

# INTER-AMERICAN DEFENSE COLLEGE

## Course Catalog and Student Handbook

Class 64

July 2024 – June 2025



Fort Lesley J. McNair Washington, D.C.

Original in English



**Vision:** To maintain our status as the premier joint, interagency, intergovernmental, and multinational academic institution in defense and multidimensional security studies of the hemisphere – *LA MEJOR!*



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

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<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 that applies to students.



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# Director's Introduction

Welcome and congratulations on your selection to attend the Inter- American Defense College (IADC)! As the premiere academic college focused on defense and security matters of the Western Hemisphere, you will partake in one of the most rewarding experiences of your career, an experience that will have great life-long value to you, both personally and professionally. In this college, we will seek to develop hemispheric solutions to hemispheric problems, a necessity because the complex threats we face today transcend national boundaries.



In 2015, the college became a fully accredited and licensed institution, committed to upholding the traditions of a prestigious academic institution, where professionalism, mutual respect and innovative thinking are the norm. Students will experience one of the most demanding academic programs in their career. Our faculty will push your limits and challenge you to examine critically the traditional school of thoughts while provoking new creative ideas on dealing with modern threats.

The IADC is an international academic institution belonging to the Organization of American States, through the Inter-American Defense Board. The college aims to educate leaders who will contribute to strategic decision-making in their countries and will help respond to an increasingly complex and diverse hemispheric defense and security environment. As we implement the course of study, we focus on a learning environment where academic excellence, academic freedom and mutual respect are paramount. The success of the college is manifest through the outstanding performance of alumni who hold leadership positions with distinction throughout the Americas. Among its distinguished graduates, the college boasts three national presidents, numerous ministers of defense, ambassadors, chiefs of military service and other senior officials.

Our Plan of Studies is structured to encourage participation in the exchange of ideas, critical thinking and the development of research topics related to hemispheric defense and security, as well as in the discussion of potential scenarios that will task you to analyze and respond to a breadth of challenges. It is an intensive eleven-month curriculum. During this time, the IADC will create and enhance a base of knowledge and cooperation between colleagues throughout the hemisphere, each of whom share common values, and interests regarding collaborative and cooperative solutions that are critical to the future security of our region.

Graduates of IADC are positively influencing the region's future. They have come to treasure the benefit of our institution as measured by the quality of education received and the networks established from the warmth and camaraderie developed in these classrooms. We are committed to your success in this academic endeavor. Therefore, I invite you to participate in the attainment of mutual goals and keep foremost in mind that our collective responsibility is to maintain peace and stability within the hemisphere.

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

## College Information

The Inter-American Defense College (IADC) is the educational entity of the Inter-American Defense Board (IADB), an independent entity of the Organization of American States (OAS). The IADC is unique in the Western Hemisphere in that the faculty, staff and student body are international. Broad international participation provides an exceptional opportunity for the free exchange of ideas and forms a foundation for better inter-American understanding.

The College has a permanent license from the District of Columbia Higher Education Licensure Commission and is accredited by the Middle States Commission on Higher Education to award a master's degree and diploma. In addition to the benefits of studying diverse ideas and perspectives, students are able to develop close professional and personal relationships with classmates throughout the hemisphere. The program is crafted to meet nations' requirements for inclusivity and diversity. For students who meet the pre-requisites established for acceptance in a graduate program, the IADC offers a Master of Science degree in Inter-American Defense and Security. For students who meet a majority of pre-requisites and lack a bachelor's degree or equivalent, the IADC offers the IADC diploma program on a case-by-case basis after careful assessment by the Registrar and leadership team.

The College offers in-residence programs (and is equipped to employ virtual tools and a hybrid learning model, based on emergency conditions); is hosted by the United States on Fort Lesley J. McNair in Washington D.C. and is resourced through a combination of OAS funding, host nation contributions, and in-kind support from OAS member nations. Students are nominated to attend by OAS member nations and there is no charge for tuition. Students represent military officers in the rank of Lieutenant Colonel or Colonel or their equivalent, as well as National Police and civilian officials with similar levels of professional experience. The College is currently able to accommodate 70 students per academic year (maximum).

Since opening in 1962, over 3,126 students from 27 different nations have graduated from the College. Graduates generally return to their countries to assume senior strategic-level positions within their governments. Historically, approximately one third of IADC graduates rise to the rank of general/admiral rank or the civilian equivalent.

## **History**

In 1957, the member nations of the Inter-American Defense Board (IADB) pondered the value of establishing a war college dedicated to the subject of Inter-American defense. After much debate, in 1959 the Board voted to create the Inter-American Defense College (IADC). At the same time, several member nations offered for consideration different locations that could serve as potential venues for the new College. Ultimately, in December 1961, the IADB's Council of Delegates chose to locate the new IADC at Fort Lesley J. McNair, in Washington D.C., given its proximity to the IADB and a plethora of potential guest speakers available in the Washington D.C. area. Orders were then issued to appoint a Director and to have a temporary working group report for duty no later than March 1962. The temporary working group's task was to develop an academic program for the College's first class, scheduled to arrive in the fall of 1962. Major General Thomas F. van Natta of the United States Army was appointed Director and took office in February 1962. By March of that year, six additional other officers had joined the effort: two from the U.S. Army, Navy, and Air Force, respectively.

March 1962 also saw the beginning of an extensive program to renovate existing buildings and retrofit them for an IADC campus that would be architecturally consistent with the rest of the base. Those renovations provided the College with ideal facilities: a 100-seat auditorium, housing for 31 students, and an officers' mess. The academic-administrative building, a 3-story structure with 2,300 square meters (about four times the area of a basketball court) of space, had initially been built as an Army barracks in 1903 and then served as the Army Hospital. The officers' quarters cost \$750,000, with funding provided through a grant from the Walter Reed program. United States Military Aid and the IADB's College Planning Commission provided funding for the other facility renovations. With funding in place, by mid-April the first permanent member of the staff reported for duty, and other staff members would continue to arrive between May and October. Other important events in the life of the College also took place at this time. In June 1962, the OAS approved the College's budget, in August of the same year the dining hall was opened, followed by the officers' quarters and academic building in September. On September 22 and, on October 9, 1962, the Inter-American Defense College celebrated its inauguration.

The Honorable Dean Rusk, then Secretary of State of the United States, presented the building and furnishings that were donated by the United States Government. Doctor Jose A. Mora, then Secretary General of the Organization of American States (OAS), was the principal speaker at the opening ceremony. The first class, with 29 students representing 15 nations of the Western Hemisphere, received their diplomas on 20 March 1963 with then Vice President of the United States Lyndon B. Johnson giving the graduation address. For over 60 years, the IADC has provided a rigorous academic program in hemispheric defense and security. The College has been permanently licensed as an institution of higher education by the Washington D.C. Higher Education and Licensing Committee and was recently accredited by the prestigious Middle States Commission on Higher Education.

## **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 filter all our institutional decisions and actions before 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 graduate curriculum.

**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 the respectfully and harmoniously way people treat each other 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 in developing strategic leaders while strengthening teaching and research capabilities.

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

(SO3) Prioritize the diversity and breadth of institutional participation and influences.

(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 and MSCHE contact information:](#)



HELIC Contact Information: 1050 First St NE, 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 Statutes, 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

Inter-American Defense Board  
2600 16th Street Northwest  
Washington, DC 20441  
Main telephone: 202-939-6041  
Fax: 202-319-2847  
Mail: [jid@jid.org](mailto:jid@jid.org)

The College Director, by convention, is a U.S. General or Flag Officer who 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:

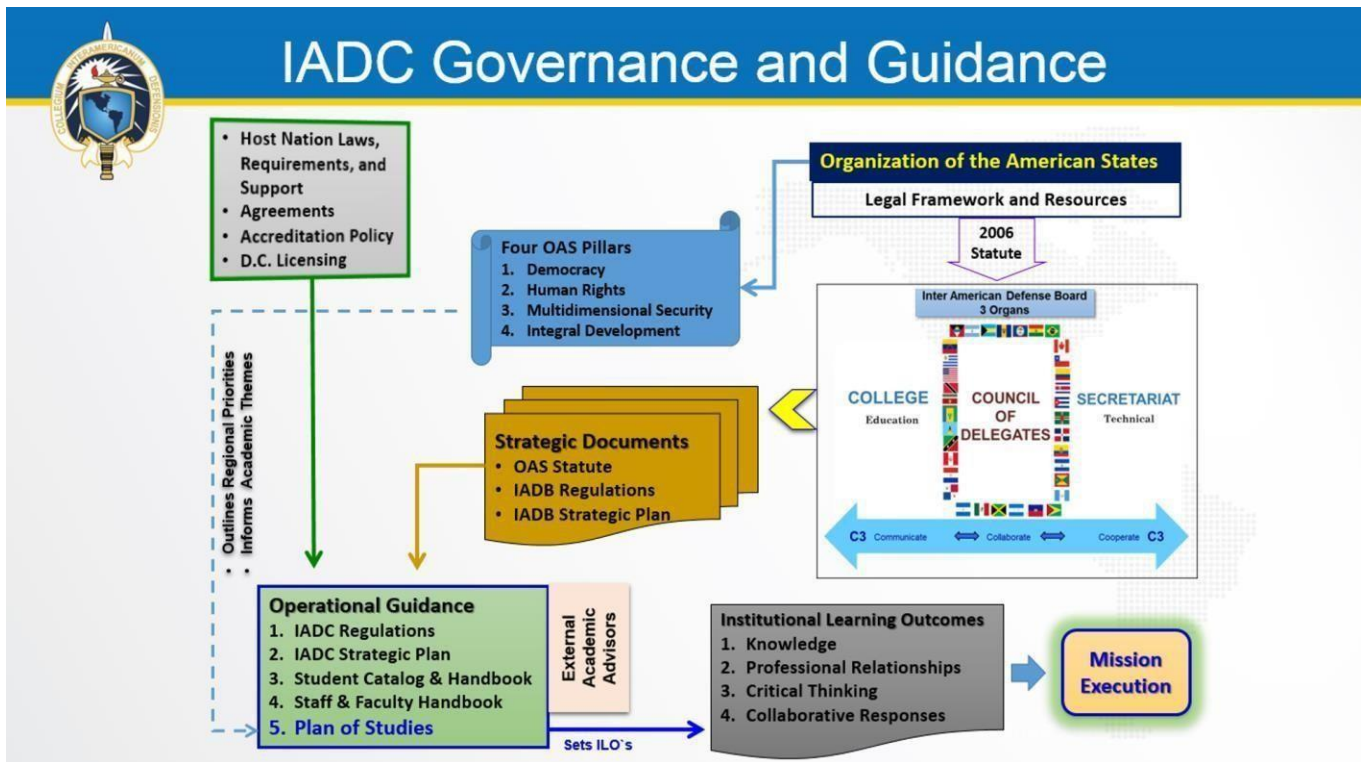
- a. Director: Major General Richard J. Heitkamp, U.S. Army
- b. Vice Director: Major General Carlos Eduardo Barbosa da Costa, Brazilian Army
- c. Chief of Studies: Brigadier General Abel Martinez Garcia, Mexican Air Force

## **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



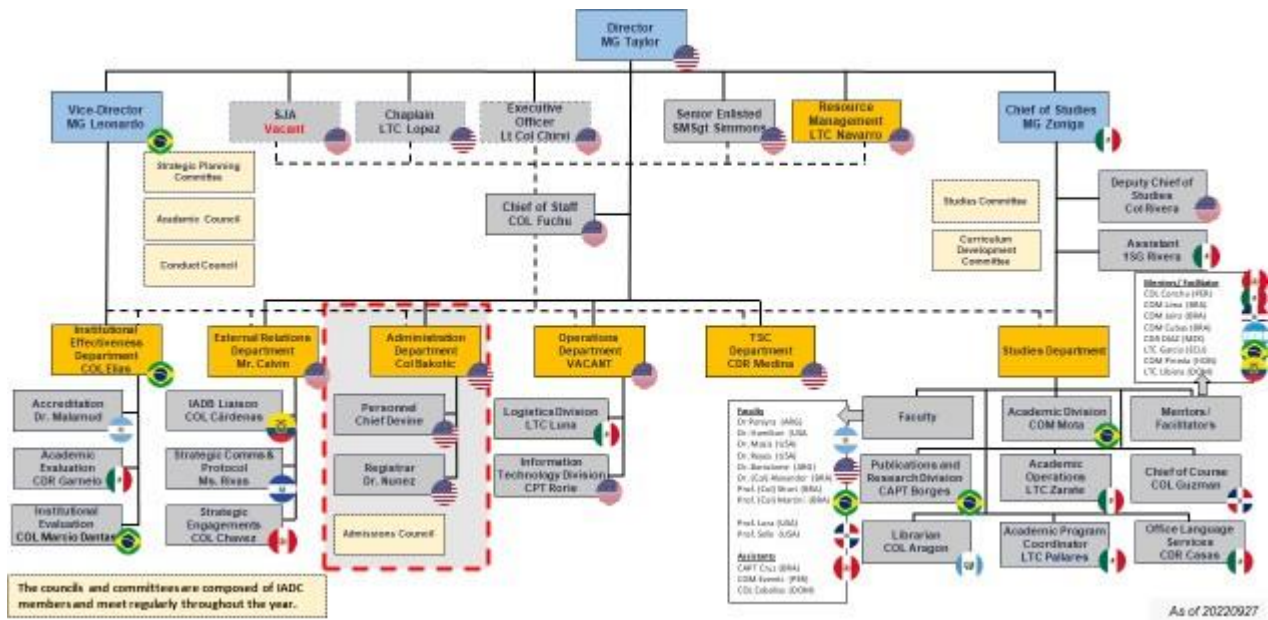
## IADC Organization

Figure number 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

<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.

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



## 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 2023 - 2025: Brigadier General Abel Martinez Garcia, 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.

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. Academic Faculty

1. Dr. Mark Hamilton, USA (Distinguish and Senior Professor, Faculty Coordinator)
  - a. Professor, Multi-Dimensional Security in the Americas: Challenges and Responses; Conflict Analysis and Resolution.
  - b. PhD in International Relations, School of International Service, with distinction, American University
2. Dr. Daniel Masís, USA (born and raised in Costa Rica)

- a. Professor, International Relations and the Inter-American System; Advanced Research and Writing (ARW) Workshop; Comparative Politics of the Developing Countries: Latin America and the Caribbean (Elective)
  - b. PhD in International Relations, School of International Service, with distinction, American University, Washington, D.C.
- 3. Dr. Mirlis Reyes, USA (born and raised in Cuba)
  - a. Professor, Political Economy of Defense and Security; Intercultural Communication Workshop; Illicit Economy Elective, Crisis Management Exercise/Simulation
  - b. PhD in Economic Sciences, University of Macerata, Italy
- 4. Master Katherine Almeida (born and raised in the Dominican Republic).
  - a. Professor of Conflict Analysis and Resolution.
  - b. b. Master in Social Innovation at the University of Beira Interior, Portugal, where she graduated with Excellence.
  - c. c. Master in Defense Sciences and Security of the Western Hemisphere at the Inter-American Defense College (Class 57)
  - d. d. Specialized studies in Sustainable City Development and Development Projects, among others.
- 5. Professor Tyler Sparks (born and raised in the USA)
  - a. Professor of the Workshop on Defense, Security and Media; Seminar on Human Rights; Integration and Gender Perspectives in the Armed Forces (elective); electives on Civil-Military Relations (theory; practice)
  - b. Bachelor of Arts in Political Science, Journalism and History from Syracuse University
  - c. Master of Arts in International Affairs from the University of Chicago, where I work as a research assistant for Professor John Mearsheimer
- 6. Rear Admiral (Ret) Manuel Lora, USA (born and raised in Peru)
  - a. Professor, Strategic Decision Making and Strategic Leadership Electives
  - b. Master of Science in Security Studies, Georgetown University
- B. Publications and Research Division (in coordination with Academic Faculty)
  - Capt. Fernando de Oliveira Marin, Ph.D. (born and raised in Brazil)
    - a. Course in Maritime Policy and Strategy, Naval War College, Brazil;
    - b. c. PhD in Ocean Engineering, Federal University of Rio de Janeiro, Brazil;
    - c. d. Master's Degree in Physical Oceanography, University of São Paulo, Brazil;
    - d. e. Bachelor's Degree in Naval Sciences, Naval School, Brazil. Chief of Publications and Research Division;
- C. 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 Science (University of Buenos Aires)
  - c. M.Sc. in National Defense (School of National Defense/Higher Education, Army Institute [IESE], Argentina)
  - d. B.A. in Sociology (University of Buenos Aires)
- D. Registrar
- Ms. Ana Ruiz (born and raised in Mexico)
- a. Acting Head of the Registration and Admissions area
  - b. Graduate in Logistics (Heroic Naval Military School, Mexico)
  - c. Specialty in Operational Logistics (Center for Advanced Naval Studies)
  - d. Postgraduate certification in Administration and Leadership (Liberty University)
- E. Learning Center and Library.
- Mr. Juan Carrasco Rangel
- a. Expert in managing complex and multicultural academic programs, with specialization in instructional design to create dynamic and effective learning initiatives.
  - b. 15 years of experience in security with the Federal Police and the National Guard, with an emphasis on intelligence and criminal investigation.
  - c. Expert in gender perspective issues and in the formulation of policies to prevent violence and promote equality.
  - d. Facilitator of advanced educational programs and specialized training in justice and security, both as a police instructor and in academic and graduate direction in areas of justice administration.
  - e. Bachelor's degree in Philosophy and Social Sciences from the Institute of Higher Studies of the West (ITESO) in Mexico.
  - f. Master's degree in Hemispheric Defense and Security awarded by 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 Mentors/Facilitators, Academic Program Coordinator, and key staff members in development and delivery of the academic program. The Faculty also collaborates with the Chief of Course, and individual student Mentors to support academic remedial services. The Faculty is represented on committees and councils related to curriculum development, academic integrity, and academic programming and planning at the College.

The global pandemic of COVID-19 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.

## **Mentors/Facilitators Division**

Under the supervision of the various faculty members, the Mentors/Facilitators 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, Mentors/Facilitators work closely with the Department of Trips, Seminars, and Conferences, 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 Handbook for more information.

## **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.

## **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. They are provided with a deadline, and the admissions office explains the consequences of not fulfilling such requests. If the admissions office is unable to verify credentials or receive admissions related documents on time, students are required to withdraw if they cannot meet the requirements.

## **Department of Trips, Seminars and Conferences**

The Department of Trips, Seminars, Conferences and field studies 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 of 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 management functions of the College. Logistics includes student movements, lodging and meals in support of field study visits and trips.



## **Information Management Division**

This Division is responsible for information management and 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 is directly responsible 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. fenced 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 stringent 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**

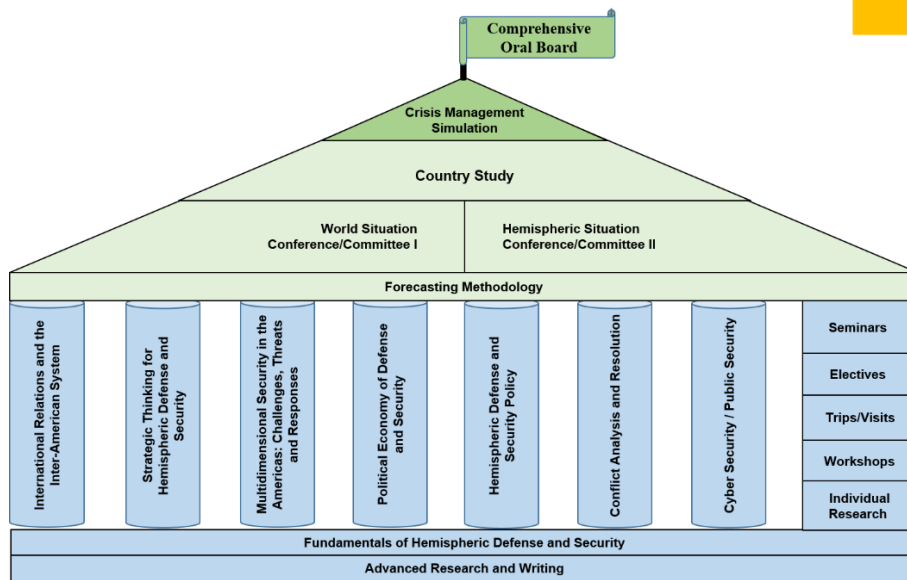
Students are introduced to the theory and intellectual history of diverse themes relevant to inter-American defense and security. The semester builds the critical, foundational knowledge required by the students to have a greater understanding of the actors, processes and relationships that comprise 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**

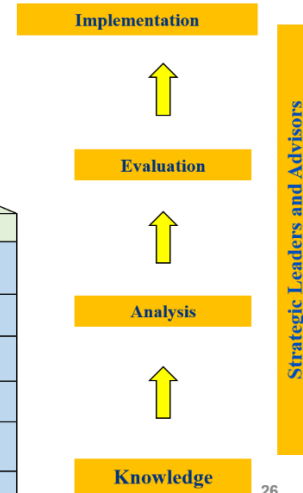
Once students have mastered the program's theoretical foundations, they receive new theoretical courses, critical conceptual tools and methodologies, practical exercises, and field experiences to help them synthesize and apply their knowledge to complex defense and security challenges facing the Americas. 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.

**Figure 4**

# WDC Academic Program Construct



## LEARN – TEACH – DO



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## **Institutional and Program Learning Outcomes**

In accordance with the Plan of Studies (2022/2026), in order 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.

At the successful completion of the Inter-American Defense and Security program, students will be able to:

- 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. Internship/externship 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.
- **Seminars and Conferences:** 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.

Seminars have a field-level focus. Experts share their experiences and best practices aimed at exposing students and participants to a wide range of perspectives on the themes discussed. The College also invites guests to attend seminars as a method of external outreach beyond the student body.

Conferences provide the students with the global and regional academic background to support subsequent Committee work. Conferences are intended mainly for students; therefore, requiring greater student interaction.

- **Study Field / Visits:** Increase the students' level of understanding and knowledge by grounding the abstract course concepts in field-based exposure to subject matter experts and institutions in the region. Study trips/visits provide the students a professionally- oriented framework for their analysis and synthesis as well as an 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. Those events count as credit hours. On the other hand, study visits are typically one-day, local events. Learning outcomes are incorporated in the related course syllabus (no additional credits given). Under some conditions, especially crisis/emergency scenarios, videoconferencing and other virtual tools may be used to support, supplement, or replace particular trips/visits (field studies), with attention to fulfilling critical learning outcomes.
- **Skill Workshops:** Build students' capabilities to employ graduate-level analytic tools and apply abstract course concepts via practical classroom exercises.
- **Research Committees/Country Study Projects:** 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.

Under some conditions, especially crisis/emergency scenarios, videoconferencing and other virtual tools may be used to support and supplement classroom lectures, with attention to fulfilling critical learning outcomes.

- **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, Group 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.
- **Director's Distinguished Speakers Series:** This lecture series covers a wide range of topics by senior officials from across the region. It complements classroom instruction and enhances professional development.
- **Professional Development Activities:** Intended to broaden the knowledge and perspectives of students, staff, and faculty. Examples include visits to the Pentagon and the U.S. Capitol where participating personnel receive briefings on U.S. defense and security interests in the Western Hemisphere and around the world.

- **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-situation" learning and garnering information from the exposure.
- **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, facilitators, 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/facilitator 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), the Course of Class 60, and the Course of 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 facilitator/mentors – will be adapted and integrated into the synchronous



virtual experience, receiving additional training and drawing on lessons learned / best practices from the Class 59 (Spring 2020), the Course of Class 60, and the Course of 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 representatives of various ministries from over 20 member nations of the OAS. The IADC seeks to diversify its student body to emulate 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 responds negatively, affected students will be advised and removed from the master's degree program and re-designated as a Post-Secondary Professional Diploma program candidate. 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 the 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, CID/348-18, dtd 1 November 2018; IADC Institutional Goal, as published in IADC Strategic Plan.

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 <http://iadc.edu/>.

## **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 the student's profile in accordance with College regulations. Additionally, this information facilitates 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 sent as a PDF file to [iadc\\_registrar@iadc.edu](mailto:iadc_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 moodle: <https://iadc moodle.org/mod/folder/view.php?id=21>

- A. IADC Guide to Writing – Chapter 1 is required, although reading this document in its entirety is 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.
- D. 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.
- E. 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.
- F. 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.
- G. 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 Fundamentals of Hemispheric Defense and Security (FDS) Workshop**

Professor Jose Luis Rodriguez/Dr. Mark Hamilton

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

Credits: 0.5

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction.

### **501 Advanced Research and Writing (ARW) Workshop**

Dr. Daniel Masis

It offers the venue and the tools for students to practice critical analysis, synthesis and assessment, and effectively communicate their results, as part of the strengthening of 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 Workshop (ICW)**

Dra. Mirlis Reyes

An academic activity introducing 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)**

Dr. Daniel Masís

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: 3.0

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction.

### **604 Strategic Thinking (ST) for Hemispheric Defense and Security**

Dr. Hiarlley Cruz Landim

The course covers the key factors that influence strategy and analyzes the visions of major strategic thinkers. During the course, students also analyze the origin, logic, dynamics and structure of strategic thinking. The class examines the evolution of schools that have formed, and how the concepts of peace, conflict, and war are addressed. Finally, students will analyze the ways different threats are considered and constrained by different regional organizations. The topics are oriented within the context of Hemispheric Defense and Security.

#### Visit: Gettysburg

Students go on a guided tour of the Gettysburg civil war battlefield and memorials, exposing them to the decisions and strategies employed by both sides in the civil war, and provides a glimpse of the human and financial costs of war.

Credits: 3.0

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction.



### **505 Field Study Trip – New York City**

Master Katherine Almeida

This field study supplements the academic curriculum with a visit to New York City (NYC), one of the world's leading centers of global finance, diplomacy and diversity. The field study to NYC traditionally involves interactions with institutions such as the Latin American Studies Department at Columbia University, the Council on Foreign Relations and Council for the Americas, the NYC Command Center for Emergency Management, the United Nations (including national missions to the UN), and well-known US landmarks.

Credits: 0.5

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction.

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

Dr. Mirlis Reyes

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: 3.0

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction.

### **607 Multidimensional Security (MDS) in the Americas: Challenges, Threats and Responses**

Female Professor Adamilca/Dr. Hamilton

Students explore contemporary challenges and comparative responses to diverse “multidimensional security” issues in the Americas. 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)**

Professor Tyler Sparks.

This field study provides students the opportunity to analyze regional and global influences on the security of the Western Hemisphere through exposure to important U.S. security and defense organizations involved in the Western Hemisphere. Activities normally include a tabletop crisis exercise, command briefings and leadership discussions on U.S. regional priorities and interactions with partners to address current and future security challenges. The CONUS field study typically includes visits to U.S. Northern Command (USNORTHCOM), North American Aerospace Defense Command (NORAD), and the U.S. Air Force Space Command in Colorado Springs, Colorado. The second half of the field study can include visits to the El Paso Intelligence Center (EPIC) on Fort Bliss in El Paso, Texas, U.S. Southern Command (USSOUTHCOM), Joint Inter-Agency Task Force South (JIATF-S), and Florida International University (FIU) located in Miami and Key West, Florida.

Credits: 0.5

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction.

### **509 Human Rights and International Humanitarian Law (HR-IHL) Seminar**

Professor Tyler Sparks.

The seminar assists students in developing the capabilities to assess root causes and situations involving the violation of Human Rights (HR) and International Humanitarian Law (IHL), and to analyze their potential impact to hemispheric security. A series of lectures and panel discussions examine pending challenges and progress in the promotion of HR and IHL in the hemisphere. Student evaluation is accomplished through an assigned group presentation and assessment of individual participation in seminar room discussions.

Credits: 0.5

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction.

### **510 Forecasting Methodology (FM)**

Professor Antonio Carlos Rebelo Loureiro

This course exposes students to Strategic Planning Methodology Software that provides future scenarios for a period of 10 years that are, in turn, used to develop academic products for the Country Study, Committee I and Committee II. Students learn how to use a prospective planning software program, studying countries that form a fictitious continent. Based on these studies, security, defense, and development policy for the region or country studied are formulated. The group comprises three main parts: diagnostic phase, policy phase, and the strategy phase.

Credits: 0.5

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction.

## **511 World Situation Conference (WSC) and Committee I: Geopolitical Assessment of World Regions**

Dr. Hiarlley Cruz Landim.

The World Situation Conference (WSC) provides students with a global and sub-regional level geo-political understanding. This knowledge allows students to analyze global sub-regions using a Strategic Planning Method. Committee I is a strategic-level, in-depth analysis of politics, socio-cultural factors, economics, defense, security, science, technology, key nations, state actors, regional alliances and initiatives, and governmental or international nongovernmental organizations. This analysis forecasts national and sub-regional security, defense and development policies, and strategic trends influencing the Western Hemisphere over the next 10 years.

Credits: 1.5

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction.

## **512 Seminar – Complex Emergencies and Large-Scale Disasters (CE-LSD)**

Dr. Hiarlley Cruz Landim.

Through a series of lectures and panel discussions from selected field experts, students learn the factors and elements considered in civil-military planning for complex emergencies and large-scale disasters and learn about tools and procedures needed to request international support.

Credits: 0.5

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction.

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

Professor a determinar (TBC)

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 Conflict Analysis and Resolution (CAR)**

Master Katherine Almeida/ Dr. Mark Hamilton.

This course 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: 3.0

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction.

## **615 Cyber Security / Public Security (CYB)**

Professor Eduardo de Souza Cunha

This course exposes students to key factors for consideration in public security, cyber security and the relations between these matters, with a view in risk management and international cooperation. Topics covered include cybersecurity issues in terms of multidimensional security; different paradigms for cybersecurity; cybersecurity strategies and practices; roles of government and the private sector in cybersecurity and critical infrastructure protection; the implications of cybercrime, cyberterrorism, and cyberwar on individual countries and regions, and policy development related to cyberspace.

Credits: 3.0

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction.

## **516 Western Hemispheric Situation Conference (WHSC) and Committee II: Forecasting of Sub-Regional Security, Defense, and Development**

Dr. Hiarlley Cruz Landim

The Western Hemispheric Situation Conference (WHSC) provides an overall Western Hemispheric and sub-regional level geo-political understanding allowing students to conduct an in-depth analysis of Western Hemispheric sub-regions, using a Strategic Planning Method. Committee II strategically examines the following areas: political, sociocultural, economic, defense, security, science, technology, the role of key nations, state actors, regional alliances or initiatives, and governmental or international nongovernmental organizations. This analysis forecasts national and sub-regional security, defense and development policies, and strategic trends influencing the Western Hemisphere over the next 10 years.

Credits: 1.5

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction.

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

Professor Tyler Sparks

Students will analyze the growing role of the media in a democratic society, and how it is 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)**

Professor Tyler Sparks

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.

Credits: 1.5

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction.

### **519 Country Study (CS)**

Professor Antonio Carlos Rebelo Loureiro

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)**

Dr. Mirlis Reyes

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.

### **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

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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.

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 onboarding 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.

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

Professor Manuel Lora

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.

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

Professor Manuel Lora

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.

### **599 C Civil-Military Relations: Theory (CMR-T)**

Professor Tyler Sparks

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.

### **599 D Civil-Military Relations: Practice (CMR-P)**

Professor Tyler Sparks

This course is normally taught in English, Spanish, Portuguese and French. The course provides students with a deeper understanding of the ways that theories of Civil -Military relations are applied in different democratic societies.

### **599 E Gender Integration and Perspectives in the Armed Forces (GIPAF)**

Coordinator Tyler Spaks

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.

### **599 F Applied Cybersecurity (CS)**

Professor Eduardo de Souza Cunha



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 Economy (IEC)**

Dr. Mirlis Reyes

This course is usually taught in Spanish. This course analyzes the effects of the illicit economy in the field of socio-economic and political institutions in the countries of the hemisphere. The course tackles various forms of transnational organized crime such as the trafficking of drugs, persons, firearms, and natural resources, and the impact of these threats on a local level. An important part of the course is the study of the connections between the illicit economy and the formal economy, particularly about money laundering. The illicit economy is a growing problem for the region, which, together with corruption and violence, takes control of societies.

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

Dr. Daniel Masís

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.

## 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 36.5 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

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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.

<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, legislators, as well as representatives of various ministries from over 20 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.

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/>

## **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 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 prior to arrival at the College, which are found on the IADC moodle: <https://iadc moodle.org/mod/folder/view.php?id=21>

- 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 Fundamental of Hemispheric Defense and Security (FDS) Workshop**

Professor Jose Luis Rodriguez/Dr. Mark Hamilton

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

Credits: 0.5

Prerequisites: None

Note: Virtual tools available for hybrid, synchronous instruction

### **401 Advanced Research and Writing (ARW) Workshop**

Dr. Daniel Masis

Offers the venue and the tools for students to practice critical analysis, synthesis and assessment, and effectively communicate their results, as part of the strengthening of 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 fir hybrid synchronous

### **402 Intercultural Communication Workshop (ICW)**

Dra. Mirlis Reyes

An academic activity introducing students to the cultural dynamics and inter-cultural 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 fir hybrid synchronous

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

Dr. Daniel Masís

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: 2.5

Prerequisites: None

Note: Virtual tools available for hybrid synchronous

**404 Strategic Thinking (ST) for Hemispheric Defense and Security**

Dr. Hiarley Cruz Landim

The course covers the key factors that influence strategy and analyzes the visions of major strategic thinkers. During the course, students also analyze the origin, logic, dynamics and structure of strategic thinking. The class examines the evolution of schools that have formed, and how the concepts of peace, conflict, and war are addressed. Finally, students will analyze the ways different threats are considered and constrained by different regional organizations. The topics are oriented within the context of Hemispheric Defense and Security.

Visit: Gettysburg

Students receive a guided tour of the Gettysburg civil war battlefield and memorials, exposing the decisions and strategies employed by both sides in the civil war, and providing a glimpse of the human and financial costs of war.

Credits: 2.5

Prerequisites: None

Note: Virtual tools available for hybrid synchronous

**405 Field Study Trip – New York City**

Master Katherine Almeida

This field study trip supplements the academic curriculum with a visit to New York City (NYC), one of the world's leading centers of global finance, diplomacy and diversity. The field study trip to NYC traditionally involves interactions with institutions such as the Latin American Studies Department at Columbia University, the Council on Foreign Relations and Council for the Americas, the NYC Command Center for Emergency Management, the United Nations (including national missions to the UN), and well-known United States' landmarks. A visit to the U.S. Military Academy at West Point often rounds out the cultural and academic experience of this study trip.

Credits: 0.5

Prerequisites: None

Note: Virtual tools available fir hybrid synchronous

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

Dr. Mirlis Reyes

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: 2.5

Prerequisites: None

Note: Virtual tools available fir hybrid synchronous

#### **407 Multidimensional Security (MDS) in the Americas: Challenges, Threats and Responses**

Female Professor Adamilca/Dr. Hamilton

Students explore contemporary challenges and comparative responses to diverse “multidimensional security” issues in the Americas. 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 fir hybrid synchronous

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

Professor Tyler Sparks

This field study trip provides students the opportunity to analyze regional and global influences on the security of the Western Hemisphere through exposure to important U.S. security and defense organizations involved in the Western Hemisphere. Activities normally include a tabletop crisis exercise, command briefings and leadership discussions on U.S. regional priorities and interactions with partners to address current and future security challenges. The CONUS field study trip typically includes visits to U.S. Northern Command (USNORTHCOM), North American Aerospace Defense Command (NORAD), and the U.S. Air Force Space Command in Colorado Springs, Colorado. The second half of the field study trip includes visits to the U.S. Southern Command (USSOUTHCOM), Joint Inter-Agency Task Force South (JIATF-S), and Florida International University (FIU) located in Miami and Key West, Florida.

Credits: 0.5

Prerequisites: None

Note: Virtual tools available for hybrid synchronous

#### **409 Human Rights and International Humanitarian Law (HR-IHL) Seminar**

Professor Tyler Sparks

The seminar assists students in developing the capabilities to assess root causes, and situations involving the violation of Human Rights (HR) and International Humanitarian Law (IHL), and to analyze their potential impact to hemispheric security. A series of lectures and panel discussions examines pending challenges and progress in the promotion of HR and IHL in the hemisphere. Student evaluation is accomplished through an assigned group presentation and assessment of individual participation in seminar room discussions.

Credits: 0.5

Prerequisites: None

Note: Virtual tools available for hybrid synchronous

#### **410 Forecasting Methodology (FM)**

Professor Antonio Carlos Rebelo Loureiro

This course exposes students to Strategic Planning Methodology Software that provides future scenarios for a period of 10 years that are, in turn, used to develop academic products for the Country Study, Committee I and Committee II. Students learn how to use a prospective software program, studying countries that form a fictitious continent. Based on these studies, security, defense, and development policy for the region or country studied are formulated. The group comprises three main parts: diagnostic phase, policy phase, and the strategy phase.

Credits: 0.5

Prerequisites: None

Note: Virtual tools available for hybrid synchronous

#### **411 World Situation Conference (WSC) and Committee I: Geopolitical Assessment of World Regions**

Dr. Hiarlley Cruz Landim

The World Situation Committee (WSC) provides students with a global and sub-regional level geo-political understanding. This knowledge allows students to analyze global sub-regions using a Strategic Planning Method. Committee I is a strategic-level, in-depth analysis of politics, socio-cultural factors, economics, defense, security, science, technology, key nations, state actors, regional alliances and initiatives, and governmental or international nongovernmental organizations. This analysis forecasts national and sub-regional security, defense and development policies, and strategic trends influencing the Western Hemisphere over the next 10 years.

Credits: 1.5

Prerequisites: None

Note: Virtual tools available fir hybrid synchronous

#### **412 Seminar – Complex Emergencies and Large Scale Disasters (CE-LSD)**

Dr. Hiarlley Cruz Landim

Through a series of lectures and panel discussions from selected field experts, students learn the factors and elements considered in civil-military planning for complex emergencies and largescale disasters, and learn about tools and procedures needed to request international support.

Credits: 0.5

Prerequisites: None

Note: Virtual tools available fir hybrid synchronous

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

Professor to be confirmed

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 fir hybrid synchronous

#### **414 Conflict Analysis and Resolution (CAR)**

Master Katherine Almeida/ Dr. Mark Hamilton

This course 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: 2.5

Prerequisites: None

Note: Virtual tools available fir hybrid synchronous

#### **415 Cyber Security / Public Security (CYB)**

Professor Eduardo de Souza Cunha

This course exposes students to key factors for consideration in public security, cyber security and the relations between these matters, with a view in risk management and international cooperation. Topics covered include cybersecurity issues in terms of multi-dimensional security; different paradigms for cybersecurity; cybersecurity strategies and practices; roles of government and the private sector in cybersecurity and critical infrastructure protection; the implications of cybercrime, cyberterrorism, and cyberwar on individual countries and regions, and policy development related to cyberspace.

Credits: 3.0

Prerequisites: None

Note: Virtual tools available fir hybrid synchronous

#### **416 Western Hemispheric Situation Conference (WHSC) and Committee II: Forecasting of Sub-Regional Security, Defense, and Development**

Dr. Hiarlley Cruz Landim

The Western Hemispheric Situation Conference (WHSC) provides an overall Western Hemispheric and sub-regional level geo-political understanding allowing students to conduct an in-depth analysis of Western Hemispheric sub-regions, using a Strategic Planning Method. Committee II strategically examines the following areas: political, socio-cultural, economic, defense, security, science, technology, the role of key nations, state actors, regional alliances or initiatives, and governmental or international nongovernmental organizations. This analysis forecasts national and sub-regional security, defense and development policies, and strategic trends influencing the Western Hemisphere over the next 10 years.

Credits: 1.5

Prerequisites: None

Note: Virtual tools available fir hybrid synchronous

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

Professor Tyler Sparks

Students will analyze the growing role of the media in a democratic society and how it is 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 fir hybrid synchronous

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

Professor Tyler Sparks

This field study trip 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.

Credits: 1.5

Prerequisites: None

Note: Virtual tools available for hybrid synchronous

#### **419 Country Study (CS)**

Professor Antonio Carlos Rebelo Loureiro

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 forecast methodology. The course of study comprises three main parts: diagnostic analysis, policy conceptualization and the strategy formulation phase. 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, security, defense and development policies are formulated for an assigned country.

Credits: 3.0

Prerequisites: None

Note: Virtual tools available for hybrid synchronous

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

Dr. Mirlis Reyes

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 need for cooperation to bring a peaceful resolution to the crisis scenario

Credits: 1.0

Prerequisites: None

Note: Virtual tools available for hybrid synchronous

#### **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 regional priorities of the Organization of American States (OAS).

## **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 32.5 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 (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours; and (2) permits 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, disciplines, and degree levels.

The credit hour definition does not dictate the particular amount of classroom time versus out-of-class student work. Nevertheless, considering the limits and particularities of the current academic program, the IADC will always try to meet the customary 1:2 ratio reasonably.

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

a) Master of Science degree: A total of 36.5 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 32.5 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 (36.5 or 32.5 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. Normally, Master of Science students carry a full load of 16.5 credit hours in the first semester, and 20 credit hours in the second semester.

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 facilitators who have received formal training by the faculty assist the professors with evaluation requirements. Evaluation is in accordance with the prescribed criteria established in each course syllabus, and the corresponding assessment rubrics.

Grading is based on students' demonstration of acquired knowledge and their academic output, measured via 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. In the event that the validation institution responds negatively, the affected student will be advised and re-designated as a Post-Secondary Professional Diploma Program candidate. 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.

## **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.

## **Evaluation Feedback**

The IADC faculty is responsible for delivering courses with the exception of the study trips, seminars, and conferences. The faculty acts as academic advisors for study trips, seminars, and conferences. Each Faculty member will publish student hours during the workday to allow for individual mentoring on course materials.

It is incumbent upon students to seek out faculty and 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 Study Trips/Seminars/Conferences**

With the support of the Operations Department, the Trips/Seminars/Conferences Department is responsible for event planning, agenda development, and overall coordination for planned activities. The assigned faculty advisor is responsible for developing the academic content of the syllabus. Field study trip and seminar events will be evaluated in accordance with the respective syllabus. Students may seek out assistance from faculty and mentors/facilitators 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 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 only the increase of weekends (Saturday and Sunday) and holidays are taken into account, and can become more than 70 calendar days if vacations are included.**

### **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 (Mentors/Facilitators) 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 Mentor/Facilitator 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>

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 who 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.

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<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 utilize the Course Catalog as a process improvement tool that effects change by publishing information garnered from an organic feedback mechanism

## 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*

Course	Course Credits Hours	Grade Received	Quality Points
501 – Advanced Research and Writing (ARW) Workshop	1.5 (not counted)	P	Not Calculated
606 – Political Economy of Defense and Security	3.0	3.300	$(3.0 \times 3.300) = 9.900$
607 – Multidimensional Security in the Americas: Challenges, Threats and Responses	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	$(3.0 + 3.0 + 3.0) = 9.0$	Total Quality Points	$(9.900 + 10.200 + 11.100) = 31.200$
		CGPA	$(31.200 \div 9.0) = 3.466$

## 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 beyond 5 days after an assignment is due.
- 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 mentors/facilitators 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, teachers and mentors/facilitators 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 mentor/facilitator 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 36.5 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.

## **Diploma Program SAP**

1. Satisfactorily complete a minimum of 32.5 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.

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<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.

<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.

Should the student be an authorized late arrival, if he or she is temporarily unable to receive in-residence remediation, or if the College, due to emergency circumstances, is precluded temporarily from providing it, the student will receive remediation support using the IADC's multiple online platforms and tools.

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.

### **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/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 1630 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 IADC academic program, students are expected to attend all classes and academic activities. An attendance accountability sheet is signed each day of class. The academic calendar allows sufficient time throughout the year to attend to personal matters and extra-curricular activities. Students are expected to deconflict all non-academic requirements with the academic program. Non-emergency requests for excused absences must be submitted a minimum of five (5) working days in advance for leadership approval.

Students who fail to participate in 90 percent of each course and/or 90 percent of the overall program are referred to the Studies Committee. Violation of the class attendance policy can also adversely affect the student's course grade and/or enrollment status at the College. Unexcused absences or tardiness are reported to the Vice-Director and the Chief of Studies. The student may also be referred to the Academic Council for a determination of program continuation. A student will be considered tardy if he/she arrives more than 5 minutes after a class or activity has begun.

Students who exceed the 90 percent threshold due to 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. In order to receive proper course credits in accordance with the IADC definition of "credit hour," students are required to make up missed class time and/or assignments. Make-up work will be determined by the faculty based on the course learning outcomes 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.

Students are not excused from class attendance even if they are authorized late arrivals, or if the College, due to emergency circumstances, is precluded temporarily from carrying out its program in-residence and moves to online platforms and tools.

The control of student assistance is carried out daily by the Chief of Course, who informs directly to Chief of Studies. Likewise, the Academic Division Chief maintains the assistance statistics through the corresponding 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 1630, Monday through Friday. These are also the normal working hours for all students assigned to IADC. In rare instances, 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 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 be used to make up missed classes caused by unforeseen situations, such as severe weather or a U.S. federal government shutdown.

**International 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.

**The Director's Distinguished Speakers Series:** This monthly professional development series also complements classroom instructions. This time may also be used for weather make-up, sports activities and other events, as directed. Students should plan to be in class all day.

**Vacation and settlement in 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 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, 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 5, 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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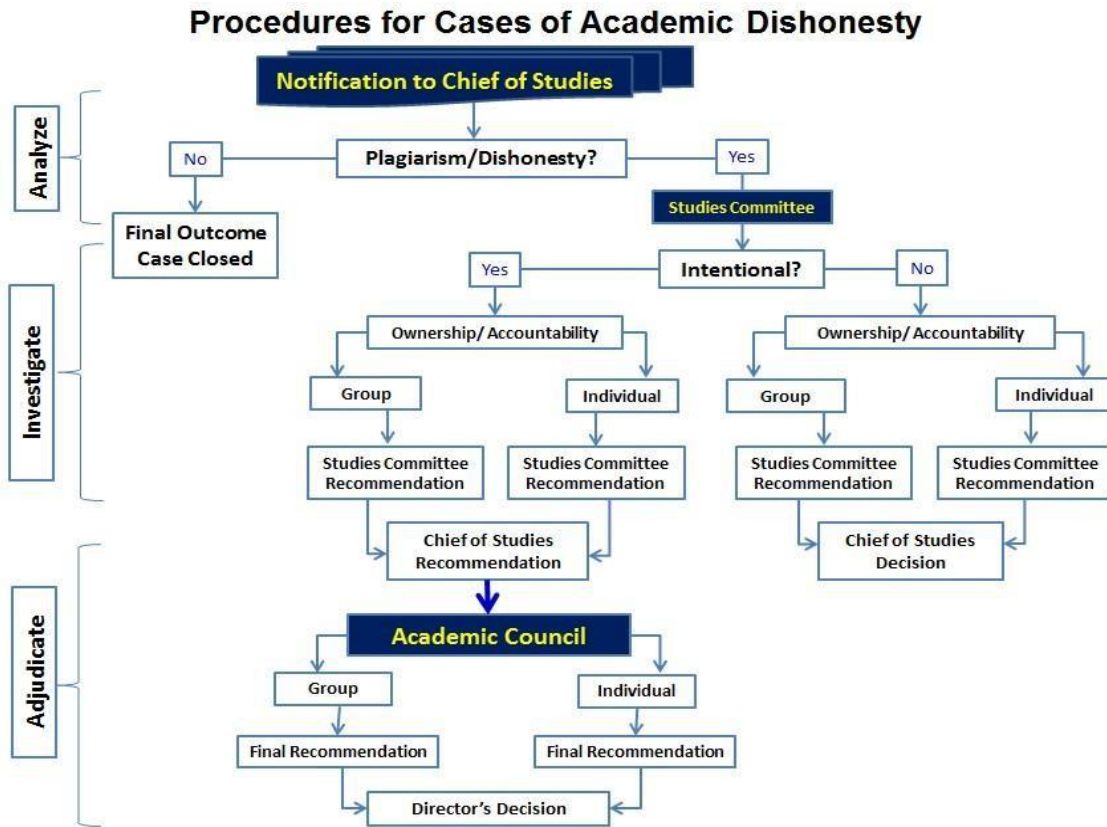
<sup>23</sup> Gary Pavela, "Applying the Power of Association on Campus: A Model Code of Academic Integrity," Center for Academic Integrity, [http://www.academicintegrity.org/educational\\_resources/ai\\_model.php](http://www.academicintegrity.org/educational_resources/ai_model.php), p. 10.

<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 mentors/facilitators and the faculty can provide additional guidance, if assistance is required.

Figure 5



## **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.”

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“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.

In the event a student received a final grade below 3.0, and after 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 (Recorder)
- 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 (Recorder)
- 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 (Recorder)
- A 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 various 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 or 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 shall be worn at all times while on campus. The badge is required to gain access to each building. External doors are normally in the 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 the 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 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 at**

<https://www.ed.gov/answers>

U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202

Phone: 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 conduct themselves with the utmost of professionalism in all settings and at all times, 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, among the most common situations that may constitute a conflict are: misuse of College resources, non-compliance with rules, disclosure of confidential information, acceptance of gifts or competition with the College.

All IADC students and members must promptly disclose to the Director all of their 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 facilitators and mentors, 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. 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.

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 Mentor/Facilitator 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 Mentors/Facilitators 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/as required. Unless explicitly instructed differently, students needing interpretation are required to have their personally-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 is able to 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 is required to complete the placement form via the Survey Monkey system during the out-processing phase 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 personnel. 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 College Information Management 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 Management 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.

Students, with support from nominating countries, should ensure their access to the necessary technology equipment (including laptop, microphone, camera, and high-speed internet access) to support online education requirements for any period they are not in-residence at the IADC.

### **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.

## **AtHoc 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 IM 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 for the work area.
- 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 IM section 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 responsibilities and rights for use of 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, facilitators 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 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**

The Degree of

**Master of Science**

in

**Inter-American Defense and Security**

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 Esparsa  
General Brigadier DCM, Mexican Army  
Chief of Studies

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

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

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

Example

Example

**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 DEMA, Mexican Army  
Chief of Studies

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

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

## 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 DCEM, Mexican Army  
Chief of Studies

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

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

**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 DEAF, 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 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 in to 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 in order 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 and 56. 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 Mentors/Facilitators. Building 54 houses the Chief of Studies, Academic Operations Division, the interpreters, the Department of Institutional Effectiveness, and the Faculty offices. Building 56 houses a mid-sized conference space and a break room, and is the planned 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 in 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 provided 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.

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>Meals and Accommodations Per Student</b>
Local visits:	\$200
New York City	\$1,700
CONUS	\$2,150
OCONUS	\$4,600
<b>Total</b>	<b>\$8,650</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, although home insurance and car insurance have not been taken into account. They will vary depending on personal circumstances. It is recommended to hire the Wi-Fi-internet service at home, in order to be able to carry out research work, as well as part of the infrastructure to respond to an emergency in the use of IADC virtual tools.

**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 ("Chokers" 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 jacket 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 delineated 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 during cold conditions. 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 attire giving a smart professional appearance 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.

Table 5 shows the costs of IADC civilian uniforms.

***Table 5 – Costs Figure 1 IADC civilian uniforms (USD)***

Item	Cost
Jacket	\$65.00
Shirt long sleeve	\$45.00
Shirt short sleeve blue (polo)	\$40.00
Shirt short sleeve grey (polo)	\$40.00
Physical Training Shirt	\$40.00
<b>Total</b>	<b>\$230.00</b>

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 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. Military members without RHCA and 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. To strengthen the bonds of friendship between the students, graduates, advisors and leaders of Classes past, present and future;
2. To promote and strengthen the relations with all related organizations;
3. To 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:

[www.colegio-id.org](http://www.colegio-id.org)

[www.facebook.com/inter-american-defense-college](https://www.facebook.com/inter-american-defense-college)

[www.flickr.com/iadc](https://www.flickr.com/iadc)

[www.linkedin.com/company/inter-american-defense-college](https://www.linkedin.com/company/inter-american-defense-college)

[www.twitter.com/IADC\\_CID](https://www.twitter.com/IADC_CID)

QR Code:

**Inter-  
(IADCF)**



**American Defense College Foundation**

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 Gathering**

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

COURSE TITLE / TÍTULO DE LA MATERIA / TÍTULO DO CURSO / TITRE DU COURS				Diploma Program			Master's Degree Program		
				Course Number	Credit Hours	Minimum Total Hours	Course Number	Credit Hours	Minimum Total Hours
English	Spanish	Portuguese	French						
Fundamentals of Hemispheric Defense and Security Workshop	Taller sobre los Fundamentos de Defensa y Seguridad Hemisférica	Workshop sobre Fundamentos de Defesa e Segurança Hemisférica	Atelier sur les Fondements de la défense et de la sécurité hémisphériques	400*	0.5	23	500*	0.5	23
Advanced Research and Writing (ARW) Workshop	Taller de Investigación y Redacción Avanzada (ARW)	Workshop de Pesquisa Avançada e Redação (ARW)	Atelier sur la recherche et l'écriture avancées (REA)	401*	2.0	90	501*	2.0	90
Intercultural Communication Workshop	Taller de Comunicación Intercultural	Workshop de Comunicação Intercultural	Atelier sur la communication interculturelle	402*	0.5	23	502*	0.5	23
International Relations and the Inter-American System (IRIS)	Relaciones Internacionales y el Sistema Interamericano (IRIS)	Relações Internacionais e o Sistema Interamericano (IRIS)	Relations internationales et le système interaméricain (IRIS)	403	2.5	113	603	3.0	135
Strategic Thinking for Hemispheric Defense and Security	Pensamiento Estratégico para la Defensa y la Seguridad Hemisférica	Pensamento Estratégico para Defesa e Segurança Hemisférica	Pensée stratégique pour la défense et la sécurité hémisphérique	404	2.5	113	604	3.0	135
Study Trip - New York City	Viaje de Estudios - Nueva York	Viagem de Estudos - Cidade de Nova York	Voyage d'études - New York	405	0.5	23	505	0.5	23
Political Economy of Defense and Security	Economía Política de Defensa y Seguridad	Economia Política de Defesa e Segurança	Economie politique de défense et de sécurité	406	2.5	113	506	3.0	135
Multidimensional Security in the Americas: Challenges, Threats and Responses	Seguridad Multidimensional en las Américas: Desafíos, Amenazas, y Respuestas	Segurança Multidimensional nas Américas: Desafios, Ameaças e Respostas	Sécurité multidimensionnelle dans les Amériques: défis, menaces et réponses	407	2.5	113	607	3.0	135
Study Trip - Continental United States (CONUS)	Viaje de Estudios - Estados Unidos Continental (CONUS)	Viagem de Estudo - Estados Unidos Contíguo (CONUS)	Voyage d'études - États-Unis continentaux (CONUS)	408	0.5	23	508	0.5	23
Seminar - Human Rights and International Humanitarian Law	Seminario - Derechos Humanos y el Derecho Internacional Humanitario	Seminário - Direitos Humanos e Direito Internacional Humanitário	Séminaire - Droits de l'homme et Droit international humanitaire	409	0.5	23	509	0.5	23
Forecasting Methodology	Metodología de Prospectiva	Metodologia de Prospectiva	Méthodologie prospective	410	0.5		510	0.5	23
Committee I: World Situation Conference (WSC) and Geopolitical Assessment of World Regions	Comité I: Conferencia de la Situación Mundial (WSC) y Evaluación Geopolítica de las Regiones del Mundo	Comitê I: Conferência sobre a Situação Mundial (WSC) e Avaliação Geopolítica das Regiões do Mundo	Comité I: Conférence sur la situation mondiale et évaluation géopolitique des régions du monde	411	1.5	68	511	1.5	68
Seminar - Complex Emergencies and Large Scale Disasters	Seminario - Emergencias Complejas y Desastres a Gran Escala	Seminário - Emergências Complexas e Desastres em Grande Escala	Séminaire - Urgences complexes et catastrophes à grande échelle	412	0.5	23	512	0.5	23
Hemispheric Defense and Security Policy	Política de Defensa y Seguridad Hemisférica	Política Hemisférica de Defesa e de Segurança	Politiques de défense et sécurité hémisphérique	413	2.5	113	613	3.0	135
Conflict Analysis and Resolution	Análisis y Resolución de Conflictos	Análise e Resolução de Conflitos	Analyse et résolution de conflits	414	2.5	113	614	3.0	135
Cyber Security / Public Security	Seguridad Cibernética / Seguridad Pública	Segurança Cibernética / Segurança Pública	Cybersecrurité / Sécurité publique	415	3.0	135	615	3.0	135
Committee II: Western Hemispheric Situation Conference (WHSC), and Forecasting of Sub-regional Security, Defense, and Development	Comité II: Conferencia sobre la Situación del Hemisferio Occidental (WHSC), y Perspectivas sobre el Futuro de la Defensa, Seguridad y Desarrollo Sub-Regional	Comitê II: Conferência sobre a Situação do Hemisfério Ocidental (WHSC), e a Prospectiva Sub-Regional sobre Segurança, Defesa e Desenvolvimento	Comité II: Conférence sur la situation dans l'hémisphère occidentale et perspectives sur l'avenir de la défense, la sécurité et le développement sous régional	416	1.5	68	516	1.5	68
Defense, Security and the Media Workshop (DSM)	Taller de Defensa, Seguridad y los Medios de Comunicación	Workshop de Defesa, Segurança e a Mídia (DSM)	Atelier sur la défense, la sécurité et les médias (DSM)	417*	0.5	23	517*	0.5	23
Study Trip - Outside Continental United States (OCONUS)	Viaje de Estudio - Fuera de los Estados Unidos Continentales (OCONUS)	Viagem de Estudo - Fora dos Estados Unidos Contíguo (OCONUS)	Voyage d'études - En dehors des États-Unis continentaux (OCONUS)	418	1.5		518	1.5	68
Country Study	Estudio de País	Estudo de País	Étude de pays	419	3.0	135	519	3.0	135
Crisis Management Exercise/Simulation	Ejercicio/Simulación de Gestión de Crisis	Exercício/Simulação para de Gestão de Crises	Exercice/simulation de gestion des crises	420	1.0	45	520	1.0	45
Elective Course (not mandatory for diploma students)	Cursos Electivos	Disciplinas Eletivas	Matières optionnelles	N/A	0	0	599	1.0	45
Individual Research (optional 1-credit course)	Investigación Individual (Curso Opcional 1 crédito)	Pesquisa Individual (disciplina opcional 1 crédito)	Recherche individuelle (cours optionnel 1 unité de valeur)	498	TBD	TBD	698	TBD	TBD
Master's Degree Comprehensive Oral Examination	Examen Oral Global de la Maestría	Exame Compreensivo Oral para o Nivel de Mestrado	Examen oral global du Master	N/A	0	0	621	0	0
Director's Distinguished Speakers Series (Professional Development)	Serie de Oradores Distinguidos del/la Director(a) (Desarrollo profesional)	Série Palestrantes Ilustres do(a) Diretor(a) (Desenvolvimento Profissional)	Série d'orateurs distingués de la direction (Développement professionnel)		0	0		0	0
				<b>TOTAL</b>	<b>32.5</b>	<b>1471</b>	<b>TOTAL</b>	<b>36.5</b>	<b>1648</b>

\* Indicates Pass/Fail course // Aprobado o Reprobado // aprovado ou reprovado // réussi ou échoué

The IADC courses are measured in semester credit hours. One semester credit is equal to a minimum of forty five (45) hours of combined contact time and student work. One semester credit includes a minimum of fifteen (15) hours of contact time, which is defined as an activity taught or supervised by the faculty. Student work typically includes, but is not limited to: reading, writing, study and research time, activities related to individual or group presentations, and special assignments related to the Country Study or other projects. Minimum requirement for master's degree is 36.5 credit hours, and for diploma program 32.5 credit hours. Refer to the Curriculum Overview and Construct section of the Course Catalog and Student Handbook for distinction between the two academic programs.

Las materias se miden en horas de crédito. Un crédito semestral es igual a quince (15) horas de contacto, definidas en concepto de evento o actividad impartida o supervisada por los profesores. El tiempo de contacto incluye las horas en el aula, el trabajo en grupo facilitado activamente por los profesores, y oportunidades de contacto durante los viajes o visitas de estudio bajo la supervisión de un miembro del cuerpo de profesores designado. El requisito mínimo para el título de máster es 36.5 horas de crédito, y para el programa del diploma 32.5 horas de crédito. Consulte la sección de Generalidades y Estructura del Plan de Estudios del Catálogo de Curso y Manual del Estudiante para ver la diferencia entre los dos programas académicos.

Os cursos do CID são medidos em créditos semestrais. Um crédito semestral equivale a um mínimo de 45 horas combinadas de contato e de trabalho do aluno. Um crédito semestral inclui no mínimo 15 horas de contato, definido como o tempo dedicado a atividades ministradas ou supervisionadas pelo corpo docente. O trabalho do aluno normalmente inclui, entre outras atividades, leitura, escrita, estudo e pesquisa, atividades relacionadas a apresentações individuais e em grupo e tarefas especiais para o Estudo de País e outros projetos. O requisito mínimo para o mestrado são 36.5 créditos e para o programa de especialização 32.5 créditos. Consulte a seção sobre Apresentação e Desenvolvimento Curricular no Catálogo do Curso e Manual do Aluno para entender as diferenças entre os dois programas acadêmicos.

Les cours du CID se mesurent en heures de crédit semestriel. Un crédit semestriel est égal à quarante-cinq (45) heures au total de temps de contact et travail de l'étudiant. Un semestre comprend au moins quinze (15) heures de temps de contact, lequel se définit comme étant un évènement ou une activité enseignée ou supervisée par le professorat. Le travail de l'étudiant comprend habituellement, mais pas exclusivement: lecture, écriture, étude et recherche, activités portant sur les présentations individuelles ou de groupe, et des tâches particulières portant sur le Pays d'étude ou d'autres projets. Le minimum requis pour la maîtrise est de 36.5 heures de crédit, et pour le programme de diplômé 32.5 heures de crédit. Veuillez consulter la section de l'Élaboration et vue d'ensemble du programme académique du Catalogue du cours et Guide de l'étudiant pour savoir quelle est la différence entre les deux programmes académiques.

## Appendix B Curriculum Map

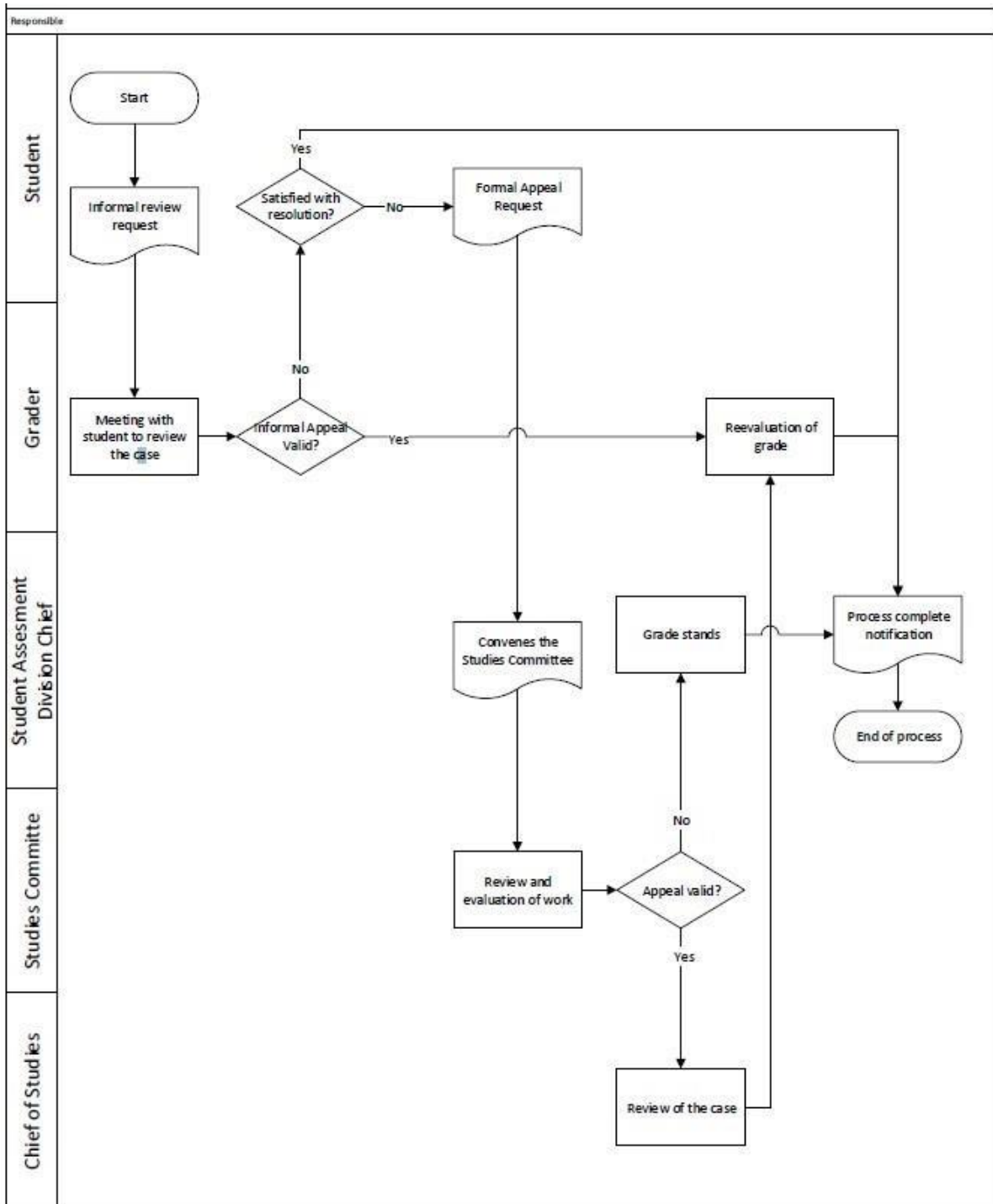
Rubric	A.1	A2	B1	B2	C1	C2	D1	D2
01. Individual Contribution in Class (AP1)	ST, PE, MDS, CYB, HSDP, C1, C2, CS,	IRIS, CAR,	P	IRIS, HDSP,	P	P		
02. Individual Contribution in Groups (AP2)	FHDS, ST, PE, MDS, CYB, HSDP, FM, C1, C2, CS, OST, CrS	IRIS, HR, CST, CAR, C1, C2, CS, CrS	P	ICC, IRIS, ST, MDS, HDSP, CAR CST, OST, CE, OST, CS, CrS	P	P	P	P
03. Oral Presentations (AP3)	FHDS, ST, MDS, PE, CYB, HSDP, C1, C2	IRIS, C1, C2, HR, ICC	CST, OST	ICC, IRIS, ST, MDS, HDSP, CAR CST, OST, CE, OST, CS, CrS	P	P	P	P
04. Opinion Brief (AP4)								
05. Reflective Log (AP5)	NYC	NYC	NYC		NYC	NYC		
06. Reflective Essay (AP6)	ST, PE, MDS, CYB, HSDP	CAR		ST, MDS, CAR, HSDP	P	P		
07. Critical Review (AP7)		IRIS		IRIS	IRIS	IRIS		
08. Decision Report (AP8)					ARW	ARW		
09. Committee I Report (AP9)	C1	C1	C1	C1	C1	C1	C1	
10. Committee II Report (AP10)	C2	C2	C2	C2	C2	C2	C2	
11. Country Study Paper (AP11)	CS	CS	CS	CS	CS	CS	CS	
12. Individual Contrib./ Participation in Groups (AP12)	CS	CS	CS	CS	CS	CS	CS	CS
13. Ind. Contribution in Online Forums (AP13)								
14. General Assignments: Classwork/Homework (AP14)	CrS	CrS	CrS		CrS	CrS	CrS	
15. Applied Methodology Oral Presentations (AP15)	CS	CS	CS	CS	CS	CS	CS	CS

**Key Courses:** *Advanced Research & Writing (ARW), Intercultural Communications (ICC), Fundamentals of Hemispheric Defense & Security (FHDS), , NYC Trip (NYC), Int'l Relations & I/A System (IRIS), Strategic Thinking (ST), Multidimensional Security (MDS), Political Economy of Defense & Security (PE), CONUS Study Trip (CST), Hem. Security & Defense Policy (HSDP), Conflict Analysis & Resolution (CAR), Human Rights & Humanitarian Law (HR), Comm. I (C1), Complex Emergencies (CE), Comm. II (C2), Cyber Security (CYB), Country Study (CS), OCONUS Study Trip (OST), Crisis Mgt Simulation (CrS), Forecasting Methodology (FM).* (□ = generally applicable.)

**Program Learning Outcomes (PLOs)**

<b>A.1</b>	<b>Analyze challenges of defense and security from a multidimensional perspective, exploring interactions between state and non-state actors, civil-military issues, and the use of varied elements of national power within the hemisphere.</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 D Appeal Request Form

Name: _____	Date: _____
Class ID: _____	
Faculty: _____	
Date of Assignment: _____	
Assigned Grade: _____	
Informal Review Date: _____	
Justification for Appeal:	
Submitted by: _____	
Name: _____	
Signature: _____	

## 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. In cases for students who do not meet Master's Degree Program SAP requirement #1, #2, or #3 at the conclusion of the classroom curriculum and 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 participate in the comprehensive oral exam<sup>26</sup>. Otherwise, a student who does not take the comprehensive oral exam will be considered withdrawing from the Master's Degree Program, will be referred to his/her delegation for reassignment, and will also 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.

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

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<sup>26</sup> After reviewing processes for IADC Class 58, and execution of the Studies Committee and the Academic Council, the option to exempt applicable students from the oral exam received unanimous consensus. It represents a process improvement effort with applicability to future IADC classes, and directly supports IADC LOE 2.

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 in order 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.



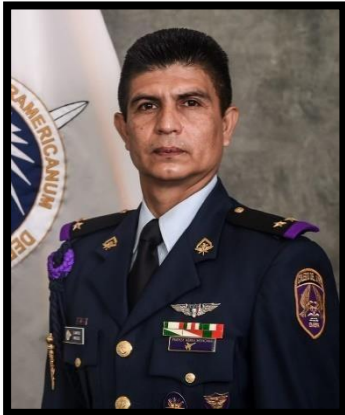
# Appendix G Academic Calendar

2023	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	Week 1					Week 2					Week 3					Week 4					Week 5										
	DONSA		Holiday Independent Day	DONSA		Class 63 reported		Class 63 admission process		Class 63 admission process		Class 63 admission process		Family and Housing Arrangements		Orientation to New Staff		Family and Housing Arrangements		Orientation to New Staff		Facilitator training		Virtual Tools Orientation		Family Housing Arrangements		Welcome Orientation to class 63			
AUG	Week 5					Week 6					Week 7					Week 8					Week 9										
	Welcome Orientation to class 63		Research and writing workshop (ARW)			Advanced Research and writing workshop (ARW)			Advanced Research and writing workshop (ARW)		Advanced Research and writing workshop (ARW)		Advanced Research and Writing Workshop (ARW)			International Day		Intercultural Communication Workshop (ICW)			Defense and Security Basics Workshop		Travel to New York								
SEP	Week 9					Week 10					Week 11					Week 12					Week 13										
	Travel to New York		Holiday Labor Day			ARW Feedbk		ST 1	IRIS 1		ST 2	IRIS 2			ST 3	IRIS 3	ST 4	IRIS 4		ST 5	IRIS 5	ST 6	IRIS 6	ST 7	IRIS 7	ST 8	IRIS 8	ST 9	IRIS 9	ST 10	IRIS 10
OCT	Week 13					Week 14					Week 15					Week 16					Week 17					Week 18					
	ST 10		IRIS 10	ST 11	IRIS 11	ST 12	Race Day Holiday Columbus			ST 13	IRIS 12 IADB CA 8 Stu Visit		IRIS 13	ST 14	IRIS 14		Country Study 1	Study Day	Human Rights and International Humanitarian Law Seminar		Human Rights and International Humanitarian Full-day activities			Study Day	MDS 1		PEDS 1	MDS 2	MDS 3		
NOV	Week 18					Week 19					Week 20					Week 21					Week 22										
	MDS 4		PEDS 3	MDS 5	PEDS 4			MDS 6	PEDS 5	MDS 7	Veterans Day Holiday		MDS 8	PEDS 6	MDS 9	PEDS 7	PEDS 8	Country Study 2		PEDS 9	Study Day	Thanksgiving holiday			MDS 10		PEDS 10	MDS 11	PEDS 11		
DEC	Week 22					Week 23					Week 24					Week 25					Week 26										
	MDS 12		PEDS 12			MDS 13	PEDS 13	PEDS 14	CONUS Travel			CONUS Present		Study Day	Country Study 3	Country Study 4	Forecasting Methodology		Christmas/New Year Holidays												
2024	Week 27					Week 28					Week 29					Week 30					Week 31										
	Christmas New Year Holidays		Study Day	Forecasting Methodology			World Situation Conference			Committee I		MLK, Jr Holiday	Committee I	Pub Sec Cyber 1		Pub Sec Cyber 2	Pub Sec Cyber 3	Pub Sec Cyber 4		Pub Sec Cyber 5	Country Study 5	Pub Sec Cyber 6	Pub Sec Cyber 7	Pub Sec Cyber 8		Pub Sec Cyber 9	Study Research	Pub Sec Cyber 10	Pub Sec Cyber 11	Study Research	
FEB	Week 31					Week 32					Week 33					Week 34					Week 35										
	Pub Sec Cyber 10		Pub Sec Cyber 11	Pub Sec Cyber 12			Country Study 6	Pub Sec Cyber 13		Country Study 7	Pub Sec Cyber 14	PD8H 1		CAR 1	PD8H 2	CAR 2	PD8H 3	President Day Holiday		CAR 3	PD8H 4	CAR 4	PD8H 5	CAR 5		PD8H 6	CAR 6	PD8H 7			
MAR	Week 35					Week 36					Week 37					Week 38					Week 39										
	CAR 7		CAR 8			PD8H 8	CAR 9	PD8H 9	Country Study 8		CAR 10			PD8H 10	CAR 11	PD8H 11	CAR 12	PD8H 12		CAR 13	PD8H 13	CAR 14	PD8H 14	Holy Week Vacations							
APR	Week 40					Week 41					Week 42					Week 43					Week 44										
	Study Day		Hemispheric Situation Conference			Committee II			Committee II Pres		Defense, Security and the Media Workshop		Defense Security and the Media		Disaster Seminar	Disaster Presentation		Study Day	CONUS Travel					CONUS Travel							
MAY	Week 44					Week 45					Week 46					Week 47					Week 48										
	CONUS Travel			Study Day		CONUS Present	Study Day	Country Study 9		Country Study 10	Study Day		Country Study 11	Country Study 12	Institutional Day A 8C	Crisis Exe Ori	Crisis Exercise		Crisis Exe Present	Institutional Day A 8C		Memorial Day		Prep for the Oral Exam							
JUN	Week 48					Week 49					Week 50					Week 51					Week 52										
	Preparation for the Oral Exam			Oral Master's Exam 1		Oral Master's Exam 1			Orientation to the New Staff		Oral Master's Exam 2 & 3		June tenth Holiday	Oral Master's Exam 2 & 3		Graduat Rehearsal			Class 63 Student Graduat	Class 63 Egress Process											

## 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**



**US Army  
Uniform Number 1  
USA**



### Uniform Number 1

- This is considered a formal uniform that consists of a coat and tie (or business suit for civilians) and it includes cap with visor or kepis and insignias.
- This uniform is used during official ceremonies, receptions, special lectures / events.
- Some countries and services have both a winter and a summer 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**



### Uniform Number 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 collar 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 at evening and formal receptions and is equivalent to a tuxedo with black tie for civilian and long gowns for women.



H-3

### Uniform Number 4



#### **Uniform Number 4**

This would include civilian attire or business suits consisting of a coat and tie for both military and civilian personnel. The suit would be single toned worn with a light-colored shirt. Equivalent attire for female personnel would consist of tailored suit



H-4

#### **Uniforms Number 5 and 5 A**



### **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.

H-5

### **Uniform Number 6 (Casual) and Physical Training Uniform**



### **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.

H-6

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 the 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.

As proof of conformity with the IADC academic requirements, rules, and policies outlined in the Course Catalog and Student Handbook, I sign this acknowledgment.

\_\_\_\_\_  
(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

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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:

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

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Unofficial transcripts may be faxed or emailed.

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

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

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

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

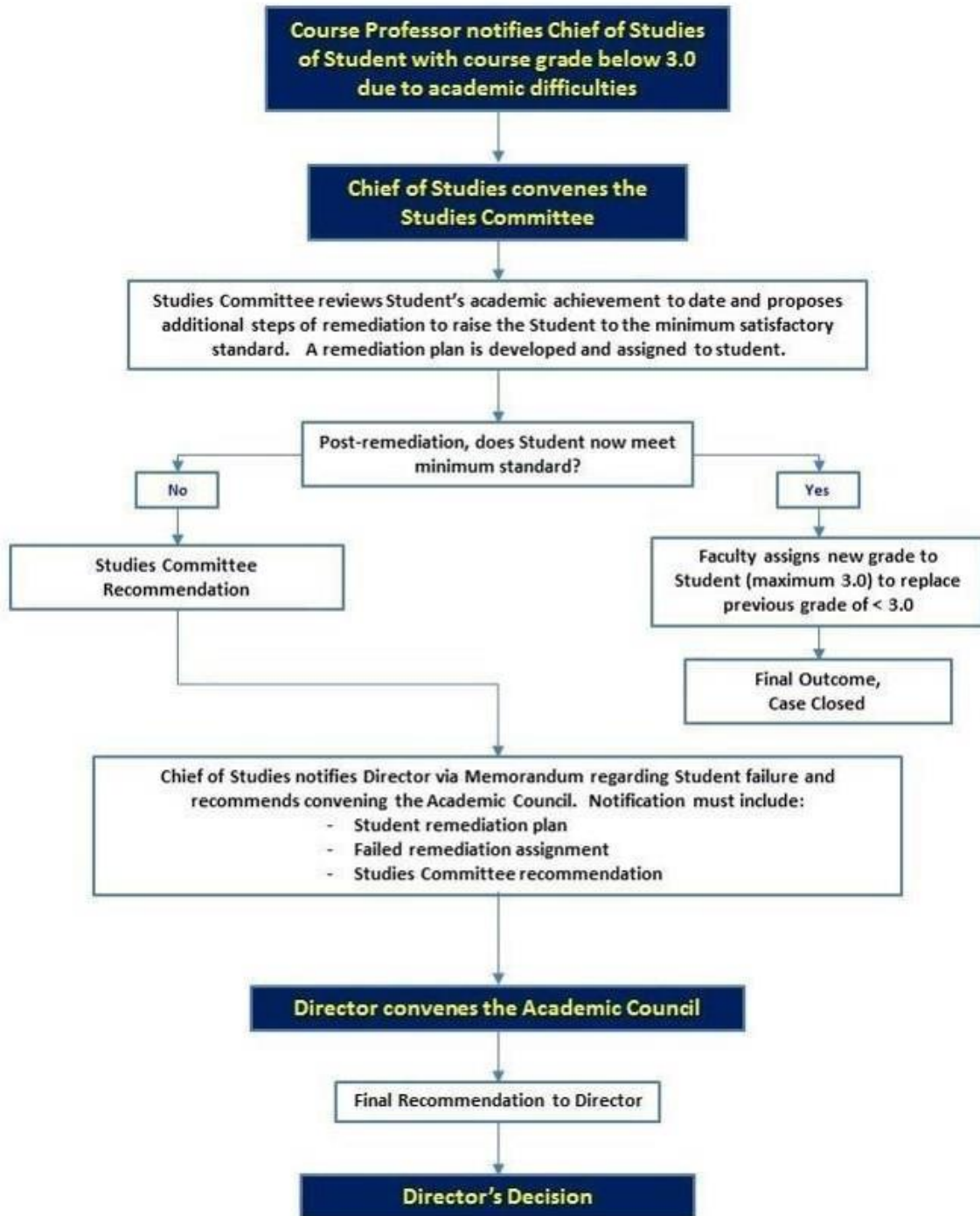
Click the Button to Submit: \_\_\_\_\_

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**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

Whilst developing this plan, please take into account the following elements:

- 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 Mentor/Facilitator assigned, through the Chief of facilitators, 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>Mentor/Facilitator 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 Mentor/Facilitator, including readings and writing assignments.
- 3) Carry out the academic work required to re-submit graded work(s) in order to demonstrate the level of desired learning for the course.
- 4) Other expectations:

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

Facilitator 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) Mentors/Facilitator(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 Mentor.

Approved by Chief of Studies\_\_\_\_(date) Student initials\_Facilitator initials

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

- a) Absence at two or more periods of tutoring/mentoring.
- b) Failure to deliver additional 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 \_\_\_\_\_ Facilitator initials \_\_\_\_\_

**7. Approval:**

*Chief of Studies*

*Date*

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*Faculty (Teacher of the course)*

*Date*

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*Chief of Facilitators*

*Date*

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*Mentor/Facilitator for Remediation*

*Date*

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Approved by Chief of Studies \_\_\_\_\_ (date) Student initials \_\_\_\_\_ Facilitator initials \_\_\_\_\_

### **Annex 1-A: Academic Diagnosis**

Purpose: Diagnose comprehension problems linked to the course material.

Course: \_\_\_\_\_ Facilitator: \_\_\_\_\_

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

<b>Problem</b>	<b>Possible cause</b>

Approved by Chief of Studies \_\_\_\_\_(date) Student initials \_\_\_\_\_Facilitator 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 \_\_\_\_\_ Facilitator 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)	
	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 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**

<b>Position</b>	<b>Power, Duties and Responsibilities</b>
President	<ol style="list-style-type: none"> <li>1. Represent the Board of Directors of the Class to the IADC Leadership, Staff and Faculty.</li> <li>2. Lead the Board of Directors to achieve the objectives established for the Class during the development of the academic program.</li> <li>3. Promote social, cultural and sports activities in coordination with the Staff, to enable the interaction and deepening of personal relationships between students and other IADC members.</li> <li>4. Receive, evaluate and channel the recommendations and suggestions of the students in order to coordinate possible actions with the Staff.</li> <li>5. Facilitate a good atmosphere in the classroom during internal and external IADC activities, in order to enable high-level academic interactions.</li> <li>6. Coordinate the organization and execution of the Graduation Party, development of the Class Yearbook and the Commemorative Coin, as well as other agreed activities.</li> <li>7. Designate students, when required, to represent the Class when the Curriculum Development Committee is convened</li> </ol>
Vice President	<ol style="list-style-type: none"> <li>1. Represent the Class' President during his or her absences.</li> <li>2. Coordinate and cooperate with the other members of the Student Leadership in the execution of the planned activities.</li> <li>3. Supervise and evaluate the execution of the activities carried out for the Class.</li> <li>4. Other complementary functions or duties as assigned by the President.</li> </ol>
Secretary	<ol style="list-style-type: none"> <li>1. Design and organize the roster of students of the Class with their personal information.</li> <li>2. Record the minutes of the meetings of the Board of Directors.</li> <li>3. Other complementary functions or duties as assigned by the President.</li> </ol>
Treasurer	<ol style="list-style-type: none"> <li>1. Collect, manage and control the economic contributions of the Class that has been agreed for some activities of the academic program. Make the</li> <li>2. payments and records of the agreed activities.</li> <li>3. Permanently inform the Class' Board of Directors the economic status of the contributions and expenditures.</li> <li>4. Prepare and follow up the report of economic status of the contributions and expenses.</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