC Director to analyze and deal with extraordinary circumstances or to consider issues referred to via the Studies Committee. The purpose of this Council is to examine special cases where there is evidence of student academic misconduct, plagiarism, extensive unexcused absence, or poor academic performance by a student. Its authority includes, but is not limited to, recommending denial of a student's graduation or expulsion from the IADC for failure to meet minimum standards of academic performance or conduct. The Director receives the recommendation of the Academic Council and makes the final decision.

The Academic Council consists of:

- Director (Convening Authority)
- Vice Director (Chair)
- Chief of Studies
- Deputy Chief of Studies
- Coordinator, Institution Effectiveness
- Academic Evaluation Division Coordinator (Registrar)
- Faculty Representative
- Other members as determined by the Convening Authority

### **Conduct Council**

The Conduct Council will be convened by the IADC Director to review circumstances involving student personal conduct. The purpose of this body is to examine special cases where a grievous incident or repeated inappropriate behavior has occurred, and to provide recommendations to the IADC Director on the matter, who will make the final decision. For more information on personal conduct, refer to the IADC Personal Conduct Policy. If a student is dismissed due to unsatisfactory conduct, following the Conduct Council's decision, the individual is referred to the country's delegate. Re-admittance is not permitted.

The Conduct Council consists of:

- Director (Convening Authority)
- Vice Director (Chair)
- Chief of Course
- Chief of Studies
- Chief of Staff
- Deputy Chief of Studies
- Other members as determined by the Convening Authority

# Institutional Policies<sup>25</sup>

## Overview

The policies and practices summarized in this section will describe and explain the College's commitment to promoting an environment that encourages all personnel to thrive. Knowing these policies and practices will help students serve as active members of the College. It is each student responsibility to be familiar with the content. Procedures in some policies will differ depending on a person's employment or assignment status at the College.

A comprehensive list of College policies can be found on SharePoint as described in the following chapter under "computers." An annual review of the policies will be conducted. However, if there is any conflict between the information on SharePoint and actual policy, the actual policy as maintained by the relevant department governs. Policies are located on SharePoint in the Policies, SOPs and Template site.

## College Closings and Delays

If severe weather or other emergency requires a cancellation or delay of IADC activities, the official status will be posted on the front page of the IADC website: <http://iadc.edu>. A recall or notification will be initiated. Therefore, all students must provide valid contact information upon enrollment and ensure information is correct and current. The College observes the inclement weather policy set by the Office of Personnel Management (OPM) – website: <https://www.opm.gov/policy-data-oversight/snow-dismissal-procedures/current-status/>.

The faculty has established alternate means for class completion in their course syllabus in the event of weather delays or college closures. Additionally, the Director has reserved several days throughout the academic calendar for distinguished guest speakers, weather make-up and other events, as directed.

## Informing the IADC Leadership

The IADC leadership is responsible for the safety and security of all assigned students and international advisors/staff. Correspondingly, all assigned personnel must adhere to the rules and policies set forth by the College. In addition to upholding the highest standards of conduct, members are expected to report significant incidents to ensure leadership awareness and College support. Examples of reportable situations include car accidents resulting in injuries or significant damages, situations requiring law enforcement involvement, and illness. Incidents should be reported to the Chief of Course and the Deputy Chief of Studies.

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<sup>25</sup> The instructions contained in this Course Catalog and Student Handbook serve as policy guidance in the absence of special institutional directives. For more information about an institutional policy referenced anywhere in this document, please refer to the actual Policy on the IADC SharePoint site.

Students and staff are also encouraged to keep the College leadership informed on special events, such as promotion and selection for command. Greater awareness will enable the College to formally recognize individual career accomplishments.

### **Military Courtesy**

In keeping with the military tradition, all personnel are reminded to give proper courtesy to the IADC leadership and visiting dignitaries. When in the Academic Auditorium, students and staff should come to attention when the Director, Vice-Director, or Chief of Studies enters the auditorium through the front entrance (not the back), and when they depart. If the leadership enters a seminar room, students should come to attention and request permission to continue their academic work.

### **Safety and Security**

All personnel assigned to the IADC are issued an access badge, which should be worn at all times while on campus. The badge is required to gain access to each building. External doors are normally locked status. Visitors must contact their sponsor for escort and facility access.

### **Student Grievance Procedure (Non-Academic)**

If a student has a grievance with another student, or with a staff or faculty member, he or she should attempt to address the matter at the lowest possible level. However, in those cases in which this is not possible, the IADC Grievance Policy and Procedures will apply. If a resolution cannot be reached following this process, the Grievant may also file a case with the following agencies:

**District of Columbia, Office of the State Superintendent of Education, Higher Education Licensure Commission Public Complaints at**  
<https://osse.dc.gov/service/higher-education-licensure-commission-helc-public-complaints> 1050 First Street, NE, Washington, DC 20002  
Phone: (202) 727-6436

**U.S. Department of Education**  
<https://www.ed.gov/answers>  
U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202  
Telephone: 1-800-USA-LEARN (1-800-872-5327)

Students that present a grievance will not be subject to unfair action and/or treatment by any college official as a result of the initiation of a complaint.

### **Record Confidentiality/Privacy Policy**

Student records, including the academic transcript, are protected by U.S. Laws and U.S. Department of Defense privacy regulations. The IADC will not share, discuss or release student records with country delegations, family members or friends without the written consent of the student/alumnus. For more information, refer to the IADC Personnel Privacy Policy.

## **Transcript Requests and Grade Reports**

The IADC does not charge fees for transcripts provided to students or alumni. The IADC does not fax or email official transcripts. The Office of the Registrar is responsible for the maintenance and safeguarding, without definite time limit, of the academic records and grades of the students. Students can request an official transcript using the IADC Transcript Request form (Appendix J), which may also be downloaded from the IADC website. This form must be printed and physically signed by the student/alumnus. Submit signed request form to the Registrar office by mail, fax, in person, or emailed as a scanned PDF file. Requests are usually processed within 10 business days. The Office of the Registrar will notify the requestor by email when the information solicited has been released or mailed. For circumstances for which a student's academic record/transcript will not be released, refer to the IADC Personnel Privacy Policy. For general transcript questions, please contact the IADC Registrar:

Tel: (202) 370-0176; Fax: (202) 370-0216

Email: [iadc\\_registrar@iadc.edu](mailto:iadc_registrar@iadc.edu)

Mailing address:

Inter-American Defense  
College Office of the  
Registrar  
210 B Street SW  
Suite 1 Fort McNair  
Washington, DC 20319-5008

## **Personal Conduct**

The College is committed to maintaining the highest standard of personal conduct, and to upholding and promoting an organizational culture based on personal accountability, openness, honesty, trust and ethical behavior. All assigned personnel will exercise judgement and always conduct themselves with the utmost of professionalism in all settings, including off-duty hours. Everyone assigned to the IADC must uphold personal conduct standards and all assigned personnel must maintain the highest respect for faculty, staff members, students and visitors to the College. For more information, refer to the IADC Personal Conduct Policy on the SharePoint site.

## **Tobacco Policy**

All IADC buildings are smoke-free/tobacco-free environments. Smoking areas are designated near the picnic area along the water. At all times, smokers must remain outside of 50-feet from any IADC building.

## **Drug and Alcohol Policy**

While each military has its own specific policies, it is expected that all IADC personnel, regardless of nationality, will abide by those service policies and U.S. Law prohibiting illegal and legal drug and substance abuse. For more information, refer to the IADC Drug and Alcohol Policy.

## **Diversity Management and Equal Opportunity Policy**

The IADC is committed to maintaining a diverse workplace free of discrimination and harassment. Discrimination against individuals or groups based on race, color, religion, national origin, gender or sexual orientation will not be condoned. The College is committed to preserving mutual respect in gender and occupational background. The Conduct Council and the IADC Director will address violations. For more information, refer to the IADC Diversity Management and Equal Opportunity Policy.

## **Conflict of Interest**

Activities or behavior which conflict with the best interest of the IADC is prohibited. It is difficult to give an exhaustive list of situations that might present a conflict. However, the most common situations that may constitute a conflict include, among others: misuse of IADC resources, non-compliance with rules, disclosure of confidential information, acceptance of gifts or competition with the College.

All members of the IADC community must promptly disclose to the Director all relationships and business affiliations that reasonably could give rise to a conflict of interest or the appearance of a conflict involving the College. The Director has the final authority to determine the appropriate discipline for any policy violation. For more information, refer to the IADC Conflict of Interest Policy.

## **Authorization to Wear the IADC Insignia**

The insignia of the College shall bestow on:

a) The IADC Diploma and Master's Programs graduates during the graduation ceremony, who will be permanently authorized to use it on their uniforms, subject to each country's own uniform standards.

b) All staff assigned to work at the IADC. In this case, the use of the insignia on uniforms is restricted to the period in which the military officer or civilian is actively working at the IADC, subject to each country's own uniform standards.

# **Student Services**

The IADC provides a number of student services to support and assist students, faculty, and staff in their academic and administrative endeavors. The Studies Department's Chief of Course, assisted by Seminar Leaders, is responsible for directing students to relevant support services per the IADC Support Services Chart in Appendix L. Some of the College's key student services are listed below, with the full listing in Appendix L.

## **Mentorship/Facilitation**

The goal of mentorship is to offer support so that new students can maximize their chances for success. This role is performed by the Seminar Leaders. The mentor is interested in the student, and in how that student can best achieve his/her academic goals. Although students may have extensive work experience, life at a college can be somewhat different. The IADC Mentor program has been created to provide new students an opportunity to meet with former students currently serving as staff members. Regular meetings with mentors allow students to discuss issues of concern such as academic questions, or where to find non-academic assistance in the College.

Seminar leader mentors are recent IADC graduates who have orders from their respective country to remain at the College to support the academic program. They are ideally positioned to provide additional instruction, mentoring, and remediation for students. Mentors are also designated facilitators who support the faculty with group work. The designation of Seminar Leader entails a rigorous process involving the faculty, Chief of Course, IADC leadership, and key staff members. Selection is primarily based on academic performance at IADC, interpersonal skills, and demonstrated leadership traits. The Seminar Leaders receive specialized training and are guided by the faculty throughout the year.

## **Interpretation and Translation**

Interpretation and Translation services are provided to students to ensure curriculum, lectures, and other College activities are available in the College's four languages: English, French, Portuguese, and Spanish. Simultaneous interpretation is provided via college-provided portable and hard-wired interpretation devices for classes, as well as for other academic activities as directed or required. Unless instructed otherwise, students needing interpretation are required to have their individually assigned interpretation devices available on campus and in their possession during all field studies and visits. Course materials, to include syllabi and readings, are also translated into the four languages, as are all IADC policies and other key documents.

## **Student Placement**

The IADC does not provide official post-program placement services, as each student's sponsoring organization is responsible for the detailing of the student after graduation. However, informally, the IADC can provide advice to students who so desire, from among the diverse range of military and government service experience found in the staff and faculty of the College. Students are highly encouraged to seek out their assigned mentor for advice but may also discuss any concerns with any of the staff and faculty. Other resources to consider regarding student placement are the student's embassy, IADB delegation, or OAS mission, depending on the country. Each student must complete the employment/placement form during their exit process after graduation.

## **Information Technology Services**

All personnel will receive an IADC email account and access to a computer. As part of the IADC in-processing procedures, all personnel will complete an Information Technology Memorandum of Understanding concerning their responsibilities and rights for use of the College network prior to the assignment of an account.

To ensure effective and secure communication, personnel should use only their IADC email address for College related topics. The College email system will detect and filter emails sent from

non-IADC personal accounts, and employees of the College may therefore miss communications from these accounts. Important announcements will also be sent to all personnel through the College's email, so individuals should check their IADC email at least daily. Personnel are responsible for the content of all emails sent from their IADC accounts and must take care that these communications do not violate the maturity and professionalism expected of all IADC staff. Individuals may be held legally liable for sending or forwarding emails or attachments containing:

- libelous, defamatory, racist, threatening, obscene or other offensive content;
- confidential or protected information;
- content protected by copyright; or
- content containing a virus or any other form of malware.

The IADC Information Technology Division does not provide technical support for privately-owned personal computers, cell phones or any other information technology equipment not owned by the College.

## **Computers**

Individuals assigned to the College will be given access to a computer. Users are NOT authorized to load software on College computers without prior approval from the Information Technology Division. All information and data processed, created and/or stored on IADC computers are considered property of the IADC. Users should always log off their computers when they depart at the end of the workday.

### **User Accounts**

Each user will receive a "Username" and initial password granting them access to the College network. Users will select their own password during their first "log on." Users must not share their user password with anyone. The designated user is the only one who should know this password.

Users must choose passwords that are at least 8 characters long and contain a combination of four (4) letters (2 upper case and 2 lower case), two (2) numbers, and two (2) special characters. It is important to NOT write down the password and leave it near a computer. All users must change their passwords every 90 days. All data stored on IADC servers is backed up daily.

### **Electronic Mail (E-Mail)**

Each user will receive one e-mail account on IADC's Microsoft Office 365 Suite. This account is for professional, work-related correspondence. Email will be accessible from a work computer, home computer, or any wireless device that supports email applications. There is a variety of tablet and cellphone applications that can access Microsoft 365 email accounts. It is recommended that each student spend a little time researching which one best meets the individual's needs.

### **At-Hoc System**

IADC has invested in Blackberry AtHoc to automate the process of notifying its members on unexpected events. It provides accounting for safety and real-time visibility during critical situations, so leaders have the information they need to respond effectively.

Students must provide their contact information to Information Technology Division to make

the system able to effectively alert them through different ways as IADC computer, phone, SMS, and email. IT Division will advise on AtHoc cellphone app installation during the in-processing.

### **Monitoring of User Activities**

For network security purposes, and to ensure that IADC services remain available to all users, the College administrative software system employs programs to monitor network traffic including web site tracking, to identify unauthorized attempts to upload or change information or otherwise cause damage.

The following is a list of prohibited web-based activities:

- Visiting illicit internet sites containing pornographic, racist, cult, or immoral material.
- Storing/saving personal photos/movies, and music on the IADC Network.
- Downloading and/or installing any software from the Internet without approval from the Information Management Division.

Users identified participating in prohibited activities will be notified and their actions will be reported to the appropriate supervisor. Failure to comply will result in suspension of network privileges.

### **Wireless Internet**

Wireless internet provides an additional information technology capability to boost academic performance. Access to the wireless network is available throughout all buildings. The network ID and other login information can be obtained from the Information Management Division. All network rules above apply to the IADC wireless system.

### **SharePoint**

The Microsoft 365 application suite includes a College SharePoint site. SharePoint is a collaborative online space where members of the IADC team can share and access information. Information in SharePoint can be shared with the entire staff or with only a few users designated by the owner of such information. Benefits of SharePoint include:

- Staff members from different departments can collaborate on a specific task from a single SharePoint Site.
- Staff members within work areas know where to access information.
- It provides a central space for storing College information in electronic format.
- Backed up and supported by the Microsoft Corporation.
- Reduces duplication by having one central storage space for your work area.
- College information is not lost when staff members leave the work area.
- Electronic information relating to the one subject is kept together.
- Supports management of versions, drafts and working documents.
- Information can be accessed by authorized personnel from any place and on a variety of devices.

The College has one SharePoint site and each department as a sub-site for collaboration. Refer to your supervisor or office colleagues for the location of specific work-related information and files on SharePoint.

### **OneDrive**

Microsoft 365 account comes with OneDrive. OneDrive is a cloud-based file repository application. In other words, files can be uploaded from any system into OneDrive and accessed from any other location without the need to remotely connect into the system or carry any disk, external hard drive, or thumb drive. OneDrive account has a storage limit of one Terabyte and cellphone applications of this system are available. OneDrive account is the best solution for storing documents that must be accessed from remote locations.

### **Telephone Use**

All phone lines at the College are for official use only. Calls to DC, Northern Virginia, and parts of Maryland are free of charge, and do not require a long-distance PIN. Long distance PINs are issued to those staff members who need to make official calls outside the local area. Personal calls must be kept to a minimum.

The College expects that staff members will devote their full-time energy and attention at work to their job responsibilities and duties. Personal phone calls (regardless of what phone is used) and the use of personal cell phones or other electronic devices for non-work communication is a distraction that can affect a staff member's productivity and efficiency. Staff members who bring personal cell phones or other electronic devices to work for execution of College business should limit them to incidental personal use.

Please note: The IADC Information Technology Division does NOT provide support for privately owned personal computers, cell phones or any other IT equipment not owned by the IADC.

In addition, all students must complete an Information Technology Memorandum of Understanding concerning their rights and responsibilities while using the IADC Network prior to the assignment of an account.

## **Printing of Documents**

Information Management Division provides one multifunctional printer for Students to enable copy, scan, print, email capabilities. This printer should meet academic needs and Students should keep sustainability in mind while using that.

## **Library and Research Services**

The IADC has a specialized collection of reference material that serves the students, faculty, and staff of the Inter-American Defense Board and College. In 2001, the IADC Library, through an academic agreement between the National Defense University (NDU) and the Center for Hemispheric Defense Studies (The Perry Center), transferred the bulk of its print collection to the NDU Library's new building. This not only enhanced NDU's collection, but also provided improved access to and maintenance of IADC's volumes.

In turn, IADC students have access to all NDU library collections and services, including checkout privileges and reference desk support. In addition, IADC students, faculty, and international alumni have remote access to commercial electronic research databases via NDU Blackboard accounts.

The IADC and NDU collections together contain over 500,000 volumes and more than 1,000 periodical subscriptions, many from countries of the Americas published in the four official languages of the OAS: Spanish, English, French and Portuguese. They focus on subject areas relating to IADC's course of studies, including defense management, national and hemispheric security policy, military strategy, peacekeeping, transnational threats, and civil-military relations.

The IADC Learning Center, located on the basement of Building 52, serves as the repository for official publications of the IADC, including monographs and country studies produced by IADC graduates. It also houses a substantial collection of reference books, social studies volumes, magazines, and scholarly journals. To enhance the academic experience, the Learning Center also contains a language lab with software for English, Spanish, Portuguese and French learners that is available at no cost.

The Library Liaison and the Assistant Library Liaison are available to assist students, faculty and staff in navigating the Center's print and electronic resources, as well as resources available at NDU Library.

The IADC Librarian can provide support and orientation for faculty, seminar leaders and students with the academic resources and virtual platforms (including Moodle).

In addition, the Office of the Librarian can provide ongoing support and remediation for students, in-residence or virtually using MS Teams, Zoom Education and other tools, as requested.

## **Administrative Services and Requirements**

All students receive locker room and larger, individual uniform lockers, as well as other administrative support. In addition to completing all academic requirements, students must complete all non-academic requirements prior to 30 June. The requirements include, but are not limited to: turning in U.S. Department of Defense identification cards, library books, interpretation devices, headsets, and other equipment issued by the College staff; cleaning out assigned lockers; and delivering the completed checkout checklist to the Administration Department. Failure to fulfill these requirements will result in the withholding of academic credentials.

## Graduation Credentials

The following are examples of certificates given to each student at the end of their academic program, in accordance with their enrollment status and achievements.

### Master of Science Program Graduat



## Diploma Program Graduates

**Inter-American Defense College**



Established in 1962 by the Organization of American States  
and duly authorized by the District of Columbia  
and on the recommendation of the College Leadership and Faculty  
Hereby confers upon

**Full Name of the Student**

In testimony whereof, and by the authority vested in us, we confer this

**Diploma**

in

**Inter-American Defense and Security Program**

With all rights, privileges, responsibilities, and honors thereto appertaining.  
In witness whereof, we have hereunto affixed the Seal of the College  
and subscribed our names, in Washington, D.C., United States of America,  
this twenty-fourth day of June, two thousand and twenty.

\_\_\_\_\_  
Rubén Darío Díaz Esparza  
General Brigadier DCA, Mexican Army  
Chief of Studies

\_\_\_\_\_  
James Elwyn Taylor  
Major General, U.S. Army  
Director

\_\_\_\_\_  
Sílbio Luis dos Santos  
Contra-Almirante, Brazilian Navy  
Vice Director

Example

Example

Class Participant

# Inter-American Defense College



Established in 1962 by the Organization of American States  
and duly authorized by the District of Columbia  
and on the recommendation of the College Leadership and Faculty  
Hereby confers upon

**Full Name of the Student**

In testimony whereof, and by the authority vested in us, we confer this

**Certificate of Completion**

in

**Inter-American Defense and Security Program**

Given in Fort J. McNair, Washington, D.C., United States of America,  
this twenty-fourth day of June, two thousand and twenty.

\_\_\_\_\_  
Rubén Darío Díaz Esparsa  
General Brigadier DCA, Mexican Army  
Chief of Studies

\_\_\_\_\_  
James Elwyn Taylor  
Major General, U.S. Army  
Director

\_\_\_\_\_  
Sílvio Luis dos Santos  
Contra-Almirante, Brazilian Navy  
Vice Director

Example

Example

## Recognition of Graduation with Distinction

# The Inter-American Defense College

Example



Example

Recognizing the academic performance demonstrated during the Master of Science Program in Inter-American Defense and Security, grants this:

Student Full Name

Recognition of Graduation with Distinction to:

For having Completed the academic program with a GPA of 3.8 or higher; have had no grade remediation; and pass the comprehensive oral exam with a score of 3.7 or higher.

Washington, DC, twenty four of June, two thousand and twenty.

Rubén Darío Díaz Esparza  
General Brigadier DEAl, Mexican Army  
Chief of Studies

James E. Taylor  
Major General, U.S. Army  
Director

Silvio Luis dos Santos  
Contra-Almirante, Brazilian Navy  
Vice Director

# **Administrative Policies and General Information**

## **Leave/Liberty Procedures**

The IADC is a multi-service, multi-national organization where students and staff must adhere to the annual academic calendar requirements. Students and staff are encouraged to take leave and liberty when not in conflict with the academic schedule or other duties. Regardless of nationality, all assigned personnel traveling outside a 150-mile radius from the College are required to submit the “Permission” form. For more information, refer to the IADC Leave Policy.

## **Common Access Card**

The IADC complies with U.S. Department of Defense guidelines regarding the issuance of Common Access Card (CAC) for foreign personnel assigned to the College. CAC will be issued to: (1) IADC students and assigned IADC permanent staff, to include eligible dependents. (2) Unmarried, dependent children under 21 years. (3) Unmarried, dependent children, who are age 21, and are incapable of self-support because of mental or physical incapacity that existed before age 21, or who have not attained the age of 23 and are enrolled in a full-time course of study at an institution of higher learning in the United States. For more information, refer to the IADC Identification Cards and Base Access for Military and Civilian Personnel Assigned to or Visiting Inter-American Defense College Memorandum.

All required documentation for a CAC must be original or certified and translated into English. CACs must be turned into the Personnel Division when they have expired, been damaged or compromised; when the cardholder is no longer affiliated with the IADC; or when the cardholder no longer meets the eligibility requirements.

Members of countries with a reciprocal health care agreement (RHCA) must be appointed in writing by their senior military attaché to receive medical benefits.

## **Apostille (Notarial and Authentication)**

An Apostille is a certificate issued by a designated authority in a country where The Hague Apostille Convention is in force. The Apostille authenticates the seals and signatures of officials on the IADC Master of Science degree or Diploma certificate, so that the document can be recognized in countries that are parties to the Convention. The IADC Registrar provides information on the Apostille process prior to the class graduation.

## **General Campus Information**

The IADC is located at Fort Lesley J. McNair, Washington, D.C. The campus is situated on the northwest corner of the base, in Buildings 50, 52, 54, 56 and 60. Building 50 is the primary academic facility, where the Academic Auditorium, break room, and Wardroom are located. It also houses the Department of Administration offices, including the Office of the Registrar. Building 52 houses the student workstations and seminar rooms, the Executive Office, the Department of External Relations, the Department of Trips, Seminars and Conferences, the Operations Department as well as the offices of the Chief of Course and Seminar Leaders. Building 54 houses the Office of the Chief of Studies, Academic Operations Division, the Interpreters offices, the Department of Institutional Effectiveness, and Faculty offices. Building 56 houses a mid-sized conference room and a break room, and it is the future site of the library. The following is the mailing address for the College:

Inter-American Defense  
College 210 B Street SW Suite  
1  
Fort McNair  
Washington, DC 20319-5008

## **Special Access and Accommodation**

Disability access is available to the Academic Auditorium (Bldg. 50) and to the main floor of Building 52, both of which are historical structures. Accommodation is also available for nursing mothers in Building 52.

## **Tuition and Fees**

The IADC does not charge tuition to enroll in its educational program. However, students are required to attend all scheduled trips/visits, both in and out of the area, including the CONUS and OCONUS field studies. Students are responsible for coordinating with their respective governments to secure the required funds for these study trips. At a minimum, students are required to pay for lodging and per diem. Additional information follows below.

### **Field Study Trips and Visits**

The academic program includes field study trips to countries with a geostrategic position in the Western Hemisphere. These field study trips enrich the understanding and appreciation of both staff and students of hemispheric security and defense issues, while increasing their potential to solve them. These events also strengthen ties of friendship and cooperation throughout the region.

The College also schedules field study trips and visits within the Continental United States (CONUS), including several visits to military and civilian organizations. These academic activities provide students and staff the opportunity to learn from relevant institutions, such as the United Nations (UN) in New York, the Organization of American States (OAS) and the Pentagon in Washington, DC. When visiting military organizations and security entities, students gain an understanding of the capabilities and management of defense and security systems.

The government of the country sending the student pays for accommodation and meal costs for these field study trips. **It is important that students have the necessary funds to cover field study expenses before leaving their country, as access to these funds will be necessary from the beginning of the course.** Table 3 provides the estimated costs for field studies in the United States and abroad.

### Costs for Field Studies and Visits

The field study trips and visits listed in **Table 3** are mandatory for all students and international staff. Unless excused in writing, students must participate in all academic events to be eligible for graduation. **A breakdown of estimated costs is provided in Table 3.**

Graduating students who will remain at the College as Advisors are expected to have adequate resources to cover expenses related to their participation in the various academic activities, including field study trips/visits. Individuals requiring additional field study funds must notify their sponsoring organization and IADB delegate to resolve the matter prior to the start of the academic year. On a case-by-case basis, the Director may waive field study requirements for individuals in nonacademic support positions.

***Table 3 - Estimated Costs for Field Study Trips and Visits (USD)***

<b>Events</b>	<b>Accommodations (Trip Total)</b>	<b>Daily Expenses (Trip Total)</b>
Local visits:	---	\$200
New York City	\$1,260	\$250
CONUS	\$900	\$300
OCONUS	\$4,200	\$1,000
<b>Total</b>	<b>\$6,360</b>	<b>\$1,750</b>

It is important for students to consider that these are merely estimates based on the anticipated field study plans of the present academic period. Students will have the opportunity to visit other places during College breaks; therefore, they should plan their finances accordingly. These figures should facilitate financial commitment and decisions by the student and the sponsoring organization responsible for student nomination.

As resources permit, the host nation (U.S.) provides air and ground transportation and some meals during the CONUS field study trip. During the OCONUS field study trip, the host nation (non-U.S.) and the IADC work together to provide air and ground transportation, and some meals.

## Personal Finances

### Overview

Personal Finances vary between staff and students, depending on the policies established by each country and sponsoring organization. Most students and staff generally open a bank account at a local

U.S. bank and make arrangements so that their salary is deposited electronically there. After opening a bank account, funds may be accessed through a debit card, personal checks and/or ATM transactions. In the Washington, D.C. area, the state of Virginia, and the state of Maryland, there are several private banks with significant experience in the management of financial transactions for diplomatic and military staff from the hemisphere, due to the large number of embassies and attaché offices in the area.

### Monthly Living Expenses

Estimated monthly rent varies between \$2,000 and \$4,000 and requires a signed contract between the lessor and the lessee, stipulating their rights and obligations. The contract usually requires a one- to two-year lease, and a deposit corresponding to one month's rent, which covers any potential damages to the property. If nothing needs to be repaired, the deposit is reimbursed.

The student's embassy, IADB delegation, or OAS mission can be key in assisting students in finding appropriate housing, due to their familiarity with the local area. The local real estate market offers a broad spectrum of options, from apartments and fully furnished houses, to housing units in which the lessee decides on the furnishing. Most apartments and houses include a washer, dryer, refrigerator, stove, dishwasher, microwave oven, air-conditioning and heating. **Table 4** lists estimated monthly expenses based on the experience of those who have lived in Washington and surrounding areas.

*Table 4 - Estimated Monthly Expenses (USD)*

Item	Monthly Value
Rent	\$2,000 – 4,000
Electricity	\$75 – 250
Gas	\$40 – 100
Water	\$40 – 100
Telephone	\$40 – 150
Food	\$500 – 850
Transportation/Fuel	\$120 – 250
Cable TV/Wi Fi	\$50 – 200
<b>Total</b>	<b>\$2,865–\$5,900</b>

## Visa and Passport

The College is an international organization. Therefore, the U.S. State Department must clear a student's immigration status. International students are admitted into the United States in an official diplomatic capacity. Once accepted, a student may not hold any other official responsibilities other than academic activities at the Inter-American Defense College. **The current authorized visa for studying at the Inter-American Defense College is the A-2.** Since the curriculum includes a field study trip conducted outside the United States, as well as the possibility that some students will remain at the College after graduation as advisors, prospective students should arrive to the IADC with passport that is valid for at least three (3) years. For more information, refer to the IADC Visa Policy.

## Attire / Uniform

Staff and students will participate in several events that require the use of different uniforms and appropriate attire for civilian personnel. Uniform seasonal shift usually occurs in early May (summer uniform) and in early October (winter uniform). To help students arrive prepared, uniform examples are depicted in Appendix H and described below:

1. **Uniform 1: Service Dress/Semi-Formal.** For official ceremonies, receptions, and special lecture events, equivalent to a suit and tie, for civilians. Some countries have seasonal service dress uniforms.  
For Navy white uniforms, instructions will be promulgated specifying Full Dress ("Chokers" with medals), Service Dress (long sleeve, without medals), or Summer White (short sleeve).
2. **Uniform 2: Daily Uniform.** This attire is worn daily to attend classes and work. Typically consists of a shirt and pants that can be used with a cap or kepis and with or without a tie depending on the country. It may be worn with a sweater or jacket in accordance with respective country regulations. Civilian personnel wear collared shirts and pants. Staff members assigned to support functions may wear their respective service's combat (camouflage) uniform.
3. **Uniform 3: Gala/Formal.** The uniform used for evening ceremonies and formal receptions, equivalent to a civilian tuxedo for men and evening gown for women.
4. **Uniform 4: Business Suit.** Equivalent to a suit worn by civilians consisting of a coat and tie. This uniform is worn in situations where military uniform #1 is not appropriate.
5. **Uniform 5: IADC Civilian.** Except during special events, as described in the weekly student schedule, all personnel assigned to IADC are authorized to wear the "IADC civilian uniform" on Fridays. Uniform 5 consists of the IADC polo shirt or long sleeve shirt, solid color dress or business casual pants (black, khaki, and gray), dress or business casual shoes, as appropriate for the occasion, and an IADC jacket for cold weather. Shirts will be tucked in at all times, with the exception of contoured hemline polo shirts designed to be worn untucked (optional). Wearing of other clothing items with Uniform 5 is not authorized while on campus. Personnel who do not have this optional uniform must be in the uniform of the day, as prescribed in the weekly student schedule. Boots are authorized only in snow conditions. Wearing jeans, outdoor/cargo pants and tennis shoes is not authorized.
6. **Uniform 5A:** Used only for academic trips that require extended outdoor activity. Solid color pants, including outdoor/cargo pants, with blue IADC polo shirt and appropriate shoes for the occasion, to include hiking shoes, are authorized. The IADC jacket and a hat are also authorized.

7. **Uniform 6: Casual.** Consists of a collared shirt and dress pants and shoes. A sweater or sport jacket may also be worn in cold months and in cold rooms. Boots are authorized only in snow conditions.

Blue jeans, outdoor/cargo pants or tennis shoes are not authorized. Variations and exceptions to this dress code will be considered on a case-by-case basis and will be published via the students' weekly academic schedule.

8. **Physical Training Uniform:** For the group physical training activities (races) the IADC sports shirt, as well as the pants or sport short and caps corresponding to each country are permitted.

Civilian personnel shall wear professional attire commensurate with their activities for the day and in line with what is specified for military personnel. For example, if lecturing, a coat and tie or female equivalent would be appropriate, but if participating in the studies visit to Gettysburg, Uniform 5A would be appropriate.

Each country has different types of uniforms per internal regulations; however, they typically do not differ substantially between services. This was considered when establishing the above-mentioned uniforms.

When initially reporting to the College, students are required to be in Uniform 1. Students are required to wear their daily uniform (Uniform 2) to attend classes, unless otherwise instructed. Students are not authorized to wear flight suits, combat or camouflage uniforms. Normally, the IADB hosts a formal holiday dinner in December. This event will require participants to wear their gala uniform (Uniform 3).

The specific uniform for the day will be published in the Weekly Academic Schedule. Questions regarding the uniform should be directed to the respective Department Head or the Chief of Course. For more information, refer to the IADC Uniform Policy.

## **Student and Family Support**

The College relies on the U.S. Department of Defense for a wide range of services that are available to the members of the U.S. Armed Forces and their families. Services include but are not limited to commissary benefits, family counseling, special military discounts, and morale/welfare activities such as the United Services Organization (USO) tours.

Military students attached to IADC are issued a U.S. Common Access Card. This permits access to the many services afforded U.S. military personnel. Additionally, medical and other essential family services are available to military students whose country has a reciprocal healthcare agreement (RHCA) with the United States. Civilian students rely on the assistance of their respective IADB Delegation and Embassy staff.

## **IADC Alumni Association**

The Association of Graduates, Advisors and Students of the Inter-American Defense College, is a civil society, apolitical, non-profit organization founded on June 1, 1979 by the students of Class 18, with the support of alumni of the previous classes, advisors and leadership of the College.

A student of each graduating class is elected as the Alumni President for one year, beginning 1 July, until the designation of a new President from the next graduating class.

The Alumni Association has the following objectives:

1. Strengthen the bonds of friendship between the students, graduates, advisors and leaders of Classes past, present and future;
2. Promote and strengthen the relations with all related organizations;
3. Contribute through all means available to strengthen the Pan-American ideal of security and peace on the continent and in the world.

Country chapters: The IADC Alumni Association may establish local chapters in any country where at least three members of the organization reside. For more information about the IADC Alumni Association, including how to join after graduation, visit <http://iadc.edu/alumni/> as well as social media links:

LinkedIn: <https://www.linkedin.com/company/inter-american-defense-college-foundation/>

Facebook: <https://www.facebook.com/FOUNDATION.IADC>

X (antes Twitter):: [www.twitter.com/IADC\\_CID](http://www.twitter.com/IADC_CID)

Instagram: [@iadc\\_foundation](https://www.instagram.com/iadc_foundation)

## **Inter-American Defense College Foundation (IADCF)**

The Inter-American Defense College Foundation (IADCF) was established in Washington, D.C., on 19 August 2004. Additional information about the IADCF can be found at <https://iadcf.org/>

## **Circle of Friends**

The spouses of students, staff, IADB elected officials, delegates and heads of delegation of the IADB organize events throughout the year known as the Circle of Friends. These events are organized by different countries and aim to strengthen the bonds of friendship in the hemisphere and attend to the needs of families when circumstances so require. These meetings usually consist of presentations that display examples of the local culture, crafts and traditional food.

## **Cultural Events**

Historically, in springtime, the Inter-American Defense Board organizes an inter-American cultural event in which each delegation displays its local crafts, dances, and food. Students are also encouraged to organize their own cultural events on campus to share their traditions and food.

# Appendix A Courses and Credit Hours Breakdown

603

604

607

68

## Appendix B Curriculum Map

Rubric	A.1	A2	B1	B2	C1	C2	D1	D2
<b>01. Individual Contribution in Class (AP1)</b>	SSA, PEDS, MDS I, DTCS, HDSP,	IRIS, MDS II,	P	P	P	P		
<b>02. Individual Contribution in Groups (AP2)</b>	DSF, SSA, PEDS, MDS I, DTCS, HDSP, SPCS, NYC, CONUS, OCONUS, CRS	RSF, IRIS, MDS I, MDS II, CRS	P	P	P	P	P	P
<b>03. Oral Presentations (AP3)</b>	DSF, SSA, PEDS, MDS I, DTCS, HSDP	IRIS, MDS I, C1, C2, HR, ICC	P	P	P	P	P	
<b>04. Opinion Brief (AP4)</b>	PEDS, DSS	IRIS	DSS	IRIS, PEDS, DSS	IRIS, PEDS, DSS	IRIS, PEDS, DSS		
<b>05. Reflective Log (AP5)</b>	NYC, CONUS, OCONUS, DSS, SYM	SYM	NYC, CONUS, OCONUS, DSS	NYC, CONUS, OCONUS, DSS, SYM	NYC, CONUS, OCONUS, DSS, SYM	NYC, CONUS, OCONUS, DSS, SYM		
<b>06. Reflective Essay (AP6)</b>	SSA, MDS I	MDS I, MDS II		SSA, MDS I, MDS II	SSA, MDS I, MDS II	SSA, MDS I, MDS II		
<b>07. Critical Review (AP7)</b>		IRIS		IRIS	IRIS	IRIS		
<b>08. Decision Report (AP8)</b>	HDSP	RWF		HDSP, RWF	HDSP, RWF	HDSP, RWF		
<b>09. Policy Memo (AP9)</b>	SSA, PEDS, DTSC, HDSP	MDS II		SSA, PEDS, DTSC, HDSP	SSA, PEDS, DTSC, HDSP	SSA, PEDS, DTSC, HDSP		
<b>10. Briefing Note (AP10)</b>	MDS I, HDSP, DTSC, CRS, SYM, OCONUS	CRS, SYM	SYM, CRS	MDS I, HDSP, DTSC, CRS, SYM, OCONUS	MDS I, HDSP, DTSC, CRS, SYM, OCONUS	MDS I, HDSP, DTSC, CRS, SYM, OCONUS	CRS	
<b>11. Country Study Paper (AP11)</b>	SPCS	SPCS	SPCS	SPCS	SPCS	SPCS	SPCS	
<b>12. Individual Contrib./ Participation in Groups (AP12)</b>	SPCS	SPCS	SPCS	SPCS	SPCS	SPCS	SPCS	SPCS
<b>13. Ind. Contribution in Online Forums (AP13)</b>	SPCS, MDS I	SPCS, MDS II	SPCS, MDS I, MDS II	SPCS, MDS I, MDS II	SPCS, MDS I, MDS II	SPCS, MDS I, MDS II	SPCS, MDS I, MDS II	SPCS, MDS I, MDS II
<b>14. General Assignments: Classwork/Homework (AP14)</b>	CRS	CRS	CRS	CRS	CRS	CRS	CRS	
<b>15. Applied Methodology Oral Presentations (AP15)</b>	SPCS	SPCS	SPCS	SPCS	SPCS	SPCS	SPCS	

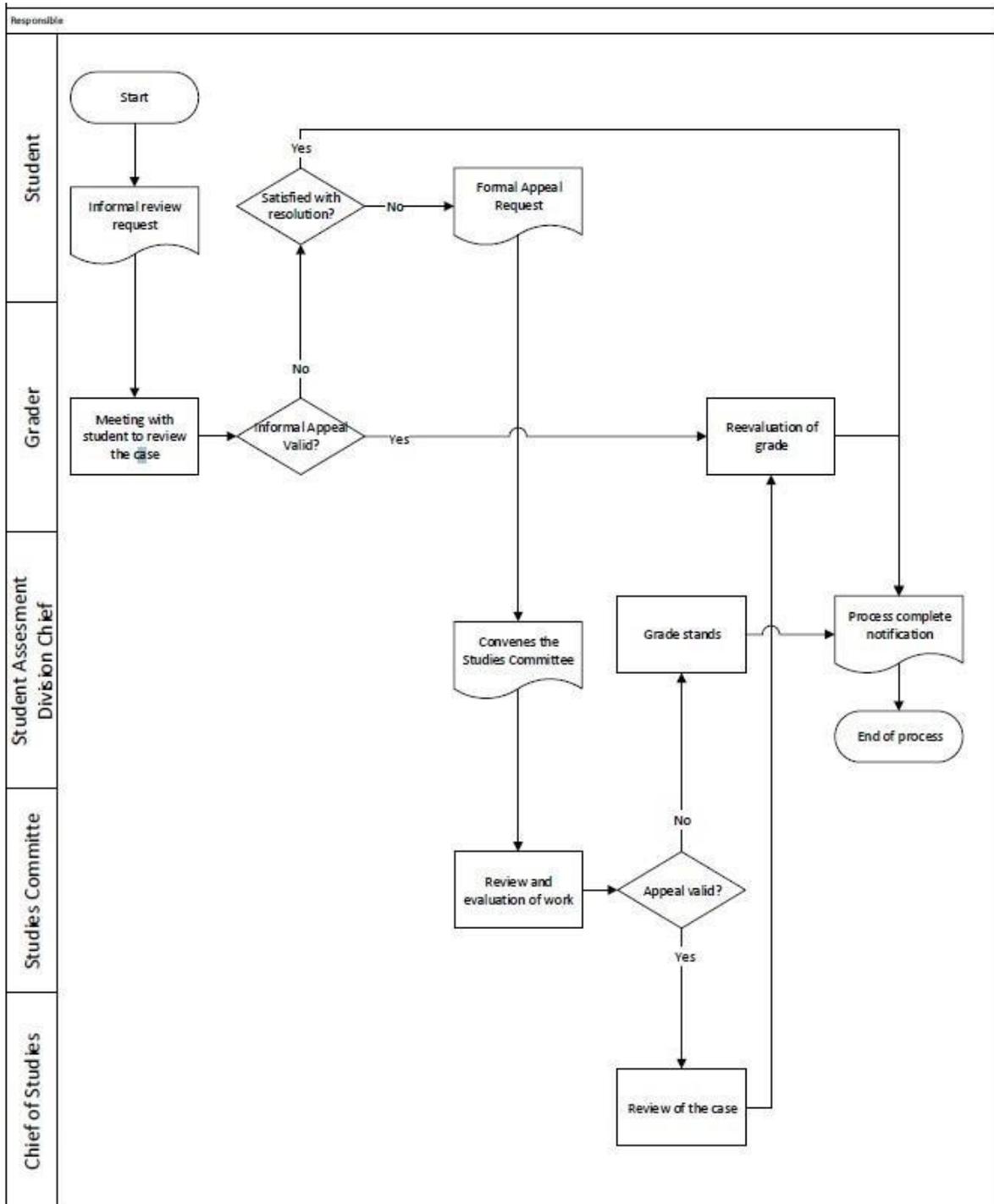
**Key Courses:** Hemispheric Defense & Security Foundations (DSF), Research & Writing Foundations, (RWF), Intercultural Communication Foundations (ICF), NYC Field Study (NYC), Int'l Relations & I/A System (IRIS), Strategic Studies for Def. & Sec. Advisors (SSA), Multidimensional Security I: Threats & Challenges (MDS I), Political Econ. of Defense & Security (PEDS), Illicit Economy Workshop (ILE), CONUS Study Trip (CONUS), Hem. Security & Defense Policy (HSDP), Multidimensional Security II: Conflict Analysis & Peacebuilding (MDS II), Director's Speaker / Field Trip Series (DSS), Hem. Def. & Sec. Symposium Series (SYM), Comm. II (C2), Disruptive Technology & Cyber Security (DTCS), Strategic Planning: Applied Methods & Country Study (SPCS), OCONUS Study Trip (OCONUS), Crisis Management Ex/Simulation (CRS), (P = generally applicable.)

**Program Learning Outcomes (PLOs)**

<b>A.1</b>	<b>Analyze, evaluate and develop systematic approaches to defense and security policy.</b>	<b>C.1</b>	<b>Demonstrate the capacity for critical reflection on diverse program-related topics, synthesizing new applied knowledge by integrating course concepts with lessons learned from prior professional experience, targeted research, and case analysis.</b>
<b>A.2</b>	<b>Analyze diverse responses to political and social conflict in the hemisphere, with attention to the Inter-American System and other efforts to support inter-agency and multinational cooperation.</b>	<b>C.2</b>	<b>Practice strategic communication across diverse modalities and course content, demonstrating the skills of organization, synthesis, and persuasion as well as an ability to accept and deliver constructive feedback.</b>
<b>B.1</b>	<b>Cultivate opportunities for professional collaboration and relationship building via shared experiences, including field studies, cultural events, and group work.</b>	<b>D.1</b>	<b>Exercise consensus building and creative problem-solving skills on issues of hemispheric interest, working in multinational, multilingual, and inter-agency teams.</b>
<b>B.2</b>	<b>Demonstrate nuanced recognition of key defense and security challenges in other countries, and analyze similarities and differences experienced in the hemisphere in realms of power, culture, values, and interests.</b>	<b>D.2</b>	<b>Demonstrate active listening skills to support cooperation and understanding.</b>



# Appendix C Grade Appeal Process





## Appendix E Comprehensive Oral Examination Policy

This section outlines the requirements and process for conducting the IADC comprehensive oral exam for students enrolled in the Master's Degree Program. Students in the Diploma Program are not authorized to participate in the exam. The objective of the comprehensive oral exam is to validate graduate level Program Learning Outcomes by evaluating the student's knowledge and ability to synthesize, analyze, and coherently present the relevant course themes in question. To that end, the College has established the process by which the exam is conducted.

**Comprehensive Oral Exam Board:** The Board is comprised of four faculty members. Other faculty members and designated staff members can request to observe the event, but the request must be in writing. Students waiting to be re-tested are not allowed in the examination area. Students participating in the comprehensive oral exam select a topic of their choice to present in a thesis format (selected prior to the end of the course and approved by a designated faculty member), which incorporates key aspects of the academic program covered during the year. Students present for 10 minutes followed by a 20-minute question and answer period with the faculty members, covering a wide range of related topics, in accordance with the learning outcomes identified in each course syllabus.

**Grading, Withdrawal, Failures and Appeals:** All master's degree students will participate in the comprehensive oral exam. For cases involving students who have not Master's Degree Program SAP requirements #1, #2, or #3 by the end of the academic year, prior to the comprehensive oral exam, the Director will convene an Academic Council to make recommendations on the best course of action. The student may be given the option to not take the comprehensive oral exam.<sup>26</sup> Barring that exception, however, any student who does not take the comprehensive oral exam will be considered to have withdrawn from the Master's Degree Program, will be referred to his/her delegation for reassignment, and will forfeit the opportunity to complete the program in the future.

A grade of less than 3.0 on the comprehensive oral exam is considered a failing grade. Those who fail to meet the minimum grade (3.0) will be allowed to re-test at the conclusion of all scheduled exams.

The second attempt will involve a panel of four (4) faculty members and will cover 30 minutes of questions and answers (no student presentation). In addition to faculty feedback on strengths and weaknesses, the students will be given a minimum of 48 hours for additional preparation for the re-test. If the student fails the re-test, the student must submit a formal request to the IADC Director by 1 September for permission to re-take the comprehensive oral exam with the next graduating class.

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<sup>26</sup> Upon review of processes implemented for IADC Class 58, and actions taken by the Studies Committee and the Academic Council, a unanimous decision was made to have the option of exempting certain students from the oral exam. This represents an effort to improve on processes that may apply to future IADC classes, and directly supports IADC LOE 2.

In the formal request, the student must provide adequate information on personal actions required to improve the probability of passing the next exam. The exam format will be identical to the first comprehensive oral exam, meaning they will present a topic of their choice that has been approved by the professor assigned to support them. Students from a previous class who pass the re-test will not be authorized to participate in the current class graduation ceremony.

Exception to this policy may be approved by the Director in writing only in the event of an extenuating medical or family emergency.

**Student Presentation Structure Guidelines:** Faculty members are available to clarify issues and concerns to facilitate exam preparations. Students should be prepared to present an approved topic in a brief and coherent manner. Oral presentation should be structured in a thesis format to include the following key points:

- Content (relevance to IADC core courses or academic modules)
- Critical engagement of the academic literature (expert references and examples)
- Focus on the main topic and precision of response.

## Appendix F Release Consent Form

TITLE OF DOCUMENT/PRODUCT:			APPROVAL	
CONTRIBUTOR'S NAME	SIGNATURE	RELEASABLE TO	YES	NO
		Antigua and Barbuda		
		Argentina		
		Barbados		
		Belize		
		Bolivia		
		Brazil		
		Canada		
		Chile		
		Colombia		
		Dominican Republic		
		Ecuador		
		El Salvador		
		Guatemala		
		Guyana		
		Haiti		
		Honduras		
		Jamaica		
		Mexico		
		Nicaragua		
		Panama		
		Paraguay		
		Peru		
		Saint Kitts and Nevis		
		Suriname		
		Trinidad and Tobago		
		United States		
		Uruguay		
		Venezuela		

We authorize the IADC to release, upon request, the attached academic group work to the Council of Delegate members indicated on this form.

**NOTE:** The students (contributors) must indicate a “YES” or “NO” at the approval column and sign this form without exceptions.

# Appendix G Academic Calendar

Version A  
Pending Approval by HELC

Mar 2024  
ENG

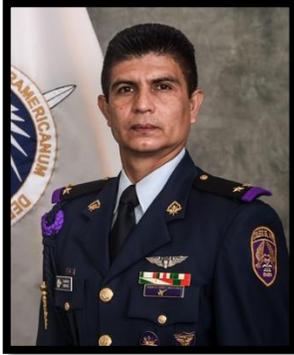
INTER-AMERICAN DEFENSE COLLEGE  
MASTER OF SCIENCE DEGREE IN INTER-AMERICAN DEFENSE AND SECURITY  
CLASS 65 ACADEMIC CALENDAR (2024-2025)

2025	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
JUL	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU
	Family and Housing Arrangements			Independence Day Holiday			Family and Housing Arrangements			Class 65 Reports to IADC				Class 65 Registration	Family and Housing Arrangements		Virtual student orientation (Leadership/LRC)			Beg of staff orient	Research-Writing Found 1 (Virtual)	Study day	Research-Writing Found 2 (Virtual)	Study day			Research-Writing Foundations - RWF 3 (Virtual)	Study day	Research-Writing Foundations - RWF 4 (Virtual)	Study day	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
AUG	Study Day			Orientation & Program Overview			Research-Writing Foundations 5	Study prep day		D & S Foundations Workshop			Research-Writing Found - 6	Director series-DSS/FT #1			Research-Writing Foundations 7-9			Orientation Field Study	Family Day			DSS/FT #2 - West Point Visit	Field Study-New York						
SEP	Holiday Labor Day	Study day	Intercultural Communication Foundations Workshop				Study day	Feedback-RWF 10	IRIS 1	IRIS 2	DSS / FT #3 (OAS AMBASSADOR VISIT?)		IRIS 3	Strategic Studies 1	IRIS 4	IRIS 5	Study day			Strategic Studies 2	IRIS 6	Symposium 1 - Geopolitics & World Situation	Strategic Studies 3	Study day			Strategic Studies 4	IRIS 7			
OCT	Strategic Studies 5 Electives 599 4	IRIS 8 IADB/OAS Student Visits	Study day		Strategic Studies 6	IRIS 9	Strategic Studies 7 Electives 599 2	IRIS 10	Study day		Race Day Holiday Columbus	Strategic Studies 8	Strategic Studies 9 Electives 599 3	Strategic Studies 10	Study day	Halloween Party			Strategic Studies 11	Strategic Studies 12	Strategic Studies 13	DSS / FT #4 - NORFOLK TRIP - OVERNIGHT?	DSS / FT #5 - JAMESTOWN?			Study day	PEDS 1	MDS 1	PEDS 2	Symposium 2 - Human Rights & Democracy	
NOV			MDS I - 2	PEDS 3	MDS I - 3	PEDS 4	Study day			Veterans Day Holiday	PEDS 5	MDS I - 4	PEDS 6		PEDS 7	MDS I - 5	PEDS 8	Symposium 3 - Disaster Response & RR	Study day			PEDS 9	PEDS 10	Study day	Thanksgiving Holiday	Study day					
DEC	MDS I - 6	MDS I - 7	MDS I - 8	MDS I - 9	DSS / FT #6 - ARMY BAND / RECEPTION 7	Holiday Party		MDS I - 10	MDS I - 11	MDS I - 12	MDS I - 13	Illicit Econ WS			Illicit Econ WS	Symposium 4 - TOC & Illicit Economies	Semester Debrief	Study day				Study day		Christmas Holiday	Study day					Study day	
JAN	New year Holiday	Study Day			Semester Preview	Strat Plan-Country Study Proj 1	Strat Plan-Country Study Proj 2	Disruptive Tech & Cyber - 1	DSS / FT #7			Disruptive Tech & Cyber - 2	Disruptive Tech & Cyber - 3	Disruptive Tech & Cyber - 4	Disruptive Tech & Cyber - 5	Study day		MLK, Jr Holiday	Disruptive Tech & Cyber - 6	Disruptive Tech & Cyber - 7	Disruptive Tech & Cyber - 8	Study day			Disruptive Tech & Cyber - 9	Disruptive Tech & Cyber - 10	Strat Plan-Country Study Proj 3	CONUS Prebrief	CONUS Prebrief		
FEB	Field Study-CONUS						Study day	MDS II (CAP) 1	MDS II (CAP) 2	MDS II (CAP) 3	MDS II (CAP) 4		President Day Holiday	Study Day	MDS II (CAP) 5	MDS II (CAP) 6	DSS / FT #8				MDS II (CAP) 7	MDS II (CAP) 8	MDS II (CAP) 9	MDS II (CAP) 10	Study Day						
MAR	HDSP 1	HDSP 2	HDSP 3	Strat Plan-Country Study Proj 4	Strat Plan-Country Study Proj 5		Strat Plan-Country Study Proj 6	HDSP 4	HDSP 5	HDSP 6	Symposium 5 - Civ-Mil Relations/ Interagency			HDSP 7	HDSP 8	HDSP 9	HDSP 10	Study Day				HDSP 11	HDSP 12	HDSP 13	DSS / FT #9	Study Day			Symposium 6 - Regional Scenario for D&S	Def Sec Media Workshop	
APR	Def Sec Media Workshop	Program Review		Study Research							Study Day	Symposium 7 - Regional Scenario for D&S	Strat Plan-Country Study Proj 7	Strat Plan-Country Study Proj 8	Strat Plan-Country Study Proj 9			Strat Plan-Country Study Proj 10	Strat Plan-Country Study Proj 11	Strat Plan-Country Study Proj 12	OCONUS Prebrief			Field Study OCONUS							
MAY	Field Study-OCONUS						Study Day	OCONUS Debrief	Program Review	DSS / FT #10	Crisis Exercise Orientation	Student Gala							Crisis Exercise		Program Review / Debrief			Holiday	Prep for the Oral Exam - Study Research						
JUN	Oral Exam - Returning		Oral Exam-Phase I Orientation		Oral Exam (Weekend, if Necessary)		Oral Exam-Phase I Orientation	Institutional Day	Oral Exam-Retakes	DSS / FT #11	Institutional Day			Graduation Rehearsal	Class 65 Student Graduation Course Complete	Class 64 Egress Process	June tenth Holiday				DONSA										DONSA
		Class Modules	Symposium Series		Workshops	Field Study		Administrative Time (Varied)	Distinguished Speaker Series / Trips		Holiday Time	Special Event		Study Time / Research	Elective Classes		Capstone Activity	Family / Housing Time							Nat. / Independence Day		*DIA*		JID meetings		
																															Regular Business Day: 0800-1730

## Appendix H Uniforms

Appendix H shows examples of some of the uniforms worn at the College by military personnel and have little variation between the countries represented. There are also examples of law enforcement and civilian personnel attire. The photos should serve as a reference for the prospective students in preparation for their move to Washington, D.C.

### Uniform Number 1



Mexican Air Force  
Uniform Number 1  
Mexico



Civilian Equivalent  
Uniform Number 1  
Honduras Foreign Service



U.S. Army  
Uniform Number 1  
U.S.



### Uniform Number 1

This uniform is used for official ceremonies and during conferences and special events.

**For military and police personnel**, it consists of slacks and a coat and tie, based on each country's rule. It can be worn with a cap with visor or kepis and insignias.

**The civilian equivalent** is a complete suit (slacks or skirt, coat and tie or bow tie)

Some countries or armed forces have a standard summer uniform and a separate winter uniform..

## Uniform Number 2



Mexican Army  
Uniform Number 2  
Mexico



US Army  
Service's Combat Uniform  
USA



National Police DR  
Uniform Number 2  
Dominican Republic



### Uniforme Número 2

Normally is the uniform used all year long and is considered the daily uniform that is worn to attend classes and for work.

**For Military / Police**, it usually consists of a short sleeve open collar shirt or a sweater/long sleeve jacket, depending on the weather and the uniform regulations of each country.

**Civilian** personnel wear collared shirts and pants.

**Staff members** assigned to support functions may wear their respective service's combat uniform when at work.

### Uniform Number 3



### Uniform Number 3

This is also known as the Dress or Gala Uniform that is used during evening ceremonies and formal receptions and is equivalent to a tuxedo with black tie for civilian and long gowns for women.



### Uniform Number 4



### Uniform Number 4

This involves civilian or business suits consisting of a coat and tie for both military and civilian personnel. The suit should be a solid color and worn with a light-colored shirt. Equivalent attire for female personnel consists of tailored suit





**Uniform Number 5 (Civilian Uniform IADC)**

Consist of the IADC Polo shirt, dress pants (solid color: black, khaki, and gray), dress or casual shoes as appropriate for the occasion, and the IADC jacket for cold weather. Often prescribed for wear on Fridays.



**Uniform Number 5 A (Outdoor Travel)**

Used only for field studies that require extended outdoor activity. Solid color pants, including outdoor / cargo style pants, with blue IADC Polo Shirt and appropriate shoes for the occasion, hiking shoes are authorized. IADC Jacket is also authorized.



### **Uniformed Number 6 (Casual)**

This civilian attire consists of a nice shirt and dress pants (no cargo – style pants or jeans) with a sweater or informal jacket optional. No tennis shoes.



### **Physical Training Uniform**

For the group physical training activities (races). Pants or sports shorts and caps corresponding to each country are permitted.

These are some examples of business attire worn on special occasions by the academic Advisors and Students.

This attire is normally used on field studies to other countries and within the United States or at specific official events that are a part of the scheduled activities.

It is crucially important that both the military and civilian personnel represent the College in a manner that is in keeping with the formality of the occasion.

# Appendix I Student Acknowledgement Form

I, \_\_\_\_\_ ,  
(GRADE/RANK and Full Name—PLEASE PRINT legibly)

This form must be completed, signed, and returned to the Chief of Studies by the end of the Advanced Research and Writing (ARW) Workshop. It documents student acknowledgment of the IADC rules and policies:

(Initials\_\_ ) I acknowledge receipt of the Course Catalog and Student Handbook in my language of proficiency.

(Initials\_\_ ) I have read and understood the contents of the Course Catalog and Student Handbook.

(Initials\_\_\_\_ ) I understand the IADC values, and will adhere to the rules and policies set forth by the College. I understand that I am accountable for my academic performance and personal conduct in and outside the College.

(Initials\_\_ ) I certify that I have read the IADC academic integrity policy and understand academic integrity to be: "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility."

(Initials\_\_\_\_ ) I confirm that I have received additional briefings by faculty on the subject of academic integrity.

(Initials\_\_\_\_ ) I understand the potential consequences of academic dishonesty.

(Initials\_\_ ) I understand that the IADC staff, faculty and advisors are available to clarify issues related to my enrollment at the College.

I agree with IADC academic requirements, rules, and policies outlined in the Course Catalog and Student Handbook and, in witness whereof, do sign this Acknowledgement Form.

\_\_\_\_\_  
(Signature to match full name provided at the top of page)

\_\_\_\_\_  
Date

# Appendix J Transcript Request Instructions



## INTER-AMERICAN DEFENSE COLLEGE

### Transcript Request Instructions

**General Instructions:** Complete the attached transcript request form with all applicable information and sign it. Illegible requests and/or forms with missing information will prevent or delay the processing of the request.

Processing of all transcript requests requires student signature authorizing the prescribed release of the academic transcript. Requests by persons other than the student will not be honored.

For all transcript requests, please allow up to **10 business days** for processing. Plan accordingly to allow sufficient time for the transcript to arrive at its destination. Email your signed request form for fastest receipt; ensure the deadline is annotated on the form.

#### **Transcript Request Submission Process:**

- Ensure to TYPE or PRINT CLEARLY all applicable information on the transcript request form and physically sign at the bottom.
- Unofficial transcripts may be faxed or emailed.

#### **Email:**

- Attach your completed form and email it to the College Registrar's Office at [IADC\\_registrar\\_mail@iadc.edu](mailto:IADC_registrar_mail@iadc.edu).

#### **In-Person:**

- Deliver the completed transcript request form to the Registrar's Office. Call or email the office to schedule an appointment.

#### **Fax:**

- Transcript Requests may be faxed to +1 (202) 370-0216 from outside the U.S.
- IADC Registrar Phone Number +1 (202) 370-0176 from outside the U.S.

#### **Mail:**

- Requests can take up to 3 weeks depending on when and where the request was mailed.
- Mail the completed transcript request form to the following address:

Inter-American Defense College  
ATTN: Registrar  
210 B Street SW, Bldg 52  
Fort Lesley J. McNair  
Washington, DC 20319-5008

## IADC Academic Transcript Request Form

Complete Name: \_\_\_\_\_

Student ID Number: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Class Number: \_\_\_\_\_ Graduation Year: \_\_\_\_\_ Deadline Date: \_\_\_\_\_

Phone number: \_\_\_\_\_ Email address: \_\_\_\_\_

Preferred method of contact for any necessary follow-up (Check only one box below)

Phone       Email

---

I understand that the Inter-American Defense College (IADC) protects the confidentiality of my personal or student education records, and may only release these records to third parties with my written consent or as otherwise permitted by law. Intending to waive my right to confidentiality, I consent and direct the IADC Registrar to release my academic transcript to the following recipient indicated in this form.

---

**Please indicate delivery preference:**

\* Pick up \_\_\_\_\_ Number of Copies \_\_\_\_\_

\*Please Mail \_\_\_\_\_ Number of Copies \_\_\_\_\_ to the following address:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

---

Unofficial transcripts may be faxed or emailed.

Recipient: \_\_\_\_\_ Email Address: \_\_\_\_\_

Fax to: \_\_\_\_\_ Attention: \_\_\_\_\_ Phone Number: \_\_\_\_\_

---

**I authorize the IADC to release my academic transcript as instructed on this form.**

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

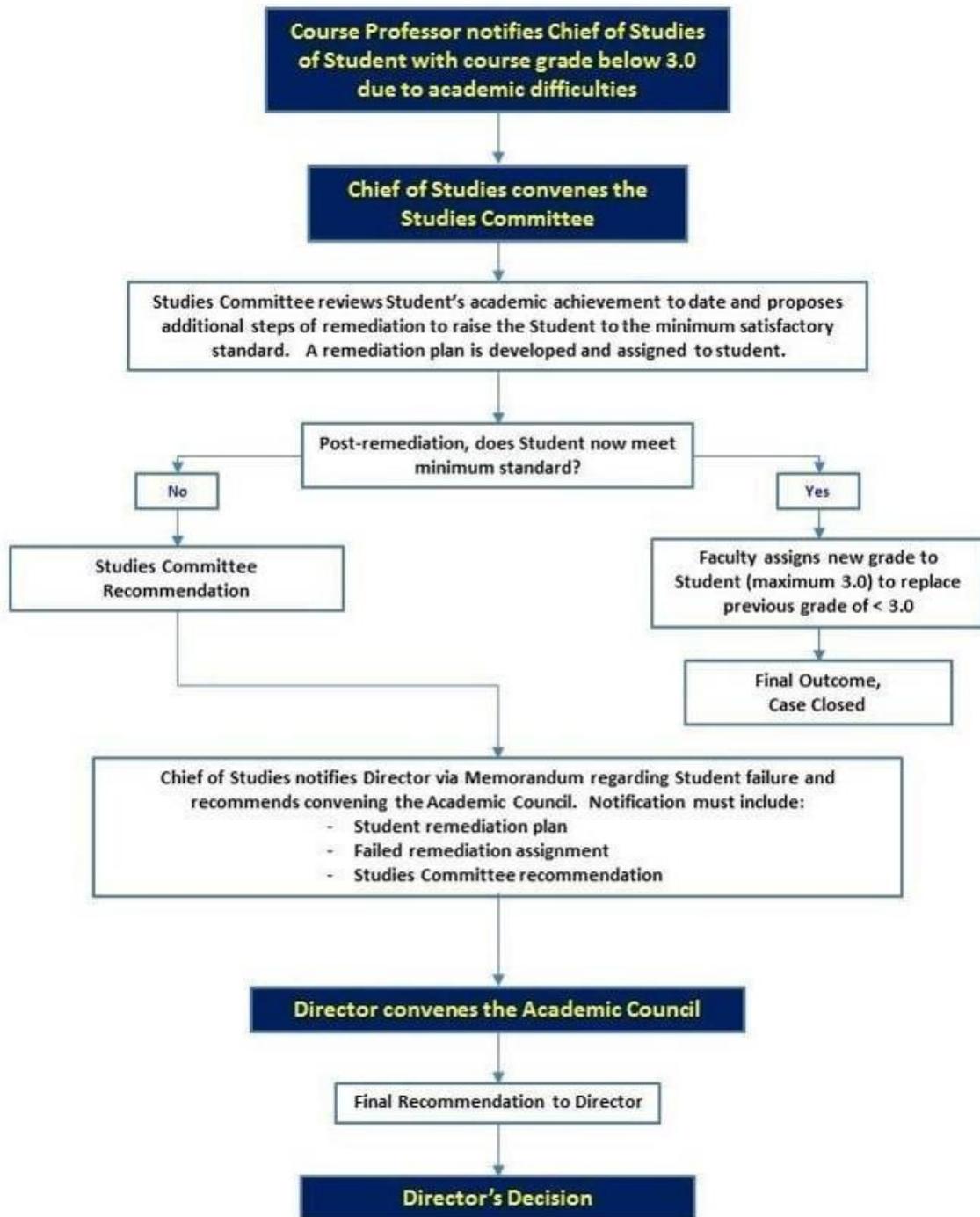
Click the Button to Submit: \_\_\_\_\_

---

**Special Note to Recipient of the Education Record:**

Please be advised that the recipient of records under this authorization may not re-disclose information from education records without the prior written consent of the student or as permitted by law.

# Appendix K Student Remediation Process



# Annex 1 to Appendix K ACADEMIC REMEDIATION PLAN

In developing this plan, the following elements should be taken into account:

- The Chief of Studies will be informed when a student is assigned to academic remediation.
- The Remediation Plan must be approved by the Studies Committee and the Faculty of the College before being implemented.
- Once approved, the Remediation Plan must be reviewed (verbally and in writing) with the student.
- The Seminar Leader assigned, through the Division Chief / Coordinator, will provide progress reports and records to the Studies Committee.

<b>Date:</b>	
<b>Student name:</b>	
<b>Class:</b>	
<b>Professor:</b>	
<b>Supervisor of the remediation</b>	
<b>process:</b>	
<b>Seminar Leader assigned:</b>	
<b>Remediation date:</b>	

## 1. Responsibilities and expectations during the remediation process.

- a) Student:
- 1) Demonstrate availability and active participation in the remediation process.
  - 2) Comply with the mentoring/tutoring work requirements stipulated by the Seminar Leader, including readings and writing assignments.
  - 3) Carry out the academic work required to re-submit graded work(s) to demonstrate the level of desired learning for the course.
  - 4) Other expectations:

Approved by Chief of Studies: \_\_\_\_\_(date): Student initials: \_\_\_\_\_Sem. Leader initials: \_\_\_\_\_

b) Faculty.

- 1) Establish evaluation requirements to verify that the student obtained the levels of understanding and knowledge required for the course:

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c) Seminar Leader(s) assigned: \_\_\_\_\_

- 1) Determine the nature of the specific problem and establish a course of action to improve student's understanding:

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- 2) Use mentoring, tutoring activities and additional work in order to diagnose problems of understanding of the course material at issue.

- 3) In collaboration with Faculty, develop the remediation plan based on the nature of the problem identified and the course of action approved.

- 4) Assist the student in re-submitting graded work(s) to achieve the levels of learning outcomes for the course.

**2. Adjudication.** The Studies Committee will review all relevant documents to determine the outcome of the remediation. Completing the remediation process does not equate with fulfilling the academic requirements of the course.

- a) Only the professor in charge of the course will determine if the student has met the requirements of the course.
- b) Success in Remediation requires the student to successfully achieve the course requirements as stipulated by the Faculty and (Seminar Leader) Mentor.

Approved by Chief of Studies \_\_\_\_\_(date) Student initials\_\_\_\_\_ Sem. Leader initials\_\_\_\_\_

**3. Performance during the remediation period.** The following indicators will be used to determine poor performance during the period of remediation.

- a) Absence in two or more tutoring/mentoring periods.
- b) Failure to submit additional required work.

**4. Consequences.** Failure to complete the remediation program successfully can entail the following results, as recommended by the course teacher, and the Studies Committee after the student performance and achievement review during the period of remediation:

- a) Extension of the remediation period.
- b) Academic failure and dismissal of Master's course.

**5. Student acknowledgement.** I understand the following information about the Remediation program: (place initials in the blank space)

The areas identified for remedy. \_\_\_\_\_  
The expected level of performance in order to achieve the remediation objectives. \_\_\_\_\_  
The purpose of the remediation program. \_\_\_\_\_  
The time required to complete the remediation program. \_\_\_\_\_  
The concepts to be reviewed and the modalities of study that will be used. \_\_\_\_\_  
The consequences of failure/success in the remediation program. \_\_\_\_\_  
I was given the opportunity to clarify all the components of the remediation plan. \_\_\_\_\_

**6. Additional comments.**

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Approved by Chief of Studies \_\_\_\_\_(date)    Student initials \_\_\_\_\_ Sem. Leader initials \_\_\_\_\_

**7. Approval:**

*Chief of Studies*

\_\_\_\_\_

*Date*

\_\_\_\_\_

*Faculty (Teacher of the course)*

\_\_\_\_\_

*Date*

\_\_\_\_\_

*Chief of Seminar Leaders*

\_\_\_\_\_

*Date*

\_\_\_\_\_

*Seminar Leader for Remediation*

\_\_\_\_\_

*Date*

\_\_\_\_\_

Approved by Chief of Studies \_\_\_\_\_(date) Student initials \_\_\_\_\_ Sem. Leader initials \_\_\_\_\_

## Annex 1-A: Academic Diagnosis

Purpose: Diagnose comprehension problems linked to the course material.

Course: \_\_\_\_\_ Seminar Leader: \_\_\_\_\_

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

Problem	Possible cause

Approved by Chief of Studies \_\_\_\_\_(date) Student initials \_\_\_\_\_ Sem. Leader initials \_\_\_\_

## Annex 1-B: Final Assessment of Remediation Report

(Name of the student) \_\_\_\_\_ completed the remediation program in the course (name of the course) \_\_\_\_\_ from (dates) \_\_\_\_\_ to \_\_\_\_\_.

REVIEWED CONCEPTS	MODALITY USED	OUTCOME (P/F)

Approved by Chief of Studies \_\_\_\_\_ (date) Student initials \_\_\_\_\_ Sem. Leader initials \_\_\_\_\_

## Appendix L Student Services

IADC Support Services Chart		Provided by
Cat	Description	
Academic	Interpretation & translation	Studies
	Library and research services	
	Mentorship	
	Facilitation	
	Chief of Class Coordination	
	Advanced Research and Writing Workshop (ARW)	
	Student/Teacher Portal (Moodle)	
	Academic feedback	
	Academic remediation	
	Grievance handling	
	Information Technology services (network, printers, translation devices, etc)	Operations
Admin	Student Placement	IADB Delegations or OAS (or Embassy) Mission
	Housing	
	Admission & Welcome Packet	Administration
	Evaluation of Foreign Credentials	
	Transcripts, Diplomas and Apostille Services	
	Driver's license support letter (State Department/DMV)	
	Visa A-2 & Visa for OCONUS	
	Official Passport for U.S. students	
	ID Card for students and family members	
	Reciprocal medical agreement	
	Base Services (gym access, lunch alternatives, parking, lockers, etc)	Operations
	Security access to facilities	
	Family members activities	
	Information about Traffic/Inclement Weather/Operational Status	
	Uniform (Jackets, T-shirts)	
Alumni networking	External relations	

## Appendix M Student Mid-term Feedback Acknowledgement

Student name: \_\_\_\_\_ Date: \_\_\_\_\_

1. I have received personalized feedback from my professors on my academic performance at the mid-term mark of the Academic Program.
2. I have received personalized feedback from my (seminar leader) mentor on my performance in working groups at the mid-term mark of the Academic Program.
3. I have received notification from the Registrar's Office about my academic progress, that includes the following activities (**Note: these subjects may change according to the authorized academic calendar for the first semester, listed as an example**):
  - a. International Relations and the Inter-American System (IRIS)
  - b. Strategic Thinking for Hemispheric Defense and Security
  - c. Fundamentals of Hemispheric Defense and Security Workshop
  - d. Advanced Research and Writing (ARW) Workshop
  - e. Intercultural Communication Workshop
  - f. Field Study Trip – New York City
  - g. Field Study Trip – Continental United States (CONUS)
  - h. Elective Course (If applicable)
  - i. Forecasting Methodology

Cumulative Grade Point Average (CGPA)

4. I have read and fully understood the Awarding of Course Credit Policy and the Satisfactory Academic Progress (SAP) Policy, regarding this mid-term feedback acknowledgement.

\_\_\_\_\_  
Student's signature

<i>Qualitative Equivalency</i>	
Excellent	3.700 to 4.0
Very Good	3.400 to 3.699
Good	3.000 to 3.399
Marginal	2.000 to 2.999
Unsatisfactory	0.0 to 1.999

Note: The Cumulative Grade Point Average (CGPA) does not guarantee a good performance in your comprehensive oral exam; however, staying in the "Good" category increases the likelihood of having difficulty in this academic exercise that prevents you from achieving your Master's degree.

## Appendix N Student Leadership Power, Duties, and Responsibilities

Position	Power, Duties and Responsibilities
President	<ol style="list-style-type: none"> <li>1. Represents the Class Leadership Committee to IADC Leadership, Staff and Faculty.</li> <li>2. Guides the Leadership Committee in meeting the objectives that the Class sets for the academic year.</li> <li>3. Promotes social, cultural and sports activities in coordination with Staff to facilitate the way students engage and develop relationships with other members of the IADC community.</li> <li>4. Receives, evaluates and channels student recommendations for potential actions to be coordinated with IADC Staff.</li> <li>5. Facilitates a positive atmosphere in the classroom at IADC activities on and off campus, facilitating high-level academic interactions.</li> <li>6. Coordinates the organization and execution of the Graduation Party, development of the Class Yearbook and Commemorative Coin, and other agreed upon activities.</li> <li>7. Designates students, as required, to represent the Class when the Curriculum Development Committee is convened.</li> <li>8. Prepare and read closing remarks at the graduation ceremony.</li> </ol>
Vice President	<ol style="list-style-type: none"> <li>1. Represents the Class President during his or her absence.</li> <li>2. Coordinates and cooperates with other Student Leadership committee members to execute planned activities.</li> <li>3. Supervises and evaluates how Class activities are conducted.</li> <li>4. Performs additional functions and duties assigned by the President.</li> </ol>
Secretary	<ol style="list-style-type: none"> <li>1. Designs and organizes the Class Roster with students' contact information.</li> <li>2. Records meeting minutes for the Student Leadership Committee.</li> <li>3. Performs other functions and duties assigned by the President.</li> <li>4. Create the comms media groups (whatsapp)</li> </ol>
Treasurer	<ol style="list-style-type: none"> <li>1. Collects, manages and keeps a record of Class members' financial contributions to different activities throughout the academic year.</li> <li>2. Makes payments and keeps financial records for agreed upon activities.</li> <li>3. Periodically updates the Student Leadership Committee on Class finances, contributions and expenditures.</li> <li>4. Prepares and updates the Class financial report in terms of contributions and expenses.</li> <li>5. Manage the bank account</li> </ol>

## Appendix O

### Student Achievement-Graduation, Retention and Placement Rates

	Class 54 AA 2014-2015		Class 55 AA 2015-2016		Class 56 AA 2016-2017	
Rates	Master	Diploma	Master	Diploma	Master	Diploma
Graduation	47/49=96%	4/4=100%	57/65=88%	2/2=100%	64/66=97%	N/A
Program Retention	96%	100%	88%	100%	97%	N/A
Placement	100%	100%	100%	100%	100%	N/A

	Class 57 AA 2017-2018		Class 58 AA 2018-2019		Class 59 AA 2019-2020	
Rates	Master	Diploma	Master	Diploma	Master	Diploma
Graduation	63/67=94%	1/1=100%	61/67=91%	2/2=100%	58/55=95%	N/A
Program Retention	94%	100%	91%	100%	95%	N/A
Placement	100%	100%	100%	100%	100%	N/A

	Class 60 AA 2020-2021		Class 61 AA 2021-2022		Class 62 AA 2022-2023	
Rates	Master	Diploma	Master	Diploma	Master	Diploma
Graduation	52/52=100%	N/A	56/57 = 98%	1/1=100%	TBD	TBD
Program Retention	98%	N/A	100%	100%	TBD	TBD
Placement	100%	N/A	100%	100%	TBD	TBD

## Appendix P

### Subjects and Professor

No. clave	Subjects	Teachers	Starts	Ends
500	Fundamentals of Hemispheric Defense and Security (FDS)	Dr. Mark Hamilton, Dr. Elmer Zelada	11 Ago. 25	13 Ago. 25
501	Fundamentals of Research and Writing (RWF)	Dr. Mark Hamilton, Prof. Juan Carrasco	22 Jul. 25	20 Ago. 25
502	Fundamentals of Intercultural Communication (ICW)	Pr. Michael Shipler, Dr. Alas Zoraya	3 Sep. 25	5 Sep. 25
603	International Relations and the Inter-American System (IRIS)	Dr. Arturo Sotomayor, Dra. Alas Zoraya, Prof. Juan Carlos Gomez	11 Sep. 25	16 Oct. 25
604	Strategic Studies for Defense and Security Advisors (SSA)	Prof. Marcelo Felix Prof. Luiz Antonio	10 Sep. 25	24 Oct. 25
505	Field Study - New York City (NYC)	Prof. Roberto Quiroz, Prof. Luiz Antonio	25 Ago. 25	29 Ago. 25
606	Political Economy of Defense and Security (PEDS)	Dr. Antonio Fonfria, Dr. Zelada	29 Oc. 25	3 Dic. 25
607	Multidimensional Security I (MDS I): Threats and Challenges	Dr. Jim Markwardt, Dr Mark Hamilton, Prof. Alejo Bonanni	28 Oct. 25	11 Dic. 25
508	Field Study - Continental United States	Prof. Roberto Quiroz/TBC	2 Feb. 25	6 Feb. 26
510	Foundations of Illicit Economies for Hemispheric Security (IEF)	Prof. Christopher Hernandez Roy/ TBC	12 Dic. 25	16 Dic. 25
511	Hemispheric Defense and Security Symposium Series (SYM)	Prof. Andrew Sanders/ TBC	22 Sep. 25	14 Abr. 26
512	Director Speaker / Local Field Study Series (DSS)	Prof. Andrew Sanders/ TBC	15 Ago. 25	12 Jun. 26
613	Hemispheric Defense and Security Policy (HDSP)	Dr. Jim Markwardt/ Dra. Tahina Montoya	2 Mar. 26	25 Mar. 26
614	Multidimensional Security II (MDS II): Conflict Analysis and Peacebuilding	Dra. Tahina Montoya, Dr. Mark Hamilton	10 Feb. 26	26 Feb. 26
615	Disruptive Technologies and Cybersecurity (DTCS)	Prof. Belmonte/ TBC	8 Ene. 25	27 Mar. 26
517	Defense, Security and the Media (DSM)	Prof. Roberto Quiroz	31 Mar. 26	03 Abr. 26
518	Field Study - Outside the Continental United States	Prof. Roberto Quiroz	1 May. 26	9 May. 26
519	Strategic Planning: Applied Methods and Country Study (SPCS)	Prof. Luiz Antonio, Prof. Alejo Bonanni	6 Ene. 26	22 Abr. 26
520	Crisis Management Exercise/Simulation (CME/CMS)	Prof. Juan Carlos Gomez, Prof. Claudio Faria, Prof. Alejo Bonanni	18 May. 26	21 May. 26
621	Master's Comprehensive Oral Exam 1, 2 and 3	Dr. Mark Hamilton	1 Jun. 26	11 Jun. 26
599	Elective Courses			
599 C	Civil-Military Relations: Theory (CMR)	Prof. Juan Carlos Gomez, Prof. Roberto Quiroz	15 Oct. 25	3 Mar. 26
599 F	Applied Cybersecurity (CS)	TBC/ if offer		

599 G	Illicit Economies and Criminal Networks (IECN)	TBC/ if offer		
599 H	Comparative Politics (CP) of Developing Countries	TBC/ if offer		
599 I	Special Topics on Inter-American Defense and Security Challenges	Prof. Inigo Montoya, Dr. Arturo Sotomayor	5 Nov. 25	18 Mar. 25