

DEPARTMENT OF THE AIR FORCE
Headquarters US Air Force
Washington, DC 20330-1030

CFETP 8T000
Parts I and II
1 October 2012

SDI 8T000 Professional Military Education



CAREER FIELD EDUCATION AND TRAINING PLAN

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RELEASABILITY: There are no releasability restrictions on this publication.

**CAREER FIELD EDUCATION AND TRAINING PLAN
PROFESSIONAL MILITARY EDUCATION
SDI 8T000**

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**PROFESSIONAL MILITARY EDUCATION
SDI 8T000
CAREER FIELD EDUCATION AND TRAINING PLAN**

PART I

Preface

- 1.** This Career Field Education and Training Plan (CFETP) is a comprehensive document that identifies life-cycle education/training requirements, training support resources, and minimum core task requirements for this special duty identifier (SDI). The CFETP provides personnel a clear path to success and instills rigor in all aspects of SDI training.
- 2.** The CFETP consists of two parts. Supervisors use both parts to plan, manage, and control training within the SDI.
 - 2.1.** Part I provides information necessary for overall management of training in the SDI 8T000. Section A explains how everyone will use the plan; Section B identifies SDI specialty descriptions, career progression information, duties and responsibilities, selection criteria and Community College of the Air Force (CCAF) information. Section C illustrates SDI training requirements, and Section D focuses on resource requirements.
 - 2.2.** Part II includes the following: Section A identifies the Specialty Training Standard (STS) and includes duties, tasks, technical references to support training, Air Education and Training Command (AETC) conducted training and core tasks; Sections B and C are not used. Section D identifies training courses available to the SDI 8T000. Section E is not used.
- 3.** Using guidance provided in the CFETP ensures individuals in this SDI receive effective and efficient training. At the unit level, supervisors and trainers use Part II to identify, plan and conduct training commensurate with the overall goals of this plan.

ABBREVIATIONS/TERMS EXPLAINED

Note: For the purpose of this document, “EPME” refers to personnel holding SDI 8T000 that are directly associated with Enlisted Professional Military Education programs. “PME” refers to personnel holding SDI 8T000 that are not directly associated with Enlisted Professional Military Education-specific programs.

Accreditation. A non-governmental and voluntary process concerned with improving educational quality and assuring the public that member institutions meet established standards.

Affiliated School. Any school accepted into the CCAF system. An affiliated school’s curriculum is worth college credit to its graduates.

Affiliated School Liaison. An individual assigned to each EPME school responsible for management of EPME hardcopy faculty folders, reporting faculty credentialing information in STARS-FD, and any requirements levied on EPME schools by CCAF.

AFTR. Air Force Training Record: electronic on-the-job training record system accessible via the Air Force Portal. AFTR is the electronic equivalent of the hardcopy AF Form 623.

Air and Space Expeditionary Force (AEF). A two-pronged concept to organize, train, equip and sustain the Air Force to provide trained and ready air and space forces for national defense, and to meet national commitments through a structured approach which enhances Total Force readiness and sustainment.

Air Education and Training Command (AETC). Major command responsible for development and growth of Air Force people through selective recruiting, training and comprehensive education.

Air Force Career Field Manager (AFCFM). An individual on the Air Staff charged with the responsibility for overseeing all training and career field management aspects of an Air Force specialty or group of specialties.

Air Force Job Qualification Standard/Command Job Qualification Standard (AFJQS/CJQS). A comprehensive task list that describes a particular job type or duty position. Supervisors use it to document task qualifications. The tasks on AFJQS/CJQS are common to all persons serving in the described duty position.

Air Force Senior Noncommissioned Officer Academy (AFSNCOA). The third level of Air Force EPME.

Air Force Specialty Code (AFSC). A combination of numbers and alpha characters used to identify an Air Force Specialty. Enlisted AFSCs consist of five alphanumeric characters.

Airman Leadership School (ALS). First level of Air Force EPME.

Barnes Center for Enlisted Education. Established in 2009, the Barnes Center discharges Air University’s responsibility for the education of future enlisted leaders throughout the Air Force.

Barnes Center EPME Academic Affairs. The organization responsible for the analysis, design, development, evaluation of and program standardization for EPME programs throughout the Air Force. Responsibilities include resident and DL programs, as well as instructor qualification courses for personnel assigned to all programs.

Barnes Center/SEL. Barnes Center Senior Enlisted Leader.

Career Field Education and Training Plan (CFETP). A comprehensive, multipurpose document encapsulating the entire spectrum of education and training for a career field or SDI. It outlines a logical growth plan including required training resources. CFETPs are designed to make career field or SDI training identifiable, eliminate duplication and ensure training is budget defensible.

Certification. A formal indication of an individual's ability to perform a task to required standards.

Certifying Official. A person whom the commander or commandant assigns to assess an individual's ability to perform a task to required standards.

Community College of the Air Force (CCAF). The Community College of the Air Force (CCAF) is a multicampus, federally chartered institution. CCAF confers the associate in applied science degree as part of Air University (AU), which is accredited through the Southern Association of Colleges and Schools Commission on Colleges (SACS/COC).

CCAF Instructor Certificate. A certificate offered by CCAF to its instructors teaching in affiliated schools. The CIC is a professional credential that recognizes the instructor's extensive faculty development training, education and qualification required to teach a CCAF course and formally acknowledges the instructor's practical teaching experience.

Core Task. A task AFCFMs identify as a minimum qualification requirement within an Air Force specialty or duty position.

Director of Education (DE). Directs all educational operations at the AFSNCOA and NCOAs.

Director of Operations (DO). Manages student operations. (May include resource management based on scope of duties).

Director of Resources (DR). Performs the resource management function at the AFSNCOA and NCOAs.

Distance Learning (DL). The process by which technology is used for education in ways where the student does not have to physically be in the place where the teaching is taking place. Access to the instructor is gained through technology such as the Internet, computer media such as CD/DVDs, and/or paper-based courses.

EPME Academic Affairs, Dean (EPME Academic Affairs/DE). The Dean is responsible for the development of policies and procedures governing USAF EPME programs and performs

duties as required as the Director of Education to the Commander, Barnes Center.

EPME Academic Affairs Superintendent. Responsible for cadre that provides program management/develops curriculum for each level of EPME used at ALSs, NCOAs, and SNCOA; manages activities that integrate/synchronize/support the EPME continuum/enlisted force development (EFD); ensures curricula hours address AU's Continuum of Education and align w/AF and joint competencies/learning areas; promulgates EPME at DoD, USAF, joint, and AU venues; hosts info exchange meetings w/international allies.

EPME Academic Affairs Faculty Development (FD). Responsible for administering the Enlisted Professional Military Education Instructor Course (EPMEIC) and other associated faculty development initiatives.

Enlisted Professional Military Education (EPME). A continuum of professional military education designed to support the total enlisted force development through resident and DL courses.

Enlisted PME Instructor Course (EPMEIC). Pre-service education required prior to instructing or developing EPME curriculum. Mandatory for all assigned 8T000 instructors, curriculum designers, and other selected personnel.

Faculty Folder. A record of the teaching faculty's credentials and qualifications. The primary source of documentation for PME instructors.

Faculty Development. The deliberate effort to develop faculty to reach their full personal and professional potential in support of the Air University mission.

General Education Requirements (GER). Fifteen semester hours (3 each) of oral communication, written communication, mathematics, social sciences and humanities.

Go. Term used to indicate the stage at which an individual has gained sufficient skill, knowledge, and experience to perform a task without supervision while meeting the task standard.

HQ USAF/A1DLE. The EPME Functional Manager.

iGecko. Web-based student management system exclusive to EPME used to support daily operations related to the administration and execution of EPME resident courses. It also serves as a repository of individual student and course data for internal analysis, program management and internal reporting, review/retrieval in special circumstances such as investigations, and provides graduate record information.

Instructional System Development (ISD). A deliberate, orderly, and flexible process for planning, developing, implementing, evaluating, and managing instructional systems. It ensures students are taught the knowledge, skills, and attitudes essential for successful job performance in a cost-effective manner.

Initial Instructor Qualification Training (IIQT). Mandatory training requirements that

include pre-service education, teaching internship requirements, core task certification, and oral and written proficiency.

Instructor Trainer (IT). Qualified instructors selected to train new instructors.

In-Service Training (IST). Ongoing/recurring training for all faculty to enhance instructional or design skills and update their knowledge of new or existing policies and procedures.

Instructor of Technology and Military Science (ITMS) Degree. A CCAF degree for Air Force and other service enlisted personnel who are assigned to CCAF affiliated schools teaching CCAF degree-applicable courses.

Lesson Qualification Training (LQT). Training designed to qualify individuals on curriculum specific lessons. LQT ensures individuals possess the subject matter expertise and instructional ability required to effectively teach PME curriculum.

Major Command (MAJCOM). A major subdivision of the Air Force with a specific portion of the Air Force mission.

Noncommissioned Officer Academy (NCOA). The second level of enlisted professional military education.

PME Center. A facility where the ALS and NCOA are collocated. The academic programs may be taught either simultaneously by separate instructor cadres, or alternately by dual-qualified instructors.

Pre-service Education. A requirement for all EPME instructors that must be met prior to teaching in an EPME classroom in order to meet the accreditation criteria set by the Southern Association of Colleges and Schools (SACS).

Professional Development (PD). Within the SDI 8T000, education, training and experience beyond qualification, certification, and in-service training that supports the Air University mission through maintaining/expanding expertise in academic disciplines taught.

Program Management Review (PMR). Triennial evaluation conducted by Barnes Center personnel. The purpose of the PMR is to evaluate EPME program management effectiveness, assess curriculum effectiveness, provide faculty assistance, and support the Instructional System Development process.

Qualification Training (QT). Hands-on performance training designed to qualify an airman in a specific position. This training occurs both during and after upgrade training to maintain up-to-date qualifications.

Qualified Instructor. A faculty member teaching CCAF courses. Qualified instructors must possess an associate degree from a regionally or nationally accredited postsecondary institution (or degree completion contract/EQILD documentation as applicable), complete 3 semester hours of CCAF- approved instructor methodology; complete a 12 semester hour CCAF-approved teaching internship course, receive annual instructor evaluations; and be subject-matter qualified.

Registrar. Individual responsible for managing class rosters, faculty iGecko accounts, student registration, student graduation, and iGecko administrative requirements and reports.

Resource Constraints. Resource deficiencies/limitations, such as money, facilities, time, manpower, and equipment that can impact required training.

Special Category Guide (SPECAT). An assignment guide published by the Air Force Personnel Center listing requirements and application instructions for special duty assignments.

Special Duty Identifier (SDI). A four- or five-digit code and title used to identify manpower positions and persons performing duties not clearly within a specific career field.

Specialty Training Standard (STS). An Air Force publication that describes an Air Force specialty in terms of tasks and knowledge that an airman in that specialty may be expected to perform or to know on the job. Also identifies the training provided to achieve a 3-, 5-, or 7-skill level within an enlisted AFS. It further serves as a contract between AETC and the functional user to show which of the overall training requirements for an Air Force Specialty Code (AFSC) are taught in formal schools and correspondence courses.

Standard. An exact value, a physical entity, or an abstract concept, the appropriate authority, custom, or common consent sets up and defines to serve as a reference, model, or rule in measuring quantities or qualities, developing practices or procedures, or evaluating results. A fixed quantity or quality.

STARS-FD. Student Transcript, Administration, and Record System – Faculty Database: web-based system providing “real-time” CCAF faculty data. ASLs ensure all required faculty credentialing information is entered into STARS-FD.

Student Instructor. An instructor teaching CCAF courses who has completed an instructor methodology course but has not completed all requirements to become a qualified instructor.

Teaching Internship (Formerly Student Teaching Course or Practicum). The requirements and practical teaching experience new instructors must meet under the supervision of a qualified instructor.

Test Control Officer (TCO)/ATCO). An individual assigned to each EPME school responsible for safeguarding the integrity of EPME academic evaluations and other materials EPME Academic Affairs program teams deem controllable, as well as the overall administrative responsibilities for test control within their school.

Training/Technical Reference (TR). Any documentation used to support training.

Trainer. A trained and qualified person who teaches personnel to perform specific tasks through OJT methods. Also, equipment that the trainer uses to teach personnel specified tasks.

Training Setting. The type of forum in which training is provided (formal resident school, on-the-job, field training, mobile training team, self-study, etc.).

Utilization and Training Workshop (U&TW). A forum of MAJCOM Air Force Specialty Code (AFSC) or SDI functional managers, Subject Matter Experts (SMEs) and AETC training personnel that determines career ladder training requirements.

Section A - General Information

1. Purpose.

1.1. This CFETP provides the information necessary for functional managers, commandants, training managers, supervisors, and trainers to plan, develop, manage, conduct, and evaluate an effective PME training program. Standardized education and training requirements for all PME instructors are a must. This CFETP accurately reflects what is necessary for a new or experienced instructor to prepare for basic instructional duties. Specifically, this CFETP:

1.1.1. Establishes baseline training requirements for initial qualification for SDI 8T000 duties.

1.1.2. Identifies the core tasks and knowledge training requirements for instruction, support, and management duties.

1.1.3. Lists the training course(s) available for qualifying new instructors or re-qualifying returning instructors.

1.1.4. Identifies opportunities within the PME SDI and describes the duty requirements for each major position within PME.

1.1.5. Identifies the requirements for in-service training and professional development, as well as earning the CCAF CIC and the ITMS Degree.

1.1.6. Identifies resource constraints that impact implementation of the desired career field education and training program.

2. Use of the CFETP.

2.1. Managers in all PME programs use this comprehensive, standardized training program to develop qualified faculty who are able to meet the unique requirements of each teaching, management, or instructional support assignment.

2.2. AETC education and training personnel develop and revise formal resident, DL and exportable training based upon user-established requirements outlined in Part II of this CFETP. They work with the AFCFM to develop acquisition strategies for obtaining the resources needed to satisfy identified training needs.

2.3. MAJCOM EPME managers and commandants ensure their training programs complement the mandatory initial instructor qualification training requirements.

2.4. The Barnes Center uses the CFETP to program training requirements for personnel engaged in developing, administering and evaluating PME instruction.

2.5. Individual PME faculty members must ensure they complete mandatory training requirements specified in this plan. Part II of this CFETP identifies mandatory training requirements and training references.

3. Coordination and Approval of the CFETP.

3.1. The Barnes Center serves as the Office of Primary Responsibility for the CFETP, hosts U&TWs as directed by the AFCFM to determine 8T000 training requirements and revises/develops an effective CFETP. The Barnes Center will maintain the CFETP, suggest necessary revisions, and submit new or revised CFETP versions to the AFCFM for action.

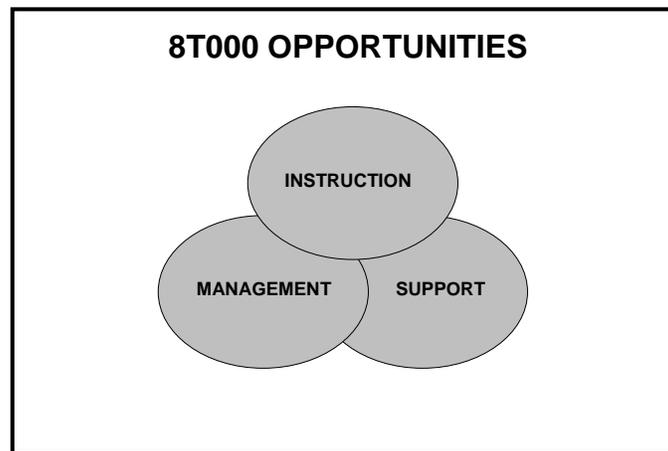
3.2. The AFCFM will conduct an annual review of the CFETP in accordance with AFI 36-2201.

Section B - PME Opportunities and Information

4. Specialty Descriptions.

4.1. This section identifies opportunities and duty positions within the PME SDI 8T000. By evaluating what is available and the specific demands of each position, NCOs can decide if they want to apply for PME duty, and where they would like to be assigned within PME.

4.2. Unlike “typical” career fields such as Security Forces, medical, maintenance, or supply, a career progression ladder does not exist for PME SDI 8T000. Since individual perceptions and values control how we see a particular move within PME, rather than a systematic evolution of training and experience, it is impossible to identify a standardized or typical career path an 8T000 might follow as they progress within the SDI. “Opportunities” are functionally organized in three basic areas: management, instruction and support.



4.3. PME positions (instructors, managers and support) are controlled duty tours. Special duty tour extensions and subsequent PME assignments must match Air Force needs. As a general rule, consecutive PME assignments are selective and should be developmental in nature; when applicable, they must weigh in the best interests of the Air Force.

5. **Manpower Table.** The tables on page 11 show opportunities by grade and function. **The exact number and availability of specific positions vary.** Contact the specific organization to verify unique requirements and availability at that organization.

AREA	LOCATION AND POSITION	SSGT	TSGT	MSGT	SMSGT	CMSGT
MANAGEMENT	HQ USAF/AIDLE					
	Barnes Center/SEL					
	EPME Academic Affairs Superintendent					
	NCOA/SNCOA Commandants					
	ALS Commandants					
	NCOA DE/DO/DR					
	AFSNCOA DE/DO/DR					
	MAJCOM Manager					
	EPME Policy Manager					
	EPME DL Course Manager					
EHRI Director						

AREA	LOCATION AND POSITION	SSGT	TSGT	MSGT	SMSGT	CMSGT
INSTRUCTION	ALS					
	NCOA					
	AFSNCOA					
	EPMEIC					

AREA	LOCATION AND POSITION	SSGT	TSGT	MSGT	SMSGT	CMSGT
SUPPORT	Instructional Designer					
	Instructional Systems Analyst					
	Educational Technologist					

6. PME Duty Titles and Job Descriptions. The following duty titles and their accompanying job descriptions reflect positions available throughout PME for those performing like duties. The duty description, **not the title**, may be modified to meet the PME level, unique local conditions or additional duties. These examples are provided merely as illustrations and are not intended to limit a commandant's authority to clearly identify duty requirements within a school.

6.1. Commandants **will not** establish additional positions for individuals whose duty is accurately described by one of the duty titles identified in the following pages.

6.2. Optional Duty Titles: duty titles may be established where an individual is placed in a duty position that requires substantial leadership, management or direction of a major curriculum area, other instructors or staff, or a major functional area to be determined by a commandant in accordance with AFI 36-2618, *Enlisted Force Structure*.

7. Duty Title Listing.

Air Force Enlisted Professional Military Education Manager (AF/A1DLE)

The Air Force senior EPME representative, advocates and defends EPME programs and resources including manpower, funding, and facilities. The Air Staff EPME manager develops policy and guidance for the Air Force EPME program and provides Air Staff input to the personnel community, the Barnes Center, CCAF, and major commands regarding the program. Serves as the Air Staff liaison for enlisted PME matters to the Air Reserve Component, sister services, Joint Staff, and OSD on EPME issues. The AFCFM for special duty identifier 8T000, has oversight of the development and utilization of EPME instructors, managers, and course developers. Oversees the development of the EPME information within the Air Force Professional Development Guide.

Barnes Center Senior Enlisted Leader

Directs operations, policy formation, and implementation for the Barnes Center for Enlisted Education and eight geographically separated subordinate units. Responsible for short- and long- term planning for the Barnes Center. Advises the commander in the management of discipline, morale, and welfare of assigned personnel. Oversees Air Force PME policy for resident and DL curricula for Airman Leadership Schools, NCO Academies, and the Air Force Senior NCO Academy. Provides leadership, guidance and direction to PME units and overseas academies. Monitors administrative functions and reviews all EPRs and decorations. Organizes commandant selection boards. The commander's representative for IG complaints and fraud, waste and abuse. The Barnes Center public relations liaison for local, Air Force, and international communities.

Barnes Center EPME Academic Affairs/DE

Directs the day to day operations of EPME Academic Affairs. Ensures continuity of educational philosophy to provide world class enlisted educational programs that remain educationally sound, meet accrediting and USAF educational standards, and respond to changing national security issues. Directs an effective standardized continuum of enlisted education across the eight worldwide educational programs of EPME. In concert with an effective standardized continuum of EPME, directs effective programs of faculty development, institutional effectiveness, distance learning and educational technology. Represents EPME on various Air University and AF working and advisory groups.

Barnes Center EPME Academic Affairs Superintendent

Directs the day-to-day operation and administration of the operations directorate. Develops and manages administrative and operational policies, including policies and procedures for three EPME programs at Airman Leadership Schools, NCO Academies, and the Air Force Senior NCO Academy. Directs/oversees the EPME Program Management Review (PMR) process, Interactive Courseware design of distance learning (DL) programs and ensures institutional effectiveness practices are implemented across EPME schools to maintain CCAF accreditation. Advises EPME leadership on issues including waivers to existing policy/procedures, DL course administration and test compromise issues.

Commandant

Responsible for all aspects of school operations. Implements Air Force, Barnes Center, and MAJCOM EPME policies, programs and procedures. Provides leadership, guidance and direction to the faculty, support staff and students. Supervises and/or evaluates faculty and support staff. Directs facility and uniform appearance inspections. Responsible for the training of faculty and support personnel. Interfaces with Air Force and civic organizations to enhance support for EPME. Recruits and selects faculty and support personnel. Manages all resource programs: manpower, money, equipment, and facilities. Plans, manages and hosts graduation ceremonies. Note: ALS Commandants must complete the same training requirements as an instructor, instruct as necessary, and meet minimum instructor evaluation requirements. The AFSNCOA and NCOA Commandant positions are the only non-teaching positions at an EPME school.

Director of Education (DE) (NCO Academy and AF Senior NCO Academy only)

Directs all educational operations. Supervises instruction, evaluation, counseling, and progress of students. Manages all aspects of the student and faculty evaluation programs. Manages the student recognition program. Manages the faculty training program. Supervises and trains faculty and coordinates the faculty development program. Prepares and manages the course and manages use of facilities. Advises the commandant on matters pertaining to students and faculty. Manages the course survey and feedback programs. Ensures lesson objectives are met. Manages the guest speaker program. Conducts statistical analysis of all aspects of curriculum, student tests and faculty development. The DE must complete the same training requirements as an instructor, instruct as necessary, and meet minimum instructor evaluation requirements.

Director of Operations (DO) Manages student operations at the AFSNCOA and NCOAs. Manages/supervises the support staff. Performs protocol duties. Plans and manages the graduation banquet. Provides audiovisual support for academic operations. Manages the student billeting and orderly room functions. May include or share resource management based on scope of duties. The DO must complete the same training requirements as an instructor, instruct as necessary, and meet minimum instructor evaluation requirements.

Director of Resources (DR) Performs the resource (manpower, money, equipment, and facilities) management function at the AFSNCOA and NCOAs. May include or share student operations management based on scope of duties. The DR must complete the same training requirements as an instructor, instruct as necessary, and meet minimum instructor evaluation requirements.

MAJCOM EPME Manager

Manages the command's EPME programs. Formulates, interprets, and implements command policy affecting EPME. Analyzes and refines EPME workload. Oversees the operation of command Airman Leadership Schools. Calculates and distributes NCOA quotas for eligibles (OCONUS). Processes special duty applications for PME instructor duty. Conducts quality and staff assistance visits as requested. Researches and prepares point papers, staff summaries, and briefings addressing EPME issues for the command section. Formulates and coordinates command-unique EPME policy. Represents command at EPME conferences and workshops. Hosts command EPME workshops.

EPME Distance Learning Manager

Develops and manages policy for all EPME distance learning courses: Airman Leadership School Distance Learning Course, Course 1; Noncommissioned Officer Academy Distance Learning Course, Course 9; and the Senior Noncommissioned Officer Distance Learning Course, Courses 12 and 14. Serves as the Air University Education Logistics and Communications (A4/A6) liaison. Provides assistance to all Air Force Education Service Flights, Unit Training Sections, Test Control Facilities and Military Personnel Flights. Evaluates and resolves distance learning extension, reactivation, and exception to policy requests for all EPME distance learning students through the A4/A6 e-Customer Support web-based program. Manages student data updates via the Course Development and Student Administration/Registrar System (CDSAR). Performs inventory management for all EPME distance learning course materials.

Air Force Enlisted Heritage Research Institute (AFEHRI) Director

Principal advisor to Air Force senior leaders at all levels on enlisted heritage and history matters past and present. Manages all operations of the AFEHRI and Enlisted Heritage Hall (EHH) historical holdings and grounds complex supporting Airmen worldwide. Provides curriculum and student support for Airman Leadership Schools, NCO Academies, and the AF Senior NCO Academy. Conducts enlisted heritage research, archives new information, preserves enlisted historical items, develops museum exhibits, and conducts ceremonies. Oversees the development of the heritage and history chapter of the Air Force Professional Development Guide.

ALS Instructor, NCOA Instructor, AFSNCOA Instructor

Conducts EPME instruction as outlined in AF directives. Prepares for instruction through group review and self-study. Prepares facility/classroom/auditorium for instruction. Maintains lesson plans, textbooks, test and measurement devices, student workbooks, handouts and lesson aids. Uses instructional aids and training equipment in support of lesson plan objectives. Supervises, counsels, evaluates and advises students. Administers examinations, maintains student records, and documents student actions. Receives training and trains instructors. Coordinates and conducts panels, exercises, and other ceremonial duties to enhance learning. Assists with in-and out-processing and graduation tasks.

EPMEIC Instructor

Directly supervises, manages, and instructs pre-service educational seminars. Participates in test item construction and analysis. Conducts interactive auditorium and seminar lessons in areas of evaluation, foundations, instructional design, presentation skills, and instructional methods. Provides academic feedback on student lesson plans, test questions, and presentation skills. Provides counseling and mentoring to new EPME instructors on personal and academic issues. Provides input to the design and development of new educational course offerings.

EPME Instructional Systems Designer

Designs, researches, develops implements, manages and distributes quality curriculum that includes lesson plans, study guides, written and performance evaluations and instructor reference materials for EPME's residence and distance learning courses and instructor course. Reviews and revises educational materials to ensure currency and accuracy. Evaluates and analyzes the overall effectiveness of EPME programs. Participates in Air Force-wide EPME conferences and workshops.

EPME Instructional Systems Analyst and Test/Survey Manager

Manages the test data collection and analysis functions. Develops and manages data collection processes for evaluation of three enlisted education programs, the USAF First Sergeant Academy, and EPMEIC. Collects, analyzes, and interprets educational program data generated by student examinations and performance evaluations. Performs statistical comparisons of performance indicator data to determine relative effectiveness of educational programs conducted by all levels of EPME. Analyzes all data and prepares reports for instructional system designers, education advisors, and commandants. Makes recommendations to curriculum teams to ensure continuous improvement of EPME programs. Provides assistance to customers in developing data collection plans and process measurement instruments, selecting statistical tools, and interpreting quantitative and qualitative statistics. Develops and manages surveys collecting data on student reactions, feelings and attitudes on six educational programs (ALS, NCOA, SNCOA, EPMEIC, FSA), and measures the transference of knowledge to the students through graduate, graduate supervisor, and organizational leadership surveys.

Education Technologist

Responsible for research, development and maintenance of computer-based EPME DL courses and insertion of technology for curriculum teams for AF in-residence PME programs. Provides customer service and technical support via telephone, e-mail, and internet for DL students. Advises and instructs staff and faculty on DL applications and development strategies including lesson designs, flowcharts, and storyboards. Designs and creates graphics, captures and records audio-video sequences and digital images. Researches and develops effective methods to enable web delivery of courseware. Reviews completed products for instructional integrity and conformance with standards.

Instructor of Technology and Military Science (ITMS) Degree

8. CCAF Requirements

8.1. Degree Requirements. This program is offered to Air Force and other service enlisted personnel who are assigned to CCAF affiliated schools teaching CCAF degree-applicable courses. Applicants must complete three semester hours of CCAF-approved instructor methodology coursework and hold their career-field-related CCAF degree or equivalent civilian college degree before registration. The journeyman (5) level (or fully qualified equivalent) must be held at the time of program completion. Registrants must complete the program within two years from initial date of registration and complete a documented 12 semester (120 contact hours) CCAF Teaching Internship.

Semester Hours	
Technical Education.....	24
Leadership, Management, and Military Studies.....	6
Physical Education.....	4
General Education.....	15
Program Elective.....	15
Technical Education; Leadership, Management, and Military Studies; or General Education	
Total.....	64

8.1.1. Technical Education (24 Semester Hours). Applicants must complete a minimum of 12 semester hours of Technical Core subjects/courses. The remaining semester hours can come from Technical Core/Technical Elective courses.

8.1.2. Leadership, Management and Military Studies (6 Semester Hours). Satisfied through professional military education and/or civilian management courses, or through testing credit.

8.1.3. Physical Education (4 Semester Hours). Completing Basic Military Training satisfies this requirement.

8.1.4. General Education (15 Semester Hours): Applicable courses must meet the criteria for application of courses to the General Education Requirements (GER) and be in agreement with the definitions of applicable general education subjects/courses as provided in the CCAF General Catalog.

8.1.5. Program Elective (15 Semester Hours): Applicants can satisfy these hours with applicable Technical Education; Leadership, Management, and Military Studies; or General Education subjects/courses, including natural science courses meeting GER application criteria. Nine semester hours of CCAF degree applicable technical credit otherwise not applicable to this program may be applied. See the CCAF General Catalog for details regarding the Associates of Applied Science for this specialty.

8.2. Additional off-duty education is a personal choice that is encouraged for all. Individuals desiring to become a PME instructor should be actively pursuing an Associate Degree. A degreed faculty is necessary to maintain accreditation through the Southern Association of Colleges and Schools.

Section C - 8T000 Training Requirements

9. Special Duty Qualification Requirements

9.1. Purpose. To summarize the minimum requirements necessary to prepare individuals for instructor duty.

9.2. Knowledge. Knowledge of the following areas is mandatory: principles, techniques and methods of instruction; use of visual aids; learning processes; curriculum development; education and training evaluation, and counseling methods and techniques.

9.3. Education. For entry into this SDI, applicants must hold at least an Associate Degree or higher from a regionally accredited postsecondary institution or be able to complete this requirement within one year (no more than 12 semester hours remaining).

9.4. Training. The following training is mandatory as indicated:

9.4.1. Completion of a certified resident PME course is mandatory. The course must be equal to or higher than the course in which member is assigned duty.

9.4.2. Completion of the EPME Instructor Course: required for those personnel who will instruct, develop, or supervise instruction of PME courses. **Exception:** personnel listed in paragraph 10.1.3.2.

9.5. Experience. For entry into this SDI, prior qualification in any AFSC at the 5-skill level or higher (3-skill level if no 5-skill level exists) is mandatory. It is desirable, but not required, for NCOs selected for this special duty to have deployment experience supporting a contingency operation or AEF deployment.

9.6. Other. See SPECAT guide for further requirements. The SPECAT guide may be accessed through the AFPC secure website.

Section C – 8T000 Training Requirements

10. Enlisted PME Instructor Qualification Training Requirements. Although the SDI 8T000 is awarded upon entry into PME special duty, all 8T000 assigned personnel must meet specific training requirements to be considered qualified. EPME instructors must satisfy initial instructor qualification training (IIQT) and lesson qualification training (LQT) requirements. This two-step approach ensures instructors possess the subject matter expertise required to teach EPME courses. Instructors can complete IIQT and LQT requirements simultaneously. Schools may supplement these requirements as they see fit. Further, qualified instructors must complete additional training requirements prior to being assigned as an instructor trainer (IT).

10.1. Initial Instructor Qualification Training (IIQT) Requirements.

10.1.1. Purpose. This section establishes the minimum mandatory training requirements for IIQT. It defines the minimum acceptable IIQT, while being flexible enough to allow individual schools to tailor their training programs to fit faculty needs and mission requirements. ***IIQT requirements are considered complete when all pre-service education, teaching internship, core tasks, and oral/written proficiency requirements are met.***

10.1.2. Applicability. These IIQT requirements apply to all PME schools. Each instructor is required to complete a thorough training program to be considered a qualified instructor. The table below outlines IIQT requirements.

IIQT REQUIREMENTS	
Requirement	Paragraph/Page No.
Pre-service Education	10.1.3.
Teaching Internship	10.1.4.
Core Tasks	pg. 25-32
Oral/Written Proficiency	10.1.6.

10.1.3. Pre-service Education. The initial skills provided by this course are considered minimum requirements which must be met prior to full qualification as an 8T000 instructor. New instructors should complete EPMEIC prior to IIQT. This ensures the instructors receive a good foundation before entering the EPME classroom. See the *USAF EPME Procedural*

Guidance for examples of actions that can be completed before attending EPMEIC.

10.1.3.1. All individuals assigned to duties involving instruction, supervision of instruction, or curriculum development **must complete the EPMEIC before teaching or developing any EPME course**. If a new hire is a previous EPMEIC graduate, coordinate a waiver of attendance with justification through the owning MAJCOM to EPME Academic Affairs/DE through EPME Academic Affairs/DOP. Prior instructors must re-attend EPMEIC if more than five years have passed since the instructor last performed instructor duty.

10.1.3.2. Attendance at EPMEIC is optional for NCOA and AFSNCOA Commandants and not required for EPME MAJCOM Managers, HQ USAF/A1DLE, or Barnes Center Senior Enlisted Leader.

10.1.4. Teaching Internship. Instructors should teach a variety of lessons during their enrollment in the internship. However, new instructors do not have to teach every PME lesson to complete teaching internship requirements. The **minimum** number of contact hours needed to meet the requirements of the teaching internship is broken out by category below:

TEACHING INTERNSHIP HOURLY REQUIREMENTS	
	HOURS
(1) Classroom Instruction	120*
(2) Lesson Plan Preparation (to include preparation and use of audiovisual aids)	30
(3) Student Test Administration and Review	Any combination of all 4 areas that total 30 hrs
(4) Academic Counseling of Students	
(5) Feedback on Instructor Performance	
(6) Subject Matter Testing	
TOTAL INTERNSHIP HOURS	180

* **NOTE:** All assigned instructors will teach 120 hours of PME classroom instruction to meet IIQT requirements. Use the IIQT Checklist to document these hours. Recommend instructors be observed for as many of the 120 hours as possible. However, the first 36 hours (10 hours of Managerial Communication, 14 hours of Military Professional/Operational Airman, and 12 hours of Unit Manager) must be under the direct observation of another qualified instructor. After completing 36 hours of observed teaching, individuals may teach the remainder of their 120-hour requirement unobserved at the discretion of the Commandant based on the recommendation of the instructor's trainer. However, before instructors teach ANY lessons (IIQT or LQT) for the first time unobserved, they must review the lesson with their trainer, and a lesson qualified instructor must be available in the school to provide assistance as required. Individual schools have the authority to increase direct observation hour requirements as they deem necessary based on the trainee's performance and ability.

10.1.4.1. Per *CCAF Campus Affiliations Policies, Procedures and Guidelines*, the teaching internship requires documentation that the instructor was informed of the following information:

10.1.4.1.1. Affiliated school's subject matter testing process requirements used to assess instructor competence on course materials being taught. Instructors must score a minimum of

90% **on all objectively evaluated exercises and evaluations**. Further, instructors must receive a minimum of 90% **or Go/No Go as applicable on all performance evaluations to include communication skills**.

10.1.4.1.2. Supervision and evaluation procedures. As a minimum, instructors must teach at least one lesson every class throughout the completion of their teaching internship and have a qualified instructor trainer (para.10.3) evaluate their performance. Document evaluation results on an Instructor Evaluation Checklist, as outlined in *USAF EPME Procedural Guidance*. Maintain these evaluations in the instructor's faculty folder. Once the instructor completes all teaching internship requirements, schools will conduct further evaluations per the *USAF EPME Procedural Guidance* and local guidance.

10.1.4.1.3. Documents used to track and certify faculty qualification training. Use the IIQT Checklist to document and track completion of all teaching internship requirements. File the IIQT Checklist in Section 3 of the instructor's faculty folder.

10.1.4.1.4. Procedures describing the teaching internship completion process. Explain teaching internship hourly requirements. See *USAF EPME Procedural Guidance* for detailed teaching internship completion process.

10.1.5. Core Task Requirements. All PME instructor core task requirements can be found in part II of this CFETP. Instructors must complete all core task requirements before the Commandant submits teaching internship completion data to CCAF.

10.1.6. Oral and Written Proficiency Requirements. Instructors meet oral and written proficiency requirements as outlined in paragraphs 22 – 27 of the *USAF EPME Procedural Guidance* through attendance at EPMEIC, subject matter testing, and evaluations conducted throughout the IIQT process.

10.2. Lesson Qualification Training (LQT).

10.2.1. Purpose. This area outlines the requirements necessary to ensure a standardized instructor lesson qualification program. Use the following procedure to track instructor lesson qualification training:

10.2.1.1. Use the Instructor Lesson Qualification Log to document **all instructor lesson qualification training**. Once instructors demonstrate subject-matter expertise and instructional ability (via direct observation, formal IST or one-on-one IST with their trainer), they are considered qualified on a lesson. Instructors must continue to expand their subject matter expertise and instructional abilities by becoming qualified on **every** lesson for the level of EPME they currently teach.

10.2.1.2. LQT is complete once instructors qualify on every lesson for the level of EPME they currently teach. Continue to update instructor qualification accordingly when EPME Academic Affairs revises lessons or adds new lessons to the curriculum. File the Instructor Lesson Qualification Log in Section 1 of the instructor's faculty folder.

10.3. Instructor Trainer (IT) Requirements.

10.3.1. Purpose. To establish the training requirements necessary to prepare qualified instructors to train and supervise trainees.

10.3.2. Applicability. These IT requirements apply to all 8T000s in teaching positions and must be completed prior to training and supervising new instructors. The requirements are listed below:

- Complete IIQT
- Complete LQT
- Teach three additional classes after completing IIQT and LQT. Commandants must exercise caution regarding this requirement. Three classes is the minimum--more classes may be needed to attain the necessary level of expertise.
- Conduct and document 10 hours of in-service training
- Complete core task training

11. Faculty Continuation Training & Professional Development.

11.1. In-Service Training (IST).

11.1.1. Purpose. Ensures instructors are prepared to teach and are current on all applicable policies and procedures. In-service training is a mandatory training requirement to the extent required by an organization's mission, the readiness of its faculty to execute that mission, and changing curriculum.

11.1.2. Responsibilities/Minimum Requirements. Commandants must ensure each 8T000 receives *at least* 32 hours of IST annually. EPME Academic Affairs/DE ensures each 8T000 instructional designer in a teaching position receives *at least* 32 hours of IST annually. Some suggested opportunities for IST include providing faculty members training on new lessons, improvement opportunities identified through inter-/intra-flight analysis comparisons, group norming evaluations of verbal and written assignments, schoolhouse updates on policies and/or procedures, outbriefs from worldwide conferences, and one-on-one informal feedback on lesson presentations.

11.1.3. Documentation. Document in-service training via the IST and PD Log.

11.2. Professional Development.

11.2.1. Purpose. Air Force PME programs require 8T000s to exemplify professional conduct and attributes desired in Air Force noncommissioned officers. Personnel are encouraged to take the initiative in their own professional development and seek off-duty educational opportunities, attend Air Force/civilian sponsored workshops and seminars, maintain memberships in professional organizations and support their activities, as well as seek leadership positions outside the PME environment.

11.2.1.1. Responsibilities/Minimum Requirements. Professional development programs must support the Air University mission through maintaining/expanding expertise in academic disciplines taught. Commandants must ensure that each 8T000 receives *at least* 12 hours of professional development annually. The Dean, EPME Academic Affairs, is responsible for

ensuring each 8T000 instructional designer receives *at least* 12 hours of professional development annually. Professional development is a shared responsibility between the individual and his or her supervisor. The Dean, EPME Academic Affairs/commandants have the discretion in determining how much and what type of professional development opportunities will meet the personal and professional needs of the faculty. The Dean, EPME Academic Affairs/Commandants are responsible for identifying sources of professional development and programming the resources necessary to accomplish the training.

11.2.2. Documentation. Document Professional Development via the IST and PD Log.

Section D – Resource Constraints

12. Purpose.

12.1. Manpower. PME requires a selectively-manned controlled duty assignment in accordance with the SPECAT guide.

12.1.1. Instructors. PME requires instructors to have an associate degree from a regionally or nationally accredited post-secondary institution. Applicants within one year of degree completion (52 semester hours—updated in the CCAF web database) may apply. Instructors must also be graduates of a certified resident PME course at a level equal to or higher than the position for which the instructor will perform duty.

12.1.2. Support personnel. PME requires educational technologists, administrative personnel, and subject matter experts to develop, produce, deliver and administer resident and DL course materials and software.

12.1.3. Subject Matter Experts. PME requires experts in applicable fields to facilitate curriculum development in accordance with the Air Force Institutional Competency List.

12.2. Training. PME requires mandatory training to gain fully qualified proficiency status.

12.2.1. EPMEIC. Required pre-service education to prepare faculty for instructional or curriculum development duties.

12.2.2. Commandant Orientation Course. Course designed and implemented by the EPME Academic Affairs in order to prepare selected personnel to assume commandant duties.

12.2.3. Information Technology.

12.3. Facilities. PME requires dedicated facilities and support infrastructure to support PME production requirements. Currently, insufficient facilities exist to support required ALS and NCOA throughput by current AFI 36-2301, PME Policy, Developmental Education (DE), and HAF/A1D Program Requirements Document (PRD) for resident DE school production.

Part II

Section A – Specialty Training Standard

1. Implementation. This Specialty Training Standard (STS) is for use by personnel who possess SDI 8T000 and is mandatory for those performing management, instructor or support duties within the PME program. An STS/JQS will be maintained for all 8T000 personnel performing duties as instructors regardless of rank. Retain copies of all training records for 8T000 personnel when no longer assigned duties in direct support of classroom instruction.

2. Purpose. As prescribed in AFI 36-2201, *Air Force Training Program*, this STS:

2.1. Provides documented certification for OJT.

2.1.1. Column 1 (Task and Technical Reference) lists the most common tasks and technical references (TR) necessary for Airmen to perform duties in the SDI 8T000. Identify current duty position requirements in AFTR or by circling letters and numbers where applicable; those tasks not identified or circled are deferred. To identify additional 8T000 requirements, create an entry or entries on an AF Form 797. Defer tasks when they are not applicable to the current job assignment.

2.1.3. Column 3 is used to record the date tasks are started. Column 4 is used to record the date task training is completed. The trainee and trainer initial in Columns 5 and 6 to certify task completion per designated standards. **(As a minimum, use the following column designators: Start Date, Completion (Comp) Date, Trainee’s Initials, Trainer Initials)**

2.2. The STS becomes a job qualification standard (JQS) for on-the-job training when established in AFTR or placed in AF Form 623, *On-The-Job Training Record*, and used according to AFI 36-2201. When used as a JQS, the following requirements apply:

2.2.1. Documentation. Documentation procedures are provided in AFI 36-2201. In order to avoid duplication and to prevent confusion due to AFI changes, use documentation procedures as described in the current instruction.

NOTE: AFCFMs may supplement these minimum documentation procedures as needed or deemed necessary for their career field.

2.2.1.1. Transcribing from old to new CFETP. As stated in 2.2.1., documentation procedures are provided in AFI 36-2201. In order to avoid duplication and to prevent confusion due to AFI changes, use documentation procedures as described in the current instruction.

2.2.1.2. Decertification and Recertification. As stated in 2.2.1., documentation procedures are provided in AFI 36-2201. In order to avoid duplication and to prevent confusion due to AFI changes, use documentation procedures as described in the current instruction.

2.2.2. Performance Standard. Tasks are trained and qualified to the “Go” level. Go means the individual can perform the task without assistance and meet local demands for accuracy, timeliness, and correct use of procedures.

2.2.3. Automation Authorization. The Air Force Training Record (AFTR) System is the current authorized automation of the CFETP. AFTR will be implemented and utilized by 8T000 personnel as directed by the 8T000 AFCFM. Utilization of any replacement system will be at the direction of the 8T000 AFCFM.

BY ORDER OF THE SECRETARY OF THE AIR FORCE OFFICIAL

DARRELL. D. JONES
Lieutenant General, USAF
Deputy Chief of Staff, Manpower, Personnel, and Services

SPECIALTY TRAINING STANDARD					
TASKS AND TECHNICAL REFERENCES	CERTIFICATION				
	CORE TASKS	START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS
1. GENERAL					
1.1. ADMINISTRATION TR: AFI 34-104; AFI 33-360 V1, AFH 33-337; Local Directives					
1.1.1. Interpret and explain Air Force, MAJCOM and local regulations and directives					
1.1.1.1. AFI 36-2301, Developmental Education	*				
1.1.1.2. USAF EPME Procedural Guidance	*				
1.1.1.3. 8T000 CFETP	*				
1.1.1.4. CCAF PPG	*				
1.1.2. Document AFTR	*				
1.1.3. Develop operating instructions					
1.1.4. Prepare general correspondence					
1.2. USE AUDIOVISUAL AIDS TR: Local Directives					
1.2.1. Operate audiovisual equipment	*				
1.2.2. Perform basic audiovisual equipment maintenance	*				
1.3. RESOURCE MANAGEMENT					
1.3.1. Course Materials TR: Local Directives					
1.3.1.1. Review, organize, and control course-related materials (handouts, student guides and visual aids)					
1.3.1.2. Prepare course materials for reproduction					
1.3.2. Supply/Equipment					
1.3.2.1. Manage Supply Accounts TR: AFMAN 23-110					
1.3.2.1.1. Requisition supply materials					
1.3.2.1.2. Maintain supply discipline					
1.3.2.2. Manage Equipment Accounts TR: AFMAN 23-110					
1.3.2.2.1. Requisition equipment items					
1.3.2.2.2. Inventory equipment items					
1.3.3. Budget TR: Resource Manager's Handbook; Local Directives					
1.3.3.1. Prepare and execute annual budget					
1.3.3.2. Prepare and execute unfunded requirements					
1.3.3.3. Plan/budget for technology upgrades					
1.3.3.4. Plan/budget for facility improvements					
1.3.4. Facilities					
1.3.4.1. Identify/report unsafe local conditions, practices, and building maintenance					
1.3.4.2. Report or correct noted deficiencies					
1.3.5. Personnel Management TR: AFI 38-201					
1.3.5.1. Assess, review and manage manpower					
1.3.5.2. Use Unit Manpower Document					
1.3.5.3. Use Unit Manpower and Personnel Roster					
1.3.5.4. Forecast manpower requirements					
1.3.5.5. Explain SPECAT requirements					
1.3.5.6. Explain hiring procedures					
1.3.5.7. Recruiting TR: Local Directives					
1.3.5.7.1. Recruit/interview candidates					
1.3.5.7.2. Recommend/Select individuals for EPME positions					

SPECIALTY TRAINING STANDARD (Cont.)					
TASKS AND TECHNICAL REFERENCES	CERTIFICATION				
	CORE TASKS	START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS
1.4. STAFF and FACULTY					
1.4.1. Supervision TR: AFI 36-2103; Local directives					
1.4.1.1. Plan orientation of new personnel					
1.4.1.2. Explain policies, procedures and other directives to peers and subordinates					
1.4.1.3. Analyze work					
1.4.1.4. Prioritize work					
1.4.1.5. Establish work methods					
1.4.1.6. Establish performance standards					
1.4.1.7. Plan work assignments					
1.4.1.8. Supervise activities of personnel					
1.4.1.9. Evaluate individual performance					
1.4.1.10. Complete performance evaluation					
1.4.2. Faculty Development TR: AFI 36-2201; AFI 36-2301; 8T000 CFETP; CCAF PPG; EPME PG					
1.4.2.1. Identify training requirements					
1.4.2.2. Perform Affiliated School Liaison duties					
1.4.2.3. Maintain EPME Faculty Folders					
1.4.3. Determine Individual Training Needs TR: 8T000 CFETP; EPME PG; CCAF PPG; Local directives					
1.4.3.1. Evaluate skills/qualifications					
1.4.3.2. Schedule personnel for training					
1.4.3.3. Develop training objectives					
1.4.3.4. Develop training plans					
1.4.3.5. Select qualified trainers					
1.4.3.6. Counsel trainees on training progress					
1.4.3.7. Monitor effectiveness of training					
1.4.3.8. Maintain training records					
1.4.3.9. Complete IIQT documentation					
1.4.3.10. Complete LQT documentation					
2. INSTRUCTION					
2.1. INSTRUCTOR METHODOLOGIES TR: AFM 36-2236					
2.1.1. Present an informal lecture	*				
2.1.2. Conduct a guided discussion	*				
2.1.3. Conduct/administer case studies and/or exercises	*				
2.2. CURRICULUM TR: 8T000 CFETP; EPME PG					
2.2.1. Personalize lesson plans	*				
2.2.2. Develop, organize, and review visual aids	*				
2.2.3. Post curriculum changes	*				
2.3. EVALUATION					
2.3.1. Objective Tests TR: AFMAN 36-2236; USAF EPME PG; Local Directives					
2.3.1.1. Administer objective examinations and/or diagnostic examinations/exercises	*				
2.3.1.2. Grade objective examinations and/or diagnostic examinations/exercises	*				
2.3.1.3. Conduct examination review	*				
2.3.1.4. Interpret summary test and item statistics	*				
2.3.1.5. Conduct objective test group remediation	*				
2.3.1.6. Provide student feedback	*				

SPECIALTY TRAINING STANDARD (Cont.)					
TASKS AND TECHNICAL REFERENCES	CERTIFICATION				
	CORE TASKS	START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS
2.3.2. Performance TR: AFMAN 36-2236; USAF EPME PG					
2.3.2.1. Conduct performance evaluations	*				
2.3.2.2. Grade performance evaluations	*				
2.3.2.3. Conduct performance evaluation feedback	*				
2.3.2.4. Conduct performance feedback remediation	*				
2.3.2.5. Conduct performance re-evaluation	*				
2.4. IGECKO TR: USAF EPME PG					
2.4.1. Instructor Tasks					
2.4.1.1. Verify duty roster for flight	*				
2.4.1.2. Load student assessment scores	*				
2.4.1.3. Load instructor points	*				
2.4.1.4. Open test screen for student input	*				
2.4.1.5. Interpret statistics found on Test Summary Screen	*				
2.4.1.6. Document remediation counseling	*				
2.4.1.7. Execute redline action	*				
2.4.2. Registrar Tasks					
2.4.2.1. Load OTA/MILPDS/Citrix file					
2.4.2.2. Assign/edit class lineup					
2.4.2.3. Check students into the system					
2.4.2.4. Edit/modify student information					
2.4.2.5. Assign, edit, modify staff data					
2.4.2.6. Verify awards					
2.4.2.7. Run reports					
2.4.2.8. Close-out class					
2.4.2.9. Report graduates using applicable data management system (i.e. OTA, MILPDS, , iGecko)					
2.4.3. Test Management Tasks					
2.4.3.1. Select appropriate test for administration in iGecko					
2.4.3.2. Review remediation counseling forms for proper documentation					
2.4.3.3. Activate peer/instructor leadership point function					
2.4.3.4. Review summary data prior to graduation					
2.4.3.5. Sort DG scores					
2.4.3.6. Sort leadership voting scores					
2.4.4. Test Control Procedures TR: USAF EPME PG; Local Directives					
2.4.4.1. Apply test control procedures					
2.4.5. Lesson Critiques TR: AFI 36-2301; EPME PG					
2.4.5.1. Administer lesson critiques	*				
2.5. CLASSROOM ENVIRONMENT TR: AFMAN 36-2236; Local Directives					
2.5.1. Introduce guest speakers					
2.5.2. Maintain classroom control					
2.5.3. Prepare classrooms for instructional periods					

SPECIALTY TRAINING STANDARD (Cont.)					
TASKS AND TECHNICAL REFERENCES	CERTIFICATION				
	CORE TASKS	START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS
2.6. COURSE MANAGEMENT TR: AFI36-2205; USAF EPME PG; Internal Evaluation Guide, Master Task Listing; Local Directives;					
2.6.1. Develop annual class schedule					
2.6.2. Establish class schedules					
2.6.3. Plan and conduct graduation activities					
2.6.4. Maintain student administrative records					
2.6.5. Determine training quota allocations					
2.6.6. Manage course documents					
2.6.7. Access EPME Policy/Academic/Barnes Center CoP	*				
2.6.7.1. Download materials	*				
2.6.7.2. Submit EPME 401s					
2.6.8. Identify and schedule guest speakers or subject matter experts					
2.6.9. Convene an Academic Review Board/Disciplinary Review Board					
2.6.10. Administer student awards program					
2.6.11. Explain student release procedures					
2.6.12. Advise academic review boards					
2.6.13. Maintain curriculum reference materials					
2.6.14. Monitor/coordinate billeting/travel arrangements					
2.6.15. Administer course critiques	*				
2.6.16. Perform TCO duties in accordance with PG					
2.6.17. Perform Test Data Analysis in accordance with IEG					
2.7. STUDENT MANAGEMENT TR: USAF EPME PG; Local Directives					
2.7.1. Conduct student in/out processing	*				
2.7.2. Explain student awards program	*				
2.7.3. Evaluate student leadership and assign points appropriately	*				
2.7.4. Student Discipline TR: AFI 36-2618; Core Values Booklet; USAF EPME PG					
2.7.4.1. Evaluate students: participation, attitude and conduct	*				
2.7.4.2. Identify and correct inappropriate student behavior pertaining to participation, attitude and conduct	*				
2.7.4.3. Complete appropriate documentation	*				
2.8. COUNSELING TR: AFMAN 36-2236; USAF EPME PG; Local Directives					
2.8.1. Counsel students on course matters	*				
2.8.2. Counsel students on personal matters	*				
2.8.3. Document student counseling	*				
2.9. INSTRUCTOR TRAINING					
2.9.1. Certify instructor training completion TR: 8T000 CFETP; EPME PG; AFI 36-2201					
2.9.1.1. Explain IIQT process					
2.9.1.2. Certify PME teaching internship completion					
2.9.1.3. Conduct/document In-Service Training (IST)					
2.9.1.4. Use the Instructor Evaluation Checklist					
2.9.1.5. Explain the PME Teaching Competencies					
2.9.1.6. Document AFTR					

SPECIALTY TRAINING STANDARD (Cont.)

TASKS AND TECHNICAL REFERENCES	CERTIFICATION				
	CORE TASKS	START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS
3. CURRICULUM DEVELOPMENT TR: AFMAN 36-2236; AFM 36-2235V10; USAF EPME PG; Local Directives					
3.1. DEVELOP CURRICULUM					
3.1.1. Determine instructional needs					
3.1.2. Determine course goal					
3.1.3. Determine student learning outcome					
3.1.4. Research topics					
3.1.5. Determine lesson title and number					
3.1.6. Format lesson plan (headers/footers, tables, figures, endnotes, etc)					
3.1.7. Determine lesson objectives and samples of behavior					
3.1.7.1. Develop cognitive objectives					
3.1.7.2. Develop cognitive samples of behavior					
3.1.7.3. Develop criterion referenced objectives					
3.1.7.4. Develop affective objectives					
3.1.7.5. Develop affective samples of behavior					
3.1.7.6. Develop psychomotor objectives					
3.1.7.7. Develop psychomotor samples of behavior					
3.1.8. Determine lesson time and timing					
3.1.9. Develop objective tests (cognitive/affective/psychomotor)					
3.1.10. Determine appropriate instructional method					
3.1.11. Determine and organize lesson references					
3.1.12. Determine audio/visual instructional aids					
3.1.13. Determine instructor preparation requirements					
3.1.14. Determine student preparation requirements					
3.1.15. Determine appropriate organizational pattern					
3.1.16. Develop strategy statement					
3.1.17. Determine associated lessons					
3.1.18. Develop scheduling notes					
3.1.19. Develop lesson outline					
3.1.20. Develop introduction and conclusion					
3.1.21. Develop instructor statements					
3.1.22. Develop transitions					
3.1.23. Develop instructor notes					
3.1.24. Develop guided discussion questions and anticipated responses (knowledge/comprehension)					
3.1.25. Develop experiential learning activities					
3.1.26. Develop scenarios that support the IDDP model					
3.1.27. Develop case studies that support the IDDP model					
3.1.28. Develop handouts					
3.1.29. Develop assessment/evaluation instruments (rubrics, rating scales, go/no-go checklists, etc)					
3.1.30. Format student guide (headers/footers, tables, figures, end notes, etc)					
3.1.31. Develop student reading					
3.1.32. Develop homework					
3.1.33. Develop audio/visual instructional aids					
3.1.34. Develop master schedule					
3.1.35. Utilize Learning Content Management System (LCMS)					
3.1.36. Storyboard course material for distance learning					

SPECIALTY TRAINING STANDARD (Cont.)					
TASKS AND TECHNICAL REFERENCES	CERTIFICATION				
	CORE TASKS	START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS
3.2. REVIEW/UPDATE CURRICULUM					
3.2.1. Process Policy, Curriculum, Change Request					
3.2.2. Conduct internal review of curriculum material					
3.2.3. Utilize test performance data to evaluate objective tests					
3.2.4. Utilize student feedback to improve curriculum material					
3.2.5. Make changes to curriculum material					
3.2.6. Publish revised curriculum material					
3.3. MANAGE CURRICULUM					
3.3.1. File curriculum material					
3.3.2. Post curriculum material					
3.3.3. Control test material					
3.3.4. Utilize Learning Management System (LMS)					
3.3.5. Develop course index					
3.3.6. Develop curriculum synopsis					
4. MAJCOM EPME MANAGER TR: AFI 36-2110; AFMAN 36-2236; AFI 36-2301; USAF EPME PG; MAJCOM policies/procedures; DoD/MAJCOM PPBE directives					
4.1. GENERAL					
4.1.1. Advise on EPME policies, procedures, processes and resources.					
4.1.2. Provide feedback on policy, procedures, process to HAF/A1DLE, Barnes Center, MAJCOM/A1, MAJCOM/CC					
4.1.3. Coordinate exception to policy requests					
4.1.4. Organize/conduct MAJCOM conferences/VTCs					
4.1.5. Organize/conduct site visits					
4.1.6. Author/ coordinate MAJCOM instructions					
4.2. MANAGE RESOURCES					
4.2.1. Plan, program, execute O&M funds					
4.2.2. Plan, program, execute TDY funds					
4.2.3. Plan, program, execute unfundeds					
4.2.4. Forecast, manage 8T000 manpower requirements					
4.2.4.1. Advise on/process hiring actions/releases					
4.2.4.2. Coordinate manning assists					
4.2.4.3. Explain and interpret assignment policies					
5. EDUCATION TECHNOLOGIST TR: A Systematic Approach to Media Selection; Courseware Development Guide; Appropriate software users manuals; Local procedures					
5.1. Conduct Media Analysis					
5.1.1. Prepare Instructional Student Factors Rating Sheet					
5.1.2. Prepare Cost Factor Rating Sheet					
5.2. Conduct Storyboard Review					
5.3. Author Courseware					
5.4. Collect Available Media					
5.5. Build Courseware/Video					
5.6. Use Macromedia Tools					
5.7. Use Video Tools					
5.8. Conduct Evaluation					
5.8.1. Conduct External (Small Group Tryout)					
5.8.2. Conduct Internal (Quality Assurance)					

SPECIALTY TRAINING STANDARD (Cont.)					
TASKS AND TECHNICAL REFERENCES	CERTIFICATION				
	CORE TASKS	START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS
6. EPMEIC INSTRUCTOR TR: AFMAN 36-2236					
6.1. INSTRUCT FOUNDATIONAL LESSONS					
6.1.1. Domains of Learning					
6.1.2. Designing Level of Learning Lessons					
6.1.3. Concept Teaching					
6.1.4. Principle Teaching					
6.1.5. Strategy Statements					
6.2. INSTRUCT METHODOLOGIES					
6.2.1. Informal Lecture Method					
6.2.2. Guided Discussion Method					
6.2.3. Case Study Method					
6.2.4. Experiential Method					
7. EPME POLICY MANAGER TR:USAF EPME PG; EPME AAI 10-223; EPME AAI 10-222; EPME AAI 36- 2621; EPME AAI 10-211					
7.1. INTERPRET POLICIES AFFECTING EPME					
7.1.1. AFI 36-2301, Developmental Education					
7.1.2. CCAF Campus Affiliations Policies, Procedures and Guidelines (PPG)					
7.1.3. EPME AAI 10-202, Curriculum Validation and Program Evaluation					
7.2 ADMINISTER EPME POLICY					
7.2.1. Develop and publish EPME Procedural Guidance (PG)					
7.2.2. Review EPME PG annually					
7.2.3. Update and publish PG change messages					
7.2.4. Manage EPME waiver and exception to policy program					
7.2.5. Conduct policy brief at EPMEIC					
7.2.6. Facilitate Utilization and Training Workshop					
7.2.7. Update 8T000 CFETP					
7.3. CCAF LIAISON					
7.3.1. Serve as EPME voting member on the Air Force CCAF Advisory and Policy Council					
7.3.2. Manage CCAF instructor database for EPME schools					
7.3.3. Provide CCAF instructor database training and guidance to EPME faculty					
7.3.4. Create and distribute CCAF Annual Report					
7.3.5. Review and coordinate EPME curricula changes					
7.3.6. Prepare for Compliance Requirements Visits (CRV)					

SPECIALTY TRAINING STANDARD (Cont.)					
TASKS AND TECHNICAL REFERENCES	CERTIFICATION				
	CORE TASKS	START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS
8. EPME DISTANCE LEARNING COURSE MANAGER TR: EPME DISTANCE LEARNING PROGRAMS TR: EPME AAI 10-501					
8.1 INTERPRET POLICIES AFFECTING EPME DISTANCE LEARNING COURSE MANAGEMENT					
8.1.1. AFI 36-2301, Professional Military Education					
8.1.2. EPME Operating Instruction 10-501, Management of Distance Learning Programs					
8.1.3. AFI 36-2201, Vol 4, Air Force Training Program, Managing Advanced Distributed Learning (ADL)					
8.1.4. EPME Program policies for: ALS/NCOA/SNCOA Distance Learning courses					
8.1.5. Air University Education Logistics and Communications (A4/A6) Catalog					
8.1.6. AFI 36-2605, Air Force Military Personnel Testing System					
8.1.7. AFI 36-2502, Airman Promotion Program					
8.1.8. CCAF Advisor's Handbook					
8.2. COURSE DEVELOPMENT AND STUDENT ADMINISTRATION/REGISTRAR SYSTEM (CDSAR) TR: Local Training					
8.2.1. Retrieve, decipher student enrollment data					
8.2.2. Execute student enrollment data updates					
8.3. PERFORM CUSTOMER SERVICE TR: Local Training					
8.3.1. Execute extensions					
8.3.2. Execute reactivations					
8.3.3. Execute waivers and exceptions to policy					
9. STANDARDS AND EVALUATION MANAGER TR: EPME AAI 10-211					
9.1. Develop and publish fiscal year schedule					
9.2. Administer PMR evaluation selection process					
9.3. Design and conduct PMR evaluator training					
9.4. Schedule visits through MAJCOM EPME Managers and EPME faculty					
9.5. Manage and publish PMR and EPME After Action Reports					
9.6. Analyze post-PMR data					
9.7. Conduct and publish trend analysis data					

Section B - Course Objective List

NOTE: Currently, there is no advanced course. This area is reserved.

Section C - Support Material

NOTE: Currently, there are no support material requirements. This area is reserved.

Section D - Training Course Index

1. Purpose. This section of the CFETP identifies training courses available for the SDI 8T000.

2. Air Force In-Residence Courses.

COURSE NUMBER	TITLE	LOCATION
MESC 003	EPME Instructor Course	Maxwell-Gunter

Section E - MAJCOM Unique Requirements

NOTE: Currently, there are no MAJCOM unique requirements. This area is reserved.

LIST OF REFERENCES

AFI 33-112, *Information Technology Hardware Asset Management*

AFI 33-114, *Software Management*

AFI 33-360, *Publications and Forms Management*

AFI 34-104, *Services Marketing and Publicity Program*

AFI 36-2103, *Individualized Newcomer Treatment Orientation (Intro) Program*

AFI 36-2110, *Assignments*

AFI 36-2201, *Air Force Training Program*

AFI 36-2301, *Developmental Education*

AFI 36-2502, *Airman Promotion/Demotion Programs*

AFI 36-2605, *Air Force Military Personnel Testing System*

AFI 36-2618, *Enlisted Force Structure*

AFI 38-201, *Determining Manpower Requirements*

AFH 33-337, *Tongue and Quill*

AFMAN 23-110, *USAF Supply Manual*

AFMAN 36-2234, *Instructional System Development*

AFMAN 36-2236, *Guidebook for Air Force Instructors*

AFECD, *Enlisted Classification Directory*

AFH 36-2235V2, *Information for Designers of Instructional Systems ISD Automated Tools*

AFH 36-2235V3, *Information for Designers of Instructional Systems Application to Acquisition*

AFH 36-2235V5, *Information for Designers of Instructional Systems Advanced Distributed Learning: Instructional Technology and Distance Learning*

AFH 36-2235V10, *Information for Designers of Instructional Systems Application to Education*

Air Force Personnel Center, *SPECAT Guide*

Barnes Center, EPME AAI 10-211, *EPME PMR Program*

Barnes Center, EPME AAI 10-222, *Submission of EPME Curricula to CCAF*

Barnes Center, EPME AAI 10-223, *Submission of CCAF Affiliated School Annual Report*

Barnes Center, EPME AAI 10-501, *Management of Distance Learning Programs*

Barnes Center, EPME AAI 36-2621, *Test Control Procedures*

Barnes Center, *USAF EPME Procedural Guidance*

Barnes Center, *USAF EPME Internal Evaluation Guide*

CCAF, *Campus Affiliations Policies, Procedures and Guidelines*