

**BY ORDER OF THE COMMANDER
AIR EDUCATION AND TRAINING
COMMAND**



**AIR EDUCATION AND TRAINING
COMMAND PAMPHLET 36-2614**

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PERSONNEL

**PRE-COMMISSIONING TERMINAL
LEARNING OBJECTIVES**

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This publication, also referred to as the Pre-Commissioning Terminal Learning Objectives, supports Department of the Air Force Instruction (DAFI) 36-2614, *Pre-Commissioning Education and Training Program*. This pamphlet provides an approved list of terminal learning objectives (i.e., qualitative learning requirements) authored by the Commissioning Training and Education Committee (CTEC). Terminal learning objectives describe what a learner is expected to accomplish upon completion of the instruction. This pamphlet also identifies and defines the knowledge, skills, and attitudes that graduates should demonstrate at the conclusion of their respective pre-commissioning program. It applies to the United States Space Force (USSF), the Regular Air Force, the Air Force Reserve, the Air National Guard, and government-contracted personnel executing and/or directly supporting the pre-commissioning programs identified by this publication. This publication may be supplemented at any level; supplements must be reviewed by the publication office of primary responsibility (OPR) prior to a supplement's certification, approval, and implementation. Refer recommended changes and questions about this publication to the OPR using the Department of the Air Force (DAF) Form 847, *Recommendation for Change of Publication*; route DAF Forms 847 from the field through the appropriate functional chain of command. Ensure all records generated as a result of processes prescribed in this publication adhere to Air Force Instruction (AFI) 33-322, *Records Management and Information Governance Program*, and are disposed in accordance with the Air Force Records Disposition Schedule, which is located in the Air Force Records Information Management System.

SUMMARY OF CHANGES

This interim change revises AETCPAM 36-2614 to ensure compliance with Executive Order 14151, *Ending Radical and Wasteful DEI Programs*; Executive Order 14148, *Initial Rescissions of Harmful Executive Orders and Actions*; Executive Order 14168, *Defending Women from Gender Ideology Extremism and Restoring Biological Truth to the Federal Government*. This interim change removes all language related to diversity equity and inclusion (DEI), diversity, equity, inclusion, and accessibility (DEIA), and gender ideology mandates, policies, programs, preferences, and activities in the Federal Government under whatever name they may have appeared. A margin bar (|) indicates newly revised material.

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1. Overview.

1.1. The terminal learning objectives enumerated in this publication are common to the Total Force, authored by the members of the CTEC, and published by Air Education and Training Command (AETC), Force Development Policy and Integration Division (AETC/A3K). In accordance with DAFI 36-2614, any changes to terminal learning objectives will be proposed by members of the CTEC to the committee for consideration.

1.2. Terminal learning objectives are stated using the verbs outlined in *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (editors, Lorin W. Anderson, David R. Krathwohl; with Peter W. Airasian... [et al.], 2001). The verbs *remember*, *understand*, and *apply* from the revised taxonomy are used to construct cognitive objectives.

1.2.1. *Remember*: Recall facts and basic concepts.

1.2.2. *Understand*: Explain ideas or concepts.

1.2.3. *Apply*: Use information in new situations.

2. Terminal Learning Objectives Guidance.

2.1. This pamphlet spells out terminal learning objectives common to all DAF Military Education Institutions (MEI). Each MEI should align terminal learning objectives with their respective institution's outcomes.

2.1.1. Terminal learning objectives will be assessed utilizing the Department of the Air Force Handbook 36-2675, *Information for Designers of Instructional Systems*, to meet the foundational knowledge of the cognitive objective.

2.1.2. MEIs may associate Airman Foundational Competencies and Space Force Foundational Warfighting Competencies with terminal learning objectives.

2.2. In addition to the terminal learning objectives identified in this pamphlet, MEIs will determine how their courses align with the following higher headquarter guidance:

2.2.1. Department of Defense Instruction (DoDI) 1322.35, Vol 1, *Military Education: Program Management and Administration*, 26 April 2022.

2.2.2. Chairman of the Joint Chiefs of Staff Instruction (CJCSI) 1800.01F, *Officer Professional Military Education Policy*, 15 May 2020.

2.2.3. CJCSI 1810.01, *Outcomes-Based Military Education Procedures for Officer Professional Military Education*, 1 April 2022.

2.2.4. DAFI 36-2614, *Pre-Commissioning Education and Training Program*, 7 Oct 2022.

2.2.5. DAFI 36-2670, *Total Force Development*, 25 Jun 2020.

2.2.6. Air Force Handbook (AFH) 36-2647, *Competency Modeling*, 8 Feb 2022.

3. Terminal Learning Objectives.

3.1. MEIs must establish the foundation for professionally competent, strategic-minded, and critically thinking officers. The terminal learning objectives list will guide each MEI.

3.1.1. Each learning objective's specified level of learning is the minimum required achievement for curriculum development and student evaluation.

3.1.2. MEIs may develop their curriculum to achieve higher levels of cognitive learning at their discretion.

3.2. Terminal Learning Objectives List:

3.2.1. Understand commitment to being a leader of character by applying USAF or USSF core values in various contexts.

3.2.2. Understand various leadership techniques, including emotional intelligence, motivation and inspiration, feedback, coaching, mentoring, delegation, and supervision in team and organizational settings.

3.2.3. Understand critical thinking, systematic problem solving, and risk management to make sound decisions in deliberate and time-critical situations.

3.2.4. Understand a leader's roles and responsibilities related to subordinate development, including evaluations, career progression, and relevant Total Force development guidance.

3.2.5. Understand how to implement and adjust to change at the individual, team, and organizational levels.

3.2.6. Understand tools and techniques for resource management, including information assurance, computer security, and continuous process improvement.

3.2.7. Understand resiliency tools, techniques, and methods to display personal, physical, and moral courage.

3.2.8. Understand the nature of conflict and war, including concepts of military theory, the actors, causes, and types of warfare, the Competition Continuum, Principles of War, and the Law of War.

- 3.2.9. Remember DAF core functions and related capabilities, including how missions are supported in-garrison and how capabilities are applied in joint operations or deployed operations in accordance with applicable doctrine.
- 3.2.10. Understand clear and effective written and verbal communications tailored to recipients and in compliance with DAF standards.
- 3.2.11. Understand interpersonal communication and leadership skills, including understanding others and fostering cohesiveness, confidence, and cooperation to build teams, networks, and organizational relationships.
- 3.2.12. Understand conflict management and negotiation techniques as they apply to the interpersonal, team, and organizational levels.
- 3.2.13. Understand key components of proper media engagement as a DAF member, including the responsible use of personal social media.
- 3.2.14. Remember the roles, relationships, and responsibilities of the Executive Branch, Congress, and Department of Defense as they relate to the formulation of national security policy, control of the military, military strategy, and the basics of the Joint Operational Planning Process.
- 3.2.15. Remember the organizational structures of the Department of Defense and the DAF.
- 3.2.16. Remember the Competition Continuum and threats to US national security interests, including how nations leverage instruments of power to support their interests.
- 3.2.17. Understand fundamental elements of the military justice system, including DoD 5500.07-R, *Joint Ethics Regulation*, professional and unprofessional relationships, and Article 137, Uniform Code of Military Justice.
- 3.2.18. Understand effective followership behaviors in various team and organizational settings.
- 3.2.19. Remember the evolution of DAF culture as it relates to innovation and technology.
- 3.2.20. Understand a professional military image by combining key components of the Profession of Arms (including use of the chain of command, understanding officer and enlisted force structures, practicing customs and courtesies, drill and ceremonies, fitness, and dress and appearance standards).

3.2.21. Understand the key components, purpose, and importance of the Oath of Office, Code of Conduct, and Airman's Creed / Guardian Spirit.

3.2.22. Understand personal and professional growth through self-directed learning, reflection, assessment, and solicited feedback.

3.2.23. Understand DAF policies regarding sexual assault, sexual harassment, substance abuse, suicide prevention, and an officer's responsibility to attend to the well-being of Airmen, Guardians, and their families.

3.2.24. Understand the DAF Equal Opportunity program.

3.2.25. Understand the fundamentals of financial readiness.

JAMES R. SEARS Jr., Maj Gen, USAF
Deputy Commander, Air Education and Training
Command

Attachment 1**GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION*****References***

DoD 5500.07-R, *Joint Ethics Regulation*, 30 August 1993

DoDI 1322.35, Vol 1, *Military Education: Program Management and Administration*, 26 April 2022

CJCSI 1800.01F, *Officer Professional Military Education Policy*, 15 May 2020

CJCSI 1810.01, *Outcomes-Based Military Education Procedures for Officer Professional Military Education*, 1 April 2022

AFI 33-322, *Records Management and Information Governance Program*, 23 March 2020

DAFI 36-2614, *Pre-Commissioning Education and Training Program*, 7 Oct 2022

DAFI 36-2670, *Total Force Development*, 25 Jun 2020

DAFI 90-160, *Publications and Forms Management*, 14 April 2022

DAFMAN 90-161, *Publishing Processes and Procedures*, 15 April 2022

AFH 36-2647, *Competency Modeling*, 8 Feb 2022

AFH 36-2675, *Information for Designers of Instructional Systems*, 15 April 2022

A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives (editors, Lorin W. Anderson, David R. Krathwohl; with Peter W. Airasian... [et al.], 2001)

Prescribed Forms

None

Adopted Forms

DAF Form 847, *Recommendation for Change of Publication*

Abbreviations and Acronyms

AETC—Air Education and Training Command

AFH—Air Force Handbook

AFI—Air Force Instruction

CJCSI—Chairman of the Joint Chiefs of Staff Instruction

CTEC—Commissioning Training and Education Committee

DAF—Department of the Air Force

DAFI—Department of the Air Force Instruction

DAFMAN—Department of the Air Force Manual

DoDI—Department of Defense Instruction

MEI—Military Education Institution

OPR—Office of Primary Responsibility

USAF—United States Air Force

USSF—United States Space Force

Office Symbols

AETC/A3K—Force Development Policy and Integration Division, AETC

Terms

Attitude—(a) The emotions or feelings that influence a learner's desire or choice to perform a particular task. (b) A positive alteration in personal and professional beliefs, values, and feelings that will enable the learner to use skills and knowledge to implement positive change in the work environment. Also, see **Knowledge** and **Skill**.

Competency—A combination of knowledge, skills, abilities, and other characteristics that manifest in observable and measurable pattern of behaviors required for mission success.

Foundational Competencies—A set of accepted and valued competencies (e.g., Airman's Foundational Competencies, USSF Foundational Warfighting Competencies), which enable success across a wide-array of DAF missions, roles, functions, and duties.

Knowledge—Specific information required of an individual to develop the skills and attitudes for effective accomplishment of the jobs, duties, and tasks.

Military Education Institution (MEI)—DoD and foreign education entities that provide education required by the Office of the Secretary of Defense, Military Services, or the Joint Staff, including DoD community colleges.

Outcomes Based Military Education—A Military Education program structure that focuses and organizes everything in an educational system around what students are to know, value, and do successfully at the end of their learning experiences. This means starting with a clear picture of what is important for students to be able to do, then organizing curriculum, instruction, and assessment to ensure this learning occurs.

Office of Primary Responsibility (OPR)—The originating office for a publication or form; the author of the publication or form is an individual, Action Officer, within the OPR. OPRs are solely responsible for the accuracy, currency, and integrity of their publications and forms. (See DAFI 90-160, *Publications and Forms Management*, and DAFMAN 90-161, *Publishing Processes and Procedures*, for details).

Other characteristics—Things, such as attitudes, values, and traits, which often have an emotional or personality component. These “enabling behaviors” include work habits, ways of interacting with others, or manners of conducting oneself that contribute to effective work performance.

Publication—Officially produced, published, and distributed documents issued for compliance, implementation, and/or information. Publications are either directive (e.g., instructions, manuals)

or non-directive (e.g., handbooks, pamphlets). (See DAFI 90-160 and DAFMAN 90-161 for details).

Pre-commissioning Program—A program that consists of education, training, and experiences provided by the Department of the Air Force commissioning sources that provide the basic and essential knowledge, skills, and abilities needed to provide a common foundation for all newly commissioned Department of the Air Force officers.

Skill—A present, observable, and measurable capability to perform related tasks. For example, in the domain of work, example skills may include time management, typing, or physical lifting.

Terminal Learning Objective—An objective the learner is expected to know and accomplish upon completion of the instruction. It is composed of enabling (support or subordinate) objectives.

Total Force—Includes all Airmen and Guardians (Regular Air Force, Regular Space Force, Air Force Reserve, Air National Guard of the United States, DAF civilians, and Civil Air Patrol).