COURSE MANAGEMENT
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COURSE DESCRIPTION
The Indo-Pacific Orientation Course (IPOC) provides an executive education experience that prepares U.S. security practitioners to knowledgeably engage in cooperative security efforts that build capacity to advance a free and open Indo-Pacific that recognizes the linkages between good governance, rules-based order, economics, and security. This one-week, 40-hour course examines strategic approaches to the Indo-Pacific by the United States, its partner nations – Australia, India, and Japan – and its competitors – China and Russia. Framed by a common understanding of the geopolitical landscape and security architecture of the Indo-Pacific, the course explores the four sub-regional dynamics of Northeast Asia, Southeast Asia, South Asia, and Oceania. A free and open Indo-Pacific is contingent on national-levels of good governance that are delivered in the security spheres of economics, gender, maritime, health, environment, and cyber. Fellows will examine each of these six sectors of good governance in this course.

COURSE STRUCTURE & REQUIREMENTS
This course implements the active learning technique of flipped learning, which **requires** course Fellows to prepare for each of 16 plenaries by engaging in a _20-minute asynchronous lecture_ by professors that are pre-recorded before each course and uploaded for Fellows on the Center's ILIAS Learning Management System (LMS). Fellows will have access to all pre-recorded lectures one-week before the course starts, and will prepare for the first day's plenary panels and lectures before beginning the course. During the other four course days, Fellows will have a 60-minute self-study morning session to view each day's asynchronous lectures. Fellows will use a center-issued Surface Pro during onsite asynchronous sessions, unless they have elected during registration to use a personal device. After viewing asynchronous content, Fellows will engage each other in an _online discussion forum_ to prepare for _40-minute plenary discussions_ with professors. Professor-led discussions on each of the 16 plenary topics in the course are immediately followed by a _60-minute seminar_ where faculty will facilitate small group discussions and applied learning activities. This asynchronous-synchronous learning model will generate substantive active thought, discourse, and activity between and among Fellows and faculty. This four step asynchronous-synchronous learning approach (explained here and depicted below) takes about _120-minutes per topic_ and is repeated three times daily. IPOC offers a daily _50-minute elective seminar_ that is conducted as a lunch and learn session where Fellows can choose between a rich menu of security topics to customize each Fellow's experience and broaden one's knowledge on topics of interest.

FOUR STEP ASYNCHRONOUS-SYNCHRONOUS LEARNING APPROACH

20-minute Asynchronous Lecture by Professors → Online Discussion Forum with Fellows → 40-minute Plenary Discussion with Professors → 60-minute Seminar with Professors

CENTER'S GUIDING & LEARNING PRINCIPLES

Lectures and seminar discussions are facilitated by experienced professors who adhere to the Center's *guiding principles* of mutual respect, transparency and inclusion (TMI). All discussions take place in an academic environment emphasizing non-attribution. DKI APCSS faculty apply adult *learning principles* or andragogy as they leverage Fellows' knowledge and expertise to enrich discussions through a collaborative learning process. Critical thinking and dialogue affords Fellows opportunities to reflect and connect newly acquired knowledge with previous knowledge and experiences to enhance learning. Facilitated exchanges of perspectives provide Fellows the opportunity to reflect on a diversity of thought. Fellows connect with each other to build networks and partnerships that will benefit their professional work.

COURSE PARTICIPANTS

IPOC participants are mid-career to senior-level (O4 to O7 grade equivalency) U.S. military and civilian officials whose current position involves operating or decision-making in international or inter-governmental settings relevant to the Indo-Pacific. Security practitioners of equal rank and responsibility from key U.S. ally and partner nations whose current or future responsibilities require significant input to policy analysis, formulation, and execution regarding the Indo-Pacific attend the course in select numbers. All attendees should demonstrate aptitude or potential for graduate-level studies.

APCSS apportions course allocations to its U.S. and international security partners approximately three months in advance of the course start date. Military and civilian officials in the aforementioned qualifications, who are interested in attending IPOC, must be nominated by their respective organization. Nominations of international Fellows will be forwarded to the U.S. Embassy Security Cooperation Office (SCO) in their country. Each course nomination will be submitted to the Center's recruiter by the established deadline. Final approval of the applicant is contingent on the Course Manager's acceptance based on the qualifications of the applicant. IPOC is a tuition-free, self-funded course.

COURSE GRADUATES & ALUMNI STATUS

Graduating IPOC Fellows will have successfully demonstrated course competencies through active engagement in all aspects of the asynchronous-synchronous program, including full course attendance, completion of all activities, and mutually respectful engagements in plenaries and seminars. IPOC is a non-graded academic experience.

Graduating IPOC Fellows attain alumni membership in an expanded network of security practitioners that includes their classmates, DKI APCSS faculty, and an extensive region-wide alumni network of more than 14,000 DKI APCSS Fellows. Our world class online library resources are available to all course members during IPOC, and are exclusively offered as a lifetime resource to our international Fellows to stay current in the region and support life-long learning and continued collaboration.

COURSE OBJECTIVES

The course terminal learning objective is to provide an executive education experience that prepares U.S. security practitioners to knowledgably engage in cooperative security efforts that build capacity to advance a free and open Indo-Pacific where all recognize the linkages between good governance, rules-based order, economics, and security. To that end the course is

structured on five enabling learning objectives to prepare graduating Fellows to apply their understanding of (a) the geopolitical landscape and (b) security architecture of the Indo-Pacific to include (c) the Indo-Pacific strategies of the U.S., its partners, and its competitors, (d) sub-regional security dynamics, and (e) good governance dynamics that are delivered in the security spheres of economics, maritime, health, gender, environment, and cyber. To achieve these objectives the course trifurcates along its mission to educate, connect, and empower. Each nested objective offers further refinement of the course objectives.

1. **Educate**:
   a. Understand strategic issues, trends, and challenges in the Indo-Pacific.
   b. Critically and objectively analyze key security dynamics and trends in the region.
   c. Demonstrate enhanced knowledge and shared understanding of countries and sub-regions in the Indo-Pacific.
   d. Identify and assess opportunities and barriers for building good governance and resilient capacity in the Indo-Pacific.
   e. Understand the strategic significance of regional security cooperation for the U.S. and its allies and partner nations.

2. **Connect**:
   a. Develop extensive networks and relationships among a community of mid-career and senior-level security practitioners on which they can draw to better accomplish their institutional missions.
   b. Enhance civil-military relations and security sector cooperation and effectiveness.
   c. Integrate into a community of academics, analysts and practitioners working in the Indo-Pacific.

3. **Empower**:
   a. Enhance capacity to capitalize on opportunities for collaboration and cooperation.
   b. Increase capacity to advance good governance, and security sector integration and cooperation.
   c. Identify limits and enablers of security cooperation.

INDICATORS OF ACHIEVEMENT
The success of IPOC is directly attributed to the participants' involvement that is advanced through our transformational learning methodologies. With the understanding that transformational learning is difficult to measure, the Center collects quantitative and qualitative data to determine measures of effectiveness with a special emphasis on long-term indicators. Indicators of achievement for courses are based on the *New World Kirkpatrick Model for Training Evaluation*. The levels and associated measures provide levels of achievement. The measurements indicated are examples and do not necessarily represent the total data set. These data are generated through course polling, surveys, assessments, and observations.

Level 1 – Reaction. *The degree to which Fellows <u>find</u> the course favorable, engaging and relevant to their jobs.*
<u>Measurement</u>*:*
   1. Fellows were <u>satisfied</u> with the course experience.
   2. Fellows were actively <u>engaged</u> in the course.

3. Fellows assessed the course as <u>relevant</u> to their job.

Level 2 – Learning. *The degree to which Fellows <u>acquire</u> the intended knowledge, skills, attitude, confidence, and commitment (KSACC) based on their participation in the course.*
<u>Measurement</u>:
1. Fellows assessed that <u>knowledge</u> gained in the course better prepared them for their jobs.
2. Fellows assessed that <u>skills</u> taught during the course better prepared them for their jobs.
3. Fellows assessed and demonstrated that learning the course material was an important aspect (<u>attitude</u>) of their work as a security practitioner.
4. Fellows assessed and demonstrated greater <u>confidence</u> in their abilities to perform their jobs.
5. Fellows assessed and demonstrated a <u>commitment</u> to apply what they learned in their jobs.

Level 3 – Behavior. *The degree to which Fellows apply what they learned during the course when they are back on the job.*
<u>Measurement</u>:
1. In a post course surveys, Fellows assessed that they used the knowledge and skills gained in the course in their jobs.

Level 4 – Results. *The degree to which course objectives occur as a result of the course.*
<u>Measurement</u>:
1. In post course surveys, Fellows assessed that their longer term achievement of course objectives can be attributed to their course experience.