

DEPARTMENT OF THE AIR FORCE  
Headquarters US Air Force  
Washington DC 20330-1490

CFETP 1750 Parts I and II  
13 JANUARY 2022

Certified Current 17 March 2023

## Occupational Series 1750 Instructional Systems Series



*Building a Culture of Learning*

### CAREER FIELD EDUCATION AND TRAINING PLAN

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**CAREER FIELD EDUCATION AND TRAINING PLAN  
INSTRUCTIONAL SYSTEMS SERIES  
OCCUPATIONAL SERIES 17**

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Pages: 60

**INSTRUCTIONAL SYSTEMS SERIES  
OCCUPATIONAL SERIES 1750  
CAREER FIELD EDUCATION AND TRAINING PLAN**

## **Part I**

### **Preface**

**1.** This career field education and training plan (CFETP) is a comprehensive document that identifies lifecycle development opportunities and support resources in accordance with Department of the Air Force Instruction (DAFI) 36-2670, *Total Force Development*. To help Learning Professionals gain the skills and competencies needed in their careers to become innovative leaders, this CFETP introduces a new competency-based force development model to ensure 1750 occupational series personnel are ready and capable of administering, supervising, advising on, designing, developing, or providing educational or training services in formal or informal education and training programs. The 1750 occupational competencies should be used by all Learning Professionals and their supervisors/mentors/commanders to evaluate proficiency throughout a career and guide force development efforts. The CFETP will provide personnel pathways to success and creates a foundation and a new way for the Air Force to ascertain the knowledge, skills, abilities, and other characteristics (KSAO) required to develop the Airmen we need.

**Note:** *Military members occupying associated positions may use Part II as a guide to support duty position qualification training.*

**2.** The CFETP consists of two parts. Supervisors plan, manage, and control development requirements within the occupational series using both parts of the plan.

**2.1.** Part 1 provides information necessary for overall management of the occupational series. Section A details general information on how everyone will use the plan. Section B identifies occupational series duties and responsibilities, competencies and career progression information, training strategies, and a civilian development path. Section C is reserved for future use.

**2.2.** Part 2 includes the following: Section A: identifies the Specialty Training Standard and includes competencies, sub-competencies, and proficiency levels. Section B: course objective list is currently reserved for future use. Section C: identifies available support materials. An example is a competency assessment workbook, which can be utilized to support competency and proficiency development; Section D identifies a training course index a supervisor can use to determine resources available to support development. Included here are both mandatory (new employee/supervisor) and optional courses. Supervisors and trainers use Part 2 to identify, plan, and conduct development commensurate with the overall goals of this plan.

**3.** Guidance in the CFETP provides effective and efficient development at the appropriate points in member's careers.

## Abbreviations/Terms Explained

**Ability** - A present competence to perform an act, either innate or as the result of learning and practice.

**Air Force Career Field Manager (AFCFM)** - The Air Force focal point for the designated career field within a functional community. Serves as the primary advocate for the career field, addressing issues and coordinating functional concerns across various staffs. Responsible for career field policy and guidance.

**Assess** - A systematic method of gathering, documenting, analyzing, and interpreting empirical data to refine plans, programs, and processes to improve effectiveness or efficiency.

**Behavior** - An activity performed to achieve objectives of the job. Involves observable (physical) components and unobservable (mental) components. Behaviors consist of the performance of one or more tasks.

**Coaching** - Relationship where an uncertified or certified professional coach provides technical support focusing on development of mentees based on their identified performance need.

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

**Competency Model** - A collection of competencies that together defines successful performance in a particular work setting. Competency models are the foundation for important human resource functions such as recruitment and hiring, training and development, and retention. Competency models can be developed for specific jobs, job groups, organizations, occupations, or missions. Some competency models include information about the levels of competence, mastery, or proficiency required at different occupational levels.

**Developmental Special Experiences** - Learning activities outside the scope of formal training that have been validated as a potential means to obtain specific foundational, occupational, or joint competencies.

**Distance Learning (DL)** - Structured learning that takes place without the physical presence of the instructor. DL includes video tele-seminar, interactive video tele-training, video tele-training, Career Development Courses (CDC), internet-based instruction (IBI), and CBT. Also includes formal courses that a training wing or a contractor develops for export to a field location (in place of resident training) for trainees to complete without on-site support of a formal training instructor.

**Education** – Formal and informal learning focused on general bodies of knowledge, principles within a given discipline, and habits of the mind. This type of learning is applicable to a broad spectrum of foundational and/or occupational competencies.

**Education and Training Course Announcements (ETCA)** - An Internet information resource located at <https://cs2.eis.af.mil/sites/app10-etca/SitePages/home.aspx#Home> or via the AF Portal and contains procedures, course information, funding information, reporting instructions, and

listings for formal and AF ancillary courses conducted or managed by the MAJCOMs or other agencies.

**Experiential Learning** - Direct experiences, field exercises, internships, or simulations, which enhance and expand an individual's foundational and/or occupational competencies. This type of learning activity provides challenging environments, broadens perspectives, encourages reflective thinking, introduces new or enhances existing competencies, and allows for the observation of a learner's real-time actions.

**Force Development** - The deliberate effort to maximize force readiness through a variety of recruiting, educational, training, and experiential learning activities, opportunities, and services ensuring all Airmen possess the competencies they need to meet Air Force mission requirements.

**Formal Mentoring** - Professional and individual development of mentees. Characteristics of formal mentoring include establishment of a mentoring strategy with specific objectives, expectations, and outcomes that are connected to the benefits of the organization.

**Foundational Competencies** - A set of accepted and valued competencies (e.g., Airman's Foundational Competencies), which enable success across a wide array of DAF missions, roles, functions, and duties. AFH 36-2647, *Competency Modeling*, contains a complete list of foundational competencies and defining characteristics. OCR for foundational competencies is HQ AETC/A3J

**Functional Manager (FM)** - Senior leaders, designated by the appropriate functional authority, who provide day-to-day management responsibility over specific functional communities.

**Informal Mentoring** - Unstructured mentoring with no planned objectives and expectations where the mentoring relationship may last a long time with an emotional commitment.

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

**Mentee** - Individual who desires to expand his/her knowledge and skills by gaining advice from a more experienced individual.

**Modeling** - The process of creating or expressing a simplified or idealized understanding of a process or system, which maintains general relationships between its fundamental aspects in order to make improvements using general concepts, structures, or rules.

**Occupational Competencies** - Competencies required by an individual to successfully execute a mission, role, function, job, task, or duty within a designated or specified workforce category or group of functions requiring similar work (e.g., Aircraft Maintenance, Civil Engineering, and Nursing).

**On-The-Job Training (OJT)** - Hands-on, "over-the-shoulder" training conducted to certify personnel in both upgrade (skill level award and job qualification) and position certification training.

**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.

**Psychometrics** - A field of study concerned with the theory and techniques for objective measurement of psychological constructs (e.g., aptitudes, skills, personality characteristics).

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

**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.

**Specialty Training Requirements Team** - Air Force career field managers use this forum and quality control tool to determine and manage career field education and training requirements.

**Specialty Training Standard (STS)** - An Air Force publication (typically inserted as Part II of the CFETP) that describes an AFS in terms of tasks and identifies knowledge that an Airman in that specialty may be expected to perform or to know on the job.

**Standard** - A predetermined quality or quantity, against which performance skills and knowledge are measured. 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.

**Total Force** - All-inclusive term used to categorize the individuals that comprise the Air Force organization; includes the Regular Air Force, Air National Guard and Air Force Reserve military personnel, and Department of the Air Force civilian personnel.

**Training** - A set of events or activities presented in a structured or planned manner through one or more media for the attainment and retention of knowledge and skills required to meet specific function or job performance requirements. This involves the coaching and mentoring of Airmen, resulting in proficiency development.

**Validation** - The process of determining if a model’s or program’s implementation actions accurately reflects the conceptual description and specifications and used to determine reliability, suitability, and usefulness, whereby all the data and associated records are confirmed error-free and accurately reflect the planned attributes and parameters as identified in planning documents.

**Utilization and Training Workshop (U&TW)** - A forum of the AFCFM, FMs, SMEs and AETC personnel to determine career ladder training requirements.

## Section A – General Information

**1. Purpose.** This CFETP provides a consolidated framework for commanders, training managers, supervisors, and trainers to plan, develop, manage, and conduct an effective and efficient development program. The plan outlines the training and competencies individuals in this occupational series should obtain in order to develop and progress throughout their careers. This plan identifies competencies, proficiency levels, and proficiency development requirements. The CFETP has several purposes—some are:

**1.1.** Serves as a management tool to plan, manage, conduct, and evaluate a training program. It is also used to help supervisors identify training and development at the appropriate point in an individual's career.

**1.2.** Identifies competencies, sub-competencies, and proficiency levels and recommends education and training throughout each phase of an individual's career.

**1.3.** Lists training courses available in the occupational series, identifies sources of training, and the training delivery method.

**1.4.** Identifies major resource constraints that impact full implementation of the desired occupational series training process.

**2. Usage.** The plan should be used by supervisors at all levels to ensure comprehensive and cohesive training and development programs are available for each individual in the occupational series. Individuals should review career goals and progression with supervisors and mentors during scheduled performance feedback and mentoring sessions.

**2.1.** AETC training personnel develop or revise formal resident, nonresident, field and exportable training based upon requirements established by the users and documented in Part 2 of the CFETP. They also work with the Air Force Career Field Manager to develop acquisition strategies for obtaining resources needed to provide the identified training.

**2.2.** Supervisors and work center managers ensure their training programs complement the CFETP competency and proficiency level requirements. On-the-job training, resident training, and contract training or exportable courses can enhance identified requirements.

**2.3.** Each individual completes the applicable competency and proficiency level requirements specified in this plan. The list of courses in Part 2 is used as a reference to support and enhance training and development requirements. Additional learning opportunities are outlined in the competency assessment workbooks.

**3. Coordination and Approval.** The Air Force Career Field Manager and 1750 Functional Manager are co-approval authorities and the Functional Manager will initiate an annual review of this document to ensure currency and accuracy. Senior leader 1750 learning agency representatives will identify and coordinate on the career field training and development requirements.

## **Section B – Career Progression and Information**

### **4. Specialty Description.**

**4.1. Specialty Summary.** This series includes professional positions the duties of which are to administer, supervise, advise on, design, develop, or provide educational or training services in formal education or training programs (OPM TS-104, *Instructional Systems Series, GS-1750*). The work requires knowledge of learning theory and the principles, methods, practices and techniques of one or more specialties of the instructional systems field. The work may require knowledge of one or more subjects or occupations in which educational or training instruction is provided. Positions included in this series may be found in any of the following types of settings:

**4.1.1.** Programs of education paralleling State elementary and secondary schools, or special education programs.

**4.1.2.** Programs of instruction in military or civilian occupational specialties or fields.

**4.1.3.** Programs of formal academic and professional education of an undergraduate or graduate level.

**4.1.4.** Programs of general education for particular groups, such as disadvantaged youths or adults.

**4.2. Duties and Responsibilities.** Positions in this series typically involve performing duties described in one or more of the following nine functional categories. The examples are not intended to be restrictive or all-inclusive.

**4.2.1. Occupational Analysis.** In conducting analyses of occupational areas or jobs to determine the requirements for revision of existing instructional systems or development of new training programs, employees use any or all of these techniques: job interviews, questionnaires, surveys, direct observation of workers, and reviews by panels of experts. Apply engineering data and specifications as the basis for the job analysis where new equipment creates the need for new training, and input from job incumbents is not possible. Develop the instruments used in collecting and recording job data. Develop listings of the duties, tasks, and elements necessary to perform the job through statistical analysis of the collected data. Select from these lists the tasks requiring training. Develop measures of job performance. Analyze existing courses. Choose instructional settings.

**4.2.2. Instructional Design.** In planning, coordinating, and developing components of instructional design based on the findings of occupational analysis, employees determine the learning objectives and task learning relationships, cluster learning events, organize course content, and develop instruction design plans. Analyze learning problems, select teaching strategies using appropriate models, and develop course plans using this information. Identify tasks that can be efficiently and effectively supported by job or skill performance aid. Select suitable performance measures or develop new measures required to document effectiveness. Develop learning maps and perform learning analyses from the initial learning levels through the



operating levels of tasks or jobs. Derive performance objectives and criterion test items. Use a systems approach to training.

**4.2.3. Instructional Materials Development.** In developing, reviewing, and revising instructional materials for courses or occupations in accordance with specific learning objectives, employees plan and organize the work, determine possible sources of information, and conduct fact finding. Develop or revise the specific content, organization, style, format, emphasis, and treatment of each segment of the instructional courses or systems. Develop finished products including lesson plans, training texts, television programs, programmed texts, or computer assisted instruction.

**4.2.4. Training Aids and Devices.** In designing or developing criteria for designing training aids and devices based on needs analysis of the instruction systems, employees confer with curriculum designers, course writers, instructors, and subject-matter specialists to coordinate instruction system analysis leading to producing (a) films, film strip recordings, computer assisted instruction, video discs, and other audiovisual materials or special training devices, or (b) equipment, such as simulators, test equipment, and mockups. Confer with technical production personnel during model construction, service-test completed models, and recommend revisions. Prepare instructions for using training aids considering training objectives and tie-in with instructional materials for resident or extension courses.

**4.2.5. Instructional Services.** In planning, coordinating, developing, reviewing, or evaluating education or training programs for total support; i.e., personnel, equipment, facilities, budget, and other resource requirements, employees determine the requirements for specific courses and their relative priority in view of time and resources available, projected schedules, and relationship to the objectives of the total training program. Specify the time and emphasis given each unit or module of study in terms of training objectives and continuity. Coordinate and integrate the types and capabilities of instructional methods, materials, and media. Study technical reference materials in the subject field. Follow up on course and program graduates. Consult with subject-matter specialists. Obtain input from accrediting agencies. Obtain evaluations by students and instructors. Continually review developments in the fields of education and training.

**4.2.6. Instructional Program Evaluation.** In measuring the effectiveness and efficiency of the total instructional program of the activity, department, organization, or institution, employees evaluate all aspects of education and training programs, including: administrative policies and procedures, curricula, instructional methods and techniques, qualifications of staff and faculty, adequacy and utilization of training aids and devices, facilities, equipment, testing, and student counseling. Use such techniques as: needs analysis; statistical validation of tests; comparative studies of the progress of various categories of students; and observation of instructional methods including the use of training devices, equipment and facilities.

**4.2.7. Staff and Faculty Development.** In designing, developing, conducting, or evaluating programs of staff and faculty development, employees establish performance standards and analyze the development needs of the staff and faculty. Coordinate the work of staff and faculty to insure the application of proven methods and techniques. Organize on-the-job training

programs. Work with universities, professional education associations, and other outside organizations to provide self-development opportunities for staff and faculty members. Study developments in the fields of education and training for possible application to the program of the employing organization. Review and analyze evaluations by students for indications of needed improvements in instructional methods.

**4.2.8. Learning Assessment.** In developing objective tests and other instruments to measure student achievement and the adequacy of instruction, employees study the learning objectives of courses of instruction and the subject-matter content, texts, technical manuals, and other course materials. Study occupational standards in the specific subject areas to be tested. Conduct studies to determine the reliability and validity of tests through analysis of results of trial application. Write, review, revise, and reword test items as necessary. Conduct statistical studies of examination results and individual test items. Develop recommendations from study results that may relate to admissions policy, coverage of courses, instructional methods, student counseling, or aspects of the education or training program where test results may be significant as guides for action.

**4.2.9. Instructional Program Administration.** In advising on or directing education or training programs in either a staff or line capacity, employees advise key officials, members of boards and committees, and military and civilian program managers on all aspects of policy, planning, review, and research as related to an instructional or training development mission at the level of the assigned activity. Develop innovative and effective methods for education or training program improvements or recommend appropriate policy revisions. Apply professional skill and knowledge to solving educational and training program problems.

**5. Competencies.** The Air Force defines competencies as a combination of knowledge, skills, abilities and other characteristics that manifest in observable and measurable patterns of behavior required for mission success. The Instructional Systems community rebuilt the entire development platform by using competencies to identify the behaviors needed for success on the job. This effort was accomplished by identifying and integrating the 1750, Instructional Systems Series, occupational competencies and leveraging the Air Force's foundational competencies in a manner that provides all Airmen with transparent and unbiased pathways towards their own successful development.

**5.1.** Competency models, used within the context of total force development, enable the Air Force to maintain or modify its assignment, classification, learning and development, recruitment, retention, and other talent management policies, strategies, operations, tactics, procedures, and techniques to meet mission requirements.

**5.2.** The foundational competencies are those competencies valued by the Air Force and are universally applicable to all Airmen. These competencies are the core of Airmen development and enable Airmen with tools, pathways, and capabilities to improve their performance in any job, specialty, or situation. The foundational competencies (Figure 1: Air Force Foundational Competency Model) are grouped into different categories of Developing Self, Developing Others, Developing Ideas, and Developing Organization. Airmen can go to MyVector (accessible

via AF Portal) to complete a self-assessment, which will have them evaluate themselves on the 24 Airmen’s foundational competencies or a 360-degree assessment, where subordinates, peers, and leaders can also provide feedback. The assessment tools will provide Airmen with immediate feedback on personal strengths and areas for improvement. Additionally, a personal improvement plan with targeted resources (videos, reading content, developmental opportunities) will be provided for continued self-development.

*Figure 1: Air Force Foundational Competency Model*



**5.3.** Occupational competencies are a set of competencies required of all Airmen within a specific workforce category. These competencies provide a framework that describes the knowledge, skills, abilities, and other characteristics needed to perform that function’s mission successfully.

**5.4.** Occupational Competency Model. A career field’s competencies can be viewed in a competency model, which is an organized collection of competencies pertinent to the career field. The occupational competency model at Figure 2 provides a framework to effectively assess, maintain, and monitor the competencies required for mission success for Airmen within the Instructional Systems Series community. The occupational competency modeling process follows a distinct process with continued involvement from the career field and allows Airmen to see how their task lists, OJT, formal courses, and other training, education, and experiences are aligned to the career field’s strategic objectives.

*Figure 2: 1750 Occupational Competency Model*

Competency	Sub-Competency	Description
Professional Foundations	Learning and Educational Practices	Apply current research and theory to the foundational discipline of instructional design
	Communication	Clearly and effectively presents ideas and issues in both speaking and writing
	Technology	Apply a variety of instructional technologies to address specific learning needs
ISD	Analysis	Process used to identify critical tasks and identify the standards, conditions, performance measures and other criteria needed to perform each task
	Design and Development	Processes used to determine the instructional strategies and select the instructional methods and media; and develop instructional materials
	Evaluation	Continuous process throughout the life cycle of the instructional system
Management	Student Flow	Manage student throughput and classes in the learning enterprise
	Personnel Management	A wide array of talent management and other personnel related actions that ensure continued success of a learning organization
	Resource Management	Manage resources in support of the learning enterprise
	Program Management	Manage organizational programs that support the learning enterprise

**5.5.** Career fields work with trained competency experts to identify and develop their competency model, which consists of the competencies, sub-competencies, and definitions. Occupational competency models will be different for each career field/series. The model focuses on integrating not just the technical components, but also the leadership, managerial, social and interpersonal competencies required for Airmen to succeed in their career field. Figure 2 provides an example of a competency model for the 1750 career field.

**5.6.** Occupational Competency Rubric. After a model is developed, a team of subject matter experts begin to build a competency rubric, which consists of the competency, a description of the competency, proficiency levels, and measureable and observable behaviors. The competency rubrics will help Airmen learn what behaviors are aligned to the career field’s strategic direction, the professional developmental expectations, and the criteria for success. Figure 3: competency rubric for analysis provides an example of a competency rubric for 1750 career field.

Figure 3: Competency Rubric for Analysis

<b>Competency</b> ISD  <b>Sub-Competency</b> Analysis  <b>Description</b> Process used to identify critical tasks and identify the standards, conditions, performance measures and other criteria needed to perform each task  <b>Supporting Competencies</b> Analytical Thinking Critical Thinking Strategic Thinking Research	Proficiency Levels	Observable Behaviors
	<b>Expert</b> Able to formulate new strategies; models/guides/teaches others how to apply the competency	<ul style="list-style-type: none"> <li>Creates and influences processes that aligns mission, policy, and organizational values for potential impact to instructional design</li> <li>Adopts and teaches others on new approaches of analysis that may affect design solutions and strategies</li> </ul>
	<b>Advanced</b> Sustained application of competency in complex situations	<ul style="list-style-type: none"> <li>Analyzes needs assessment findings to recommend potential instructional solutions, estimates, costs, and benefits</li> <li>Represents the learning enterprise at planning and analysis workshops and conferences</li> </ul>
	<b>Intermediate</b> Sustained application of competency in a variety of situations	<ul style="list-style-type: none"> <li>Assesses existing infrastructure capability to address instructional problems</li> <li>Tracks planning and analysis progress for multiple instructional systems</li> <li>Assesses and uses learner profile information and environmental characteristics to design instruction and optimize learning outcomes</li> <li>Coordinates requirements with stakeholders to create instructional design plans</li> </ul>
	<b>Basic</b> Sustained application of competency over time	<ul style="list-style-type: none"> <li>Participates on an instructional design team to analyze and identify requirements</li> <li>Conducts needs assessment as required</li> <li>Establishes milestones for course development/sustainment</li> <li>Performs an analysis on existing materials to determine suitability of the learning content</li> </ul>

5.7. To better understand how to read and utilize the competency rubric, a breakdown of each component is explained below in figures 3a-c.

Figure 3a: Competency Breakdown

<b>Competency</b> ISD  <b>Sub-Competency</b> Analysis  <b>Description</b> Process used to identify critical tasks and identify the standards, conditions, performance measures, and other criteria to perform each task  <b>Supporting Competencies</b> Analytical Thinking Critical Thinking Strategic Thinking Research	←	The competency section states the competency group.
	←	The sub-competency section states the narrower category that forms part of the competency group.  <b>Note:</b> Some models may only consist of a competency and not include a sub-competency.
	←	The description section provides a statement that gives details about the sub-competency, enabling career field members to better understand how sub-competency relates to the AFS.
	←	The supporting competencies section are supported-level competencies that are linked to the success of the sub-competency. These competencies lend themselves more toward areas like values, traits, and attitudes. These competencies were included as part of a larger survey that went out to the entire AFS; respondents were asked to rate the top supporting competencies they believe will attribute to higher successful performance within the sub-competency.

Figure 3b: Proficiency Breakdown

Proficiency Levels	
<b>Expert</b> Able to formulate new strategies; models/guides/teaches others how to apply the competency	<p>The proficiency levels are broken into four parts: basic, intermediate, advanced, and expert.</p> <p>Under each proficiency level are predetermined criteria selected by a group of SMEs from your career field and validated by the career field. The criteria were used as the basis to develop the observable behaviors. These criteria provide concrete parameters for the behaviors, which are consistent but progressive in nature as a member moves up the scale from basic to expert.</p> <p>Some of the criteria (e.g. depth of knowledge, consistency of application/complexity, and thinking challenge) allows an individual to become an expert through the experience gained in a particular job and over a period of time. For example, the person can quickly or slowly move up the different levels of proficiency in the same position at the flight; they move quickly because they are exposed to an abundance of situations.</p> <p>While other criteria (e.g. scope, impact, and reach of influence) requires more of a hierarchical approach to gain the experience needed to progress through the competency levels. Moving through the proficiency levels may be difficult to do at certain jobs. For example, if scope at the expert level requires job integration with the AF-level, then the individual may have to be in a position where they can gain that experience (i.e. at HHQ, Wing, or an organization with far reaching capabilities).</p>
<b>Advanced</b> Sustained application of competency in complex situations	
<b>Intermediate</b> Sustained application of competency in a variety of situations	
<b>Basic</b> Sustained application of competency over time	

Figure 3c: Observable Behaviors Breakdown

Observable Behaviors	
<ul style="list-style-type: none"> <li>– Creates and influences processes that align mission, policy, and organizational values for potential impact to instructional design</li> <li>– Adopts and teaches others on new approaches of analysis that may affect design solutions and strategies</li> </ul>	<p>The observable behaviors are statements of what can be observed from an individual manifesting the competency at the respective competency level.</p> <p>They provide objective evidence that the individual possesses the competency level, and shows what effective performance looks like.</p> <p>The behaviors are written to be specific enough so they can be observable and lend themselves towards measurement.</p>
<ul style="list-style-type: none"> <li>– Analyzes needs assessment findings to recommend potential instructional solutions and estimates costs and benefits</li> <li>– Represents the learning enterprise at planning and analysis workshops and conferences</li> </ul>	
<ul style="list-style-type: none"> <li>– Assesses existing infrastructure capability to address instructional problems</li> <li>– Tracks planning and analysis progress for multiple instructional systems</li> <li>– Assesses and uses learner profile information and environmental characteristics to design instruction and optimize learning outcomes</li> <li>– Coordinates requirements with stakeholders to create instructional design plans</li> </ul>	
<ul style="list-style-type: none"> <li>– Participates on an instructional design team to analyze and identify requirements</li> <li>– Conducts needs assessment as required</li> <li>– Establishes milestones for course development/sustainment</li> <li>– Performs an analysis on existing materials to determine suitability of the learning content</li> </ul>	

**5.8.** A member can use the rubric to learn what behaviors are needed for their current job but also to review other position requirements to plan for the future. Additionally, members can be self-empowered concerning their own professional development by clearly knowing the behaviors needed for job success. The model gives career field members clear, objective observable behaviors they should be striving to exhibit. Instructional systems specialists can use the model to gain a deeper understanding of what success looks like within their career field or organization and begin to build a path towards attaining those successful behaviors through self-development.

**5.9.** A competency map can be overlaid against the current proficiency levels an individual has attained to build a personalized competency map. This personalized map, constructed by the supervisor, will allow members to view their current status, strengths, and shortfalls against the position they currently fill. The personalized competency map can be used as a mentorship or individual development tool as members seek to balance between current mission needs and future desires. The table below is an example of a competency map for a few positions within the 1750 occupational series where a member should have the required sub-competency at the appropriate competency level. The annotated numbers in the table correlate to the proficiency level within the competency rubric: Basic (1), Intermediate (2), Advanced (3), and Expert (4).

*Figure 4: 1750 Example Competency Map*

	Instructional Systems Specialist	Training Development Chief	Training Manager	Evaluation Specialist	Training Resource Advisor	Curriculum Area Manager	Training Action Officer	Training Logistics Manager	Training Administrator / Director	Other
<b>Professional Foundations</b>										
Learning and Educational Practices	3	4	3	3	2	3	3	2	3	1
Communication	3	4	4	3	3	4	4	3	4	1
Technology	3	4	3	3	2	3	3	2	3	1
<b>ISD</b>										
Analysis	3	4	3	3	2	3	2	2	4	1
Design and Development	3	4	3	3	2	3	2	2	2	1
Evaluation	3	4	3	4	2	3	2	2	3	1
<b>Management</b>										
Student Flow	2	2	4	2	2	2	3	2	2	1
Personnel Management	2	3	2	2	2	2	2	2	4	1
Resource Management	2	3	3	2	3	2	3	3	4	1
Program Management	2	3	3	2	2	2	3	2	4	1

**5.10.** The competency model can also serve as a lynchpin across many existing facets of personnel development. The information within the competency models allows Airmen to see how their training, education, and experiences are aligned to the career field's strategic objectives.

<b>Competency</b> Professional Foundations  <b>Sub-Competency</b> Learning and Educational Practices  <b>Description</b> Apply current research and theory to the foundational discipline of instructional design  <b>Supporting Competencies</b> Critical Thinking Verbal Communication Problem Solving Written Communication	Proficiency Levels	Observable Behaviors
	<b>Expert</b> Able to formulate new strategies; models/guides/teaches others how to apply the competency	<ul style="list-style-type: none"> <li>Advises and mentors internal and external stakeholders on applying innovative theories and concepts to affect learning outcomes</li> <li>Synthesizes theoretical approaches to meet complex learning situations</li> </ul>
	<b>Advanced</b> Sustained application of competency in complex situations	<ul style="list-style-type: none"> <li>Applies concepts, techniques, and theories from other disciplines to learning and performance management</li> <li>Promotes how instructional design research, theory, and practice literature may affect design practices in a given situation</li> </ul>
	<b>Intermediate</b> Sustained application of competency in a variety of situations	<ul style="list-style-type: none"> <li>Applies systems approach to instructional design and performance improvement projects across multiple learning environments</li> <li>Evaluates theoretical approaches and designs instruction to maximize learning</li> </ul>
	<b>Basic</b> Sustained application of competency over time	<ul style="list-style-type: none"> <li>Explains key concepts and principles related to instructional design to others</li> <li>Employs aspects of instructional design within a learning environment</li> </ul>

<b>Competency</b> Professional Foundations  <b>Sub-Competency</b> Communication  <b>Description</b> Clearly and effectively presents varied ideas and issues in both speaking and writing  <b>Supporting Competencies</b> Active Listening Relationship Building Presentation Skills Teamwork	Proficiency Levels	Observable Behaviors
	<b>Expert</b> Reach of influence is at MAJCOM/industry/AF levels	<ul style="list-style-type: none"> <li>Coaches others on organizational and personal strategies and new perspectives</li> <li>Negotiates with stakeholders to reach best possible outcomes</li> <li>Creates culture that fosters efficient and effective interactions and decision making</li> </ul>
	<b>Advanced</b> Reach of influence is at wing/division/institutional levels	<ul style="list-style-type: none"> <li>Conducts presentations and briefings for high-level leadership officials</li> <li>Creates channels for open communication across and within levels of responsibilities</li> <li>Seeks and provides further information to clarify ambiguity and obtain stakeholder buy-in</li> <li>Solicits feedback and buy-in on initiatives from organizational stakeholders</li> </ul>
	<b>Intermediate</b> Reach of influence is at group/squadron levels	<ul style="list-style-type: none"> <li>Conveys information clearly and concisely to ensure staff or team members remain focused</li> <li>Provides thoughtful and constructive feedback appropriate for the situation</li> <li>Delivers well-organized, impactful presentations</li> <li>Applies active listening techniques to understand stakeholder concerns at the operational level</li> <li>Engages in conversations with stakeholders using appropriate modes and methods to achieve desired outcomes</li> </ul>
	<b>Basic</b> Reach of influence is at flight/individual levels	<ul style="list-style-type: none"> <li>Produces accurate and error free communication</li> <li>Updates stakeholders on project status</li> <li>Notifies leadership of appropriate issues and concerns</li> </ul>



<b>Competency</b> Professional Foundations  <b>Sub-Competency</b> Technology  <b>Description</b> Apply a variety of instructional technologies to address specific learning needs  <b>Supporting Competencies</b> Innovation Research Technology Savvy Problem Solving	Proficiency Levels	Observable Behaviors
	<b>Expert</b> Able to innovate and formulate strategies	<ul style="list-style-type: none"> <li>Develops strategic vision on use of new and emerging technologies</li> <li>Designs strategies to integrate technology to support learning environments</li> </ul>
	<b>Advanced</b> Sustained application of competency in complex situations	<ul style="list-style-type: none"> <li>Determines requirements for creation of technology to support learning environments</li> <li>Researches technologies for use in ways other than designed to resolve content delivery challenges</li> </ul>
	<b>Intermediate</b> Sustained application of competency in a variety of situations	<ul style="list-style-type: none"> <li>Seeks-out and incorporates emerging technologies in the learning environment that are sufficient, scalable, and sustainable</li> <li>Advocates for the appropriate uses of technology in an instructional system</li> </ul>
	<b>Basic</b> Sustained application of competency over time	<ul style="list-style-type: none"> <li>Promotes and conveys key concepts and principles related to the use of technology</li> <li>Uses appropriate application of technology to enhance learning outcomes</li> </ul>

<b>Competency</b> ISD  <b>Sub-Competency</b> Analysis  <b>Description</b> Process used to identify critical tasks and identify the standards, conditions, performance measures and other criteria needed to perform each task  <b>Supporting Competencies</b> Analytical Thinking Critical Thinking Strategic Thinking Research	Proficiency Levels	Observable Behaviors
	<b>Expert</b> Able to formulate new strategies; models/guides/teaches others how to apply the competency	<ul style="list-style-type: none"> <li>Creates and influences processes that aligns mission, policy, and organizational values for potential impact to instructional design</li> <li>Adopts and teaches others on new approaches of analysis that may affect design solutions and strategies</li> </ul>
	<b>Advanced</b> Sustained application of competency in complex situations	<ul style="list-style-type: none"> <li>Analyzes needs assessment findings to recommend potential instructional solutions, estimates, costs, and benefits</li> <li>Represents the learning enterprise at planning and analysis workshops and conferences</li> </ul>
	<b>Intermediate</b> Sustained application of competency in a variety of situations	<ul style="list-style-type: none"> <li>Assesses existing infrastructure capability to address instructional problems</li> <li>Tracks planning and analysis progress for multiple instructional systems</li> <li>Assesses and uses learner profile information and environmental characteristics to design instruction and optimize learning outcomes</li> <li>Coordinates requirements with stakeholders to create instructional design plans</li> </ul>
	<b>Basic</b> Sustained application of competency over time	<ul style="list-style-type: none"> <li>Participates on an instructional design team to analyze and identify requirements</li> <li>Conducts needs assessment as required</li> <li>Establishes milestones for course development/sustainment</li> <li>Performs an analysis on existing materials to determine suitability of the learning content</li> </ul>

<b>Competency</b> ISD  <b>Sub-Competency</b> Design and Development  <b>Description</b> Processes used to determine the instructional strategies and select the instructional methods and media; and develop instructional materials  <b>Supporting Competencies</b> Strategic Thinking Creative Thinking Design Sense Organization	Proficiency Levels	Observable Behaviors
	<b>Expert</b> Able to formulate new strategies; models/guides/teaches others how to apply the competency	<ul style="list-style-type: none"> <li>Benchmarks and promotes key practices on the design and development of instructional systems</li> <li>Provides guidance and advises others on design and development of instructional systems</li> </ul>
	<b>Advanced</b> Sustained application of competency in complex situations	<ul style="list-style-type: none"> <li>Advocates for/against non-instructional solutions that potentially impact design and development</li> <li>Makes necessary adjustments to the design and development process by using emerging/advanced learning theories</li> </ul>
	<b>Intermediate</b> Sustained application of competency in a variety of situations	<ul style="list-style-type: none"> <li>Builds reliable and valid methods of assessing learning and performance</li> <li>Builds instructional materials in a variety of delivery platforms</li> </ul>
	<b>Basic</b> Sustained application of competency over time	<ul style="list-style-type: none"> <li>Develop materials that align with needs analysis, technologies, delivery methodologies, and instructional strategies</li> <li>Selects and identifies instructional strategies that align with learning goals and outcomes</li> <li>Ensures assessments are aligned with lesson objectives, learning outcomes, and instructional strategies</li> <li>Integrates existing instructional materials into the design process</li> </ul>

<b>Competency</b> ISD  <b>Sub-Competency</b> Evaluation  <b>Description</b> Continuous process of analyzing the instructional system throughout its life cycle  <b>Supporting Competencies</b> Process Improvement Giving Feedback Analytical Thinking Results Focused	Proficiency Levels	Observable Behaviors
	<b>Expert</b> Impact on Base, AF level or practices within industry	<ul style="list-style-type: none"> <li>Incorporates or employs new evaluation methods and processes to meet strategic intent</li> </ul>
	<b>Advanced</b> Impact on management decisions	<ul style="list-style-type: none"> <li>Provides guidance and makes recommendations to leadership based on evaluation data</li> <li>Analyzes evaluation data and makes recommendations to improve validity, effectiveness, and efficiency of instructional systems</li> </ul>
	<b>Intermediate</b> Impact on specific workplace projects	<ul style="list-style-type: none"> <li>Conducts internal and external feedback on instructional systems</li> <li>Tailors evaluation processes to meet unique learning situations</li> <li>Compiles data to produce evaluation reports and makes necessary adjustments to the instructional system</li> </ul>
	<b>Basic</b> Impact specific workplace tasks	<ul style="list-style-type: none"> <li>Implements formative evaluation plan to ensure instructional goals and objectives are met</li> <li>Implements summative evaluation plans to ensure the course's/program's outcomes are effectively meeting stakeholders requirements</li> </ul>

<b>Competency</b> ISD  <b>Sub-Competency</b> Evaluation  <b>Description</b> Continuous process throughout the life cycle of the instructional system  <b>Supporting Competencies</b> Process Improvement Giving Feedback Analytical Thinking Results Focused	Proficiency Levels	Observable Behaviors
	<b>Expert</b> Impact on Base, AF level or practices within industry	<ul style="list-style-type: none"> <li>Incorporates or employs new evaluation methods and processes to meet strategic intent</li> </ul>
	<b>Advanced</b> Impact on management decisions	<ul style="list-style-type: none"> <li>Provides guidance and makes recommendations to leadership based on evaluation data</li> <li>Analyzes evaluation data and makes recommendations to improve validity, effectiveness, and efficiency of instructional systems</li> </ul>
	<b>Intermediate</b> Impact on specific workplace projects	<ul style="list-style-type: none"> <li>Conducts internal and external feedback on instructional systems</li> <li>Tailors evaluation processes to meet unique learning situations</li> <li>Compiles data to produce evaluation reports and makes necessary adjustments to the instructional system</li> </ul>
	<b>Basic</b> Impact specific workplace tasks	<ul style="list-style-type: none"> <li>Implements formative evaluation plan to ensure instructional goals and objectives are met</li> <li>Implements summative evaluation plans to ensure the course's/program's outcomes are effectively meeting stakeholders requirements</li> </ul>

<b>Competency</b> Management  <b>Sub-Competency</b> Student Flow  <b>Description</b> Manage student throughput and classes in the learning enterprise  <b>Supporting Competencies</b> Scheduling Accountability Organization Organizational Commitment	Proficiency Levels	Observable Behaviors
	<b>Expert</b> Scope is integrated with AF level/industry	<ul style="list-style-type: none"> <li>Analyzes learning systems and projects future course scheduling requirements</li> <li>Generates and provides student scheduling program guidance to standardize processes</li> </ul>
	<b>Advanced</b> Scope is integrated with organizational strategies	<ul style="list-style-type: none"> <li>Modifies established schedules due to programmatic or resource changes</li> <li>Advises on resolving scheduling issues to ensure stakeholder requirements are met</li> </ul>
	<b>Intermediate</b> Scope is integrated with concerned areas	<ul style="list-style-type: none"> <li>Analyzes student performance within the learning system and modifies schedules and quotas to meet stakeholder requirements</li> <li>Recommends solutions to improve student flow</li> <li>Synchronizes multi-course pipeline and/or multi-agency training schedules</li> </ul>
	<b>Basic</b> Scope is integrated within a single course	<ul style="list-style-type: none"> <li>Utilizes learning system resources to meet course scheduling requirements</li> <li>Identifies resources to overcome throughput short-falls</li> </ul>

<b>Competency</b> Management  <b>Sub-Competency</b> Personnel Management  <b>Description</b> A wide array of talent management and other personnel related actions that ensure continued success of a learning organization  <b>Supporting Competencies</b> Develops People Teamwork Mentoring Motivating	Proficiency Levels	Observable Behaviors
	<b>Expert</b> Scope is integrated with AF level/industry	<ul style="list-style-type: none"> <li>Mentors subordinate supervisors on how to properly develop faculty and staff</li> <li>Tailors/creates opportunities to teach the applications of personnel management (i.e. seminars, summits, consortium)</li> <li>Analyzes workforce requirements to develop plans addressing needs</li> </ul>
	<b>Advanced</b> Scope is integrated with organizational strategies	<ul style="list-style-type: none"> <li>Works with universities, professional education associations, and other outside organizations to provide self-development opportunities for staff and faculty members</li> <li>Studies developments in the field of education and training for possible application to the program</li> </ul>
	<b>Intermediate</b> Scope is integrated with concerned areas	<ul style="list-style-type: none"> <li>Establishes performance standards and analyzes the development needs of staff and faculty</li> <li>Synthesizes the work of staff and faculty to ensure proper application of proven methods and techniques</li> </ul>
	<b>Basic</b> Scope is integrated within a specific area	<ul style="list-style-type: none"> <li>Monitors performance standards of the staff and faculty</li> <li>Coordinates the work of staff and faculty</li> </ul>

<b>Competency</b> Management  <b>Sub-Competency</b> Resource Management  <b>Description</b> Manage resources in support of the learning enterprise  <b>Supporting Competencies</b> Organizational Awareness Research Networking Teamwork	Proficiency Levels	Observable Behaviors
	<b>Expert</b> Able to formulate new strategies; models/guides/teaches others how to apply the competency	<ul style="list-style-type: none"> <li>Advises community how POM process works</li> <li>Obtains resources when nobody else can</li> <li>Develops sustainment plans for selected technologies</li> </ul>
	<b>Advanced</b> Sustained application of competency in complex situations	<ul style="list-style-type: none"> <li>Identifies required resources when dealing with complex situations</li> <li>Submits POM inputs to align resource requirements</li> <li>Creates collaborative environments to facilitate management functions across organizations</li> <li>Ensures resources for supporting the effective use of technology are sufficient, scalable and sustainable</li> </ul>
	<b>Intermediate</b> Sustained application of competency in a variety of situations	<ul style="list-style-type: none"> <li>Maintains resources for multiple projects</li> <li>Plans for scheduled upgrades or additions</li> <li>Selects appropriate application of technology to streamline management functions</li> </ul>
	<b>Basic</b> Sustained application of competency over time	<ul style="list-style-type: none"> <li>Utilizes systems and applications to manage resources</li> <li>Maintains resources for specific projects, typically in a steady state</li> <li>Uses appropriate application of technology to streamline management functions</li> </ul>

<b>Competency</b> Management  <b>Sub-Competency</b> Program Management  <b>Description</b> Manage organizational programs that support the learning enterprise  <b>Supporting Competencies</b> Strategic Thinking Process Improvement Organization Organizational Commitment	Proficiency Levels	Observable Behaviors
	<b>Expert</b> Impact on AF-level/ industry practices	<ul style="list-style-type: none"> <li>Creates policy that support organizational goals, objectives and mission that are consistent with current laws and directives</li> <li>Provides program guidance to key organizational leadership on policy</li> </ul>
	<b>Advanced</b> Impact on management decisions	<ul style="list-style-type: none"> <li>Solves education and organizational program problems</li> <li>Suggests improvements or perform revisions to organization programs</li> </ul>
	<b>Intermediate</b> Impact on specific workplace projects	<ul style="list-style-type: none"> <li>Utilizes organizational programs in support of the organization's mission</li> <li>Maintains data integrity when using organizational programs (e.g. STARS-FD, MICT)</li> </ul>
	<b>Basic</b> Impact on specific workplace tasks	<ul style="list-style-type: none"> <li>Explains how organizational programs support the learning enterprise</li> <li>Locates information on applicable unit programs</li> </ul>

## **6. Integrating Competency Assessments with OJT.**

**6.1.** The intent of moving towards a competency-based system is to sharpen the Total Force's tactical expertise, operational competence, strategic vision, and joint proficiency to lead and execute the full spectrum of Air Force missions. This occurs not in a classroom environment, but on the job by combining education, training, and experiences to provide personnel with a better path as they move along their development pathways within their careers. As it is done today, OJT is task-centric and requires our personnel to merely run through a series of checklists or receive varying degrees of training depending on who is working with them. A competency assessment is not a static process or just another checklist. It is a way to assess individuals on a set of competencies (based on a competency model of the job) that are critical to job and organizational success. These assessments focus on the end state and goals that define successful behaviors that are expected of personnel within a particular career field. Assessments can be designed to balance between the skills and elements needed on the job in conjunction with the underlying characteristics that will allow individuals to be able to put the technical, leadership, managerial, social and interpersonal competencies altogether. The 1750 competency assessment workbooks are located on the AF Learning Professional's webpage and can be accessed at <https://www.learningprofessionals.af.mil/>.

## **7. Executing Competencies.**

**7.1.** The competency model has multiple uses throughout the 1750 career series. The initial intent of the model is for professional development. The information included within the competency model will allow members to manage their professional growth and development by allowing them to identify their own strengths and weaknesses since clear and objective behaviors within the competency model are now mapped out. In addition, supporting competencies are now tied to occupational competencies, which can enable all Airmen to intentionally develop those transferrable underlying characteristics that will translate to mission readiness and mission success. The rubrics can also be used for leaders, supervisors, mentors, subordinates, etc., to complete informal assessments for an individual across each competency. The assessments can be used to work backwards and potentially identify gaps in performance and training. This will enable all (leaders, supervisors, mentors, subordinates, self, etc.) to make better decisions about selecting the right training, education, and experiential learning opportunities. All these elements come together to ensure we can build Airmen who are better prepared, present and future-mission focused, and ready to succeed in any situation. Additionally, AFH 36-2643, *Air Force Mentoring Program*, has additional information on how competencies can be used when an established mentoring strategy is put into effect to foster and develop Airmen.

**7.2.** The competency rubrics can also be used to assist with completing a needs assessment to identify required 1750s knowledge and skills. This can be done by first completing a gap analysis to determine the current state of training and then by identifying any possible gaps between the training and expected competency behaviors.

**7.3.** The sub-competencies can serve as an outline to assist in modularizing course content, and the listed behaviors can assist in creating a classroom environment that is shaped by real-world experiential requirements a 1750 may need. This approach can also help identify practical technologies that can be successful in the classroom, but can also be translated for real-world/operational uses. Additionally, by using the competency model, measurements can be streamlined to include more project-based learning assessments. Finally, under the Force Development umbrella, any course 1750s attend can be mapped to the behaviors listed in the rubrics to ensure training resources are being used appropriately, when an Airmen needs it in their career.

## **8. Civilian Development.**

### **8.1. Responsibilities.**

#### **8.1.1.1. Manager and/or Supervisor.**

**8.1.1.2.** Ensures civilians employees are made aware of training, education, and professional development programs and requirements.

**8.1.1.3.** Collaborates with installation employee development specialist to ensure all organizational and functional/occupational training requirements have been identified during the annual training needs assessment data call for respective civilians.

**8.1.1.4.** Fosters a learning culture that provides opportunities for continuous training, education, and professional development.

**8.1.1.5.** Utilizes career field roadmaps and competency-based guidance to evaluate and identify subordinates mission-related functional/occupational training needs.

**8.1.1.6.** Prepares required Standard Form 182 documentation when submitting subordinate training requests.

**8.1.1.7.** In partnership with civilian employees under their purview, reviews, discusses, and maintains the individual development plans. The plan documents the employee's short and long-range career goals, specific competencies, knowledge, skills and abilities necessary to meet current objectives and training, education, and professional development activities used to develop the desired competencies.

**8.1.1.8.** Informs civilians of their responsibilities to accomplish training.

**8.1.1.9.** Ensure New Employee Orientation is accomplished within 90 days of employment.

**8.1.1.10.** Complete ancillary training requirements as identified, within prescribed timeframes.

**8.1.1.11.** Complete new supervisor and/or manager training within one year of appointment to a supervisory/managerial position and complete experienced training every three years, thereafter.

**8.1.1.12.** Adheres to any additional responsibilities outlined in AFI 36-2670.

#### **8.1.2. Employee.**

**8.1.3.** Maintains the necessary competencies to accomplish duties within the assigned position and help the AF meet its mission.

**8.1.4.** Assumes active responsibility for self-development and training through drafting an individual development plan in collaboration with their respective supervisor and maintains it on an annual basis to ensure the plan remains current.

**8.1.5.** Identifies training needed to improve individual and organizational performance and identifies methods to meet those needs, effectively and efficiently



**8.1.6.** Requests training, when necessary, from supervisor and/or manager to initiate Standard Form 182 submission, if applicable.

**8.1.7.** Complete New Employee Orientation within 90 days of initial appointment.

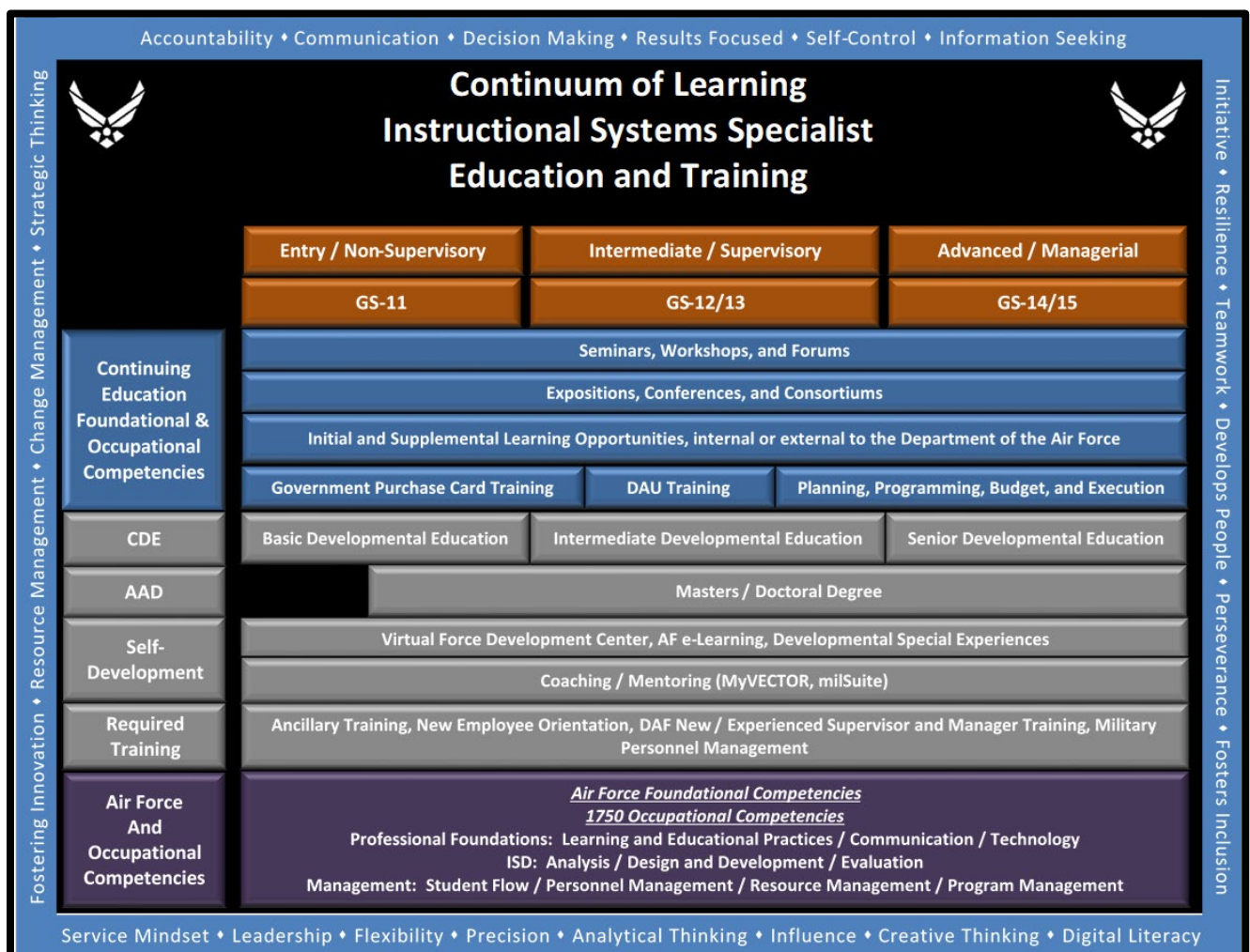
**8.1.8.** Accomplishes required ancillary training and maintains currency.

**8.1.9.** If applicable, completes New Supervisor and/or Manager training within 1 year of appointment to a supervisory/managerial position and completes experienced training every 3 years, thereafter.

**8.1.10.** Adheres to any additional responsibilities outlined in AFI 36-2670.

**8.2. Levels of Development.** The continuum of learning, along with the defined competencies, align to ensure Airmen are ready to meet the challenges of current and future operating environments. The recommendations listed in Figure 5: 1750 Continuum of Learning are not requirements for promotion to the next level; they have been identified as valuable resources for development and refinement of foundational and occupational competencies.

*Figure 5: 1750 Continuum of Learning*



**8.3. Competency-based Development.** There are many factors that affect the progression of a 1750. Some of these factors can include, but are not limited to: personal short- and long-term goals, number and availability of 1750 positions at a particular installation, willingness to be mobile, training, and education. The 1750 Development Cycle (Figure 5) along with the 1750 Continuum of Learning (Figure 4) allows employees to visualize not only what they need in order for them to be successful in their current position, but to identify and pursue what is needed to achieve their short- and long-term goals. The cycle is continuous and intended to reflect that development never ends.

Figure 6: 1750 Development Cycle



**8.3.1. Step 1. Identify short- and long-term goals.** Identifying short- and long-term career goals can be a challenge for 1750s. Self-reflection should be accomplished by employees to determine if you are content in your current position and only desire upskilling to maintain or increase your current proficiencies or if you aspire to progress into a supervisory role or management position. Are there competencies to be garnered that will make you an ideal fit for these roles and/or positions? Would you like to pursue areas outside of what you are normally accustomed to? Answering these questions will aid you in the preparation of short- and long-term career goals.



**8.3.2. Step 2. Compare capabilities against the competency model.** Recognizing your strengths and weaknesses aids in understanding your current capabilities. Knowing areas that need improvement is also imperative in developing competencies at the right place and at the right time. Conducting a self-assessment against the 1750 Occupational Competency Model will enable employees to pin-point their current location and identify the behaviors, knowledge, skills, and other characteristics needed in order to perform successfully on the job and/or for the role/position they would like to obtain.

**8.3.3. Step 3. Prepare a development plan.** Interaction and communication between supervisors and employees are important in preparing development plans. The interaction and communication should include, but is not limited to employee strengths, improvement areas, goals, interests, and organizational requirements. Ensure any necessary training, education, and experiences needed to attain competencies are annotated. Develop the employee's objectives and ensure they are associated with the organization's mission and goals as well as the employee's developmental needs/requirements. There are various options available to assist in constructing development plans, to include MyVECTOR, Education and Training Management System (ETMS), and/or localized developed Individual Development Plan (IDP) forms.

**8.3.4. Step 4. Self-directed learning.** Employees pursue training, education, and experiences identified in their development plan. Although supervisors and employees interact and communicate together, it is ultimately the employee's responsibility for personal and professional development. If assistance is needed, mentors and coaches can be invaluable tools. Mentoring fosters an atmosphere of trust and inclusivity in the workplace that aids in developing the strengths and capabilities of the force. In the Department of the Air Force, mentorship is defined as a type of professional relationship in which a person with greater experience and wisdom guides another person to develop both personally and professionally. Coaching is the relationship where an uncertified or certified professional coach provides technical support focusing on development of mentees based on their identified performance need. Through this development, foundational and occupational competencies can be achieved and mastered, enabling personnel to reach and maximize their full potential. Employees have the option of selecting or requesting to be paired with a mentor through the MyVECTOR application on the Air Force Portal.

**8.4. Step 5. Evaluate outcomes.** Competency assessments focus on the end state and goals that define successful behaviors expected of personnel. Assessments are a fluid, ongoing process. They help identify and evaluate the skills necessary to carry out the job now, as well as in the future. An organization should not evolve to meet an individual employee's needs; instead, individuals are invited to grow and evolve with the organization. The organization must help and support its own evolution through providing education, time, and resources so the employee can achieve the new skills necessary for mission success.

**9. Community College of the Air Force (CCAF).** Programs and/or certifications listed below contain specific eligibility requirements and may/may not be applicable to 1750 personnel. Certifications and/or programs may be applicable to officers and enlisted personnel that fall under the administrative or operational purview of 1750 personnel.

**9.1.** Enrollment in the Community College of the Air Force occurs upon completion of Basic Military Training. Community College of the Air Force provides the opportunity to obtain an Associate of Applied Sciences Degree for military members. Civilians can earn credit through CCAF, but are not eligible to earn a degree. In addition to its associate degree program, Community College of the Air Force offers the following:

**9.1.1. CCAF Instructor Certification.** CCAF offers the CCAF Instructor Certification Program to qualified instructors (civilian and military) assigned to affiliated schools to teach CCAF degree-applicable courses. This certificate program provides a professional credential that validates the instructor's extensive faculty development training, education, qualification, and practical teaching experience required to teach a CCAF collegiate-level course. The program consists of three specific levels of achievement, and is offered to qualified officer, enlisted, civilian, and other service instructors.

**9.1.2. CCAF Instructional Systems Development Certification.** CCAF offers the Instructional Systems Development Certification Program for qualified curriculum writers and managers (civilian and military) formally assigned to CCAF affiliated schools to develop and manage CCAF degree applicable courses. This certificate program provides a professional credential that validates the education and training required to develop and manage CCAF collegiate-level courses and the practical experience gained in planning, developing, implementing, and managing instructional systems.

## **Section C – Skill-Level Training Requirements**

Not applicable for civil service positions.

## Part II

### Section A – Specialty Training Standard (STS)

**1. Purpose.** As prescribed, this Specialty Training Standard:

**1.1.** Lists in column 1 the most common competencies, sub-competencies, proficiency levels, observable behaviors, and learning outcomes necessary for individuals to perform duties in the 1750 occupational series. Technical references are listed within the associated competency assessment workbook, not the STS.

**1.2.** Provides certification for on-the-job training and development. Column 2 is used to record completion of competency attainment. Use automated training management systems to document competency attainment, if available. Competency attainment requires a certification or completed date.

**1.3.** Is used to document competency attainment when placed in the AF Form 623, Individual Training Record, and used according to AFI 36-2670. CFETP documentation shall be IAW AFI 36-2670 or any subsequent messages.

BY ORDER OF THE SECRETARY OF THE AIR FORCE

OFFICIAL

SEAN LEHR, GS-15, DAF  
Career Field Manager, HQ AF/A1XO

1. Competencies, Sub-Competencies, Proficiency Levels, Observable Behaviors, and Learning Outcomes	2. OJT Competency Certification Documentation				
	A	B	C	D	E
	Training Start	Training Comp. Date	Trainee Initials	Trainer Initials	Certifier Initials
<b>1. Professional Foundations</b>					
<b>1.1. Learning and Educational Practices</b>					
<b>1.1.1. BASIC</b> <ul style="list-style-type: none"> <li>Explains key concepts and principles related to instructional design to others</li> <li>Employs aspects of instructional design within a learning environment</li> </ul>					
1.1.1.1. Describe the basic principles of learning theories (for example: Behaviorism, Constructivism, Cognitivism, Connectivism, Transformational Learning, etc.)					
1.1.1.2. Describe the application of an ISD model to the design of learning outcomes					
1.1.1.3. Describe the basic principles of learning approaches (andragogy, pedagogy, heutagogy)					
1.1.1.4. Explain the domains of learning (psychomotor, cognitive, affective)					
<b>1.1.2. INTERMEDIATE</b> <ul style="list-style-type: none"> <li>Applies systems approach to instructional design and performance improvement projects across multiple learning environments</li> <li>Evaluates theoretical approaches and designs instruction to maximize learning</li> </ul>					
1.1.2.1. Utilize problem solving process to determine the appropriate instructional design intervention					
1.1.2.2. Develop instruction across multiple learning environments (formal or informal) utilizing different learning approaches					
1.1.2.3. Design interventions for direct and collaborative learning, social learning, online and classroom					
1.1.2.4. Incorporate emerging learning theories for the design and development of instruction					

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1.1.2.5. Select appropriate instructional design approaches or processes					
1.1.2.6. Apply the instructional design process for the nature of the project					
1.1.2.7. Apply systems approach framework to create instructional material: inputs, outputs, feedback as developmental components					
1.1.2.8. Describe competency models and competency-based learning theories					
<b>1.1.3. ADVANCED</b> <ul style="list-style-type: none"> <li>• Applies concepts, techniques, and theories from other disciplines to learning and performance management</li> <li>• Promotes how instructional design research, theory, and practice literature may affect design practices in a given situation</li> </ul>					
1.1.3.1. Apply principles from related fields such as organizational development, information technology, and the learning sciences to improve instructional design practices					
1.1.3.2. Manage partnerships and collaborative relationships to align instruction to institutional needs					
1.1.3.3. Seek opportunities to inform others on instructional design practices					
1.1.3.4. Promote habits of inquiry to inform design practices					
1.1.3.5. Assess the consequences and implications of design decisions					

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<b>1.1.4. EXPERT</b> <ul style="list-style-type: none"> <li>• Advises and mentors internal and external stakeholders on applying innovative theories and concepts to affect learning outcomes</li> <li>• Synthesizes theoretical approaches to meet complex learning situations</li> </ul>					
1.1.4.1. Provide leadership and consultation in establishing unit goals and future direction					
1.1.4.2. Develop policies and procedures for product development and delivery					
1.1.4.3. Provide mentoring to staff on applying innovative theories and concepts to affect learning outcomes					
1.1.4.4. Synthesize the behaviors of team cohesion					
1.1.4.5. Evaluate learning problems and synthesize solutions to create desired effects in a given situation					
1.1.4.6. Support projects related to learning technologies for the development of assigned staff					
<b>1.2. Communication</b>					
<b>1.2.1. BASIC</b> <ul style="list-style-type: none"> <li>• Produces accurate and error free communication</li> <li>• Updates stakeholders on project status</li> <li>• Notifies leadership of appropriate issues and concerns</li> </ul>					
1.2.1.1 Convey clear and concise communications (oral, visual, and written)					
1.2.1.2. Communicate milestones and outcomes with internal and external stakeholders					

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1.2.1.3. Articulate challenges (gaps, deficiencies, and resources) that fail to achieve desired learning outcomes					
<b>1.2.2. INTERMEDIATE</b> <ul style="list-style-type: none"> <li>• Conveys information clearly and concisely to ensure staff or team members remain focused</li> <li>• Provides thoughtful and constructive feedback appropriate for the situation</li> <li>• Delivers well-organized, impactful presentations</li> <li>• Applies active listening techniques to understand stakeholder concerns at the operational level</li> <li>• Engages in conversations with stakeholders using appropriate modes and methods to achieve desired outcomes</li> </ul>					
1.2.2.1. Convey communications at the appropriate level with staff to ensure understanding					
1.2.2.2. Communicate organizational vision and direction to inspire and motivate staff					
1.2.2.3. Provide assessments/critique on staff accomplishments and weaknesses in order to achieve common goals					
1.2.2.4. Assess knowledge, views, and interest of targeted audience to tailor communications at appropriate levels					
1.2.2.5. Assess personal communication strengths and barriers to convey desired outcomes					
1.2.2.6. Apply interpersonal skills (emotional intelligence, reactions, tone, volume, and words) to direct, inform, and persuade					
1.2.2.7. Use verbal and non-verbal techniques to show and keep attention on the stakeholder (open-ended and probing questions, eye contact)					
1.2.2.8. Communicate with a positive physical presence and ensure body language is open and approachable					

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1.2.2.9. Present briefings that are clear, concise, and focus on impact/outcomes					
1.2.2.10. Use active listening techniques during stakeholder communications					
1.2.2.11. Use facilitation skills during stakeholder communications					
<b>1.2.3. ADVANCED</b> <ul style="list-style-type: none"> <li>• Conducts presentations and briefings for high-level leadership officials</li> <li>• Creates channels for open communication across and within levels of responsibilities</li> <li>• Seeks and provides further information to clarify ambiguity and obtain stakeholder buy-in</li> <li>• Solicits feedback and buy-in on initiatives from organizational stakeholders</li> </ul>					
1.2.3.1. Anticipate potential questions or concerns to provide leadership with additional supporting data when presenting/briefing					
1.2.3.2. Perform an internal assessment (hot wash, debrief, etc.) on major projects					
1.2.3.3. Resolve complaints/disagreements and communicate those actions to all parties involved					
1.2.3.4. Seek ideas, concerns, and questions from others					
1.2.3.5. Identify the needs and goals of leadership and other stakeholders					
1.2.3.6. Establish and maintain expectations for internal and external stakeholders concerning participation, project updates, and objectives/goals					
1.2.3.7. Consider Volatile, Uncertain, Complex, Ambiguous (VUCA) challenges while developing/executing communication strategy					



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1.2.3.8. Manage and communicate project risks, failures, or setbacks with stakeholders					
<b>1.2.4. EXPERT</b> <ul style="list-style-type: none"> <li>Coaches others on organizational and personal strategies and new perspectives</li> <li>Negotiates with stakeholders to reach best possible outcomes</li> <li>Creates culture that fosters efficient and effective interactions and decision making</li> </ul>					
1.2.4.1. Apply advanced coaching approaches (reframing, constructive confrontation, appreciative inquiry, and advocacy) to facilitate human emergence and performance					
1.2.4.2. Apply persuasive tactics to influence others in writing, speaking, and visual means in supportive and antagonistic contexts					
1.2.4.3. Provide learning opportunities adapted to diverse learners and support the intellectual, social, and personal development of employees					
1.2.4.4. Critique and craft persuasive communication products for exchanges with work teams and critical stakeholders (within and beyond the organization, including cross-departmental work teams, students, and external partners)					
1.2.4.5. Develop practical skills and strategies for overcoming psychological, organizational and strategic barriers to negotiation					
1.2.4.6. Use effective collaboration and consensus-building skills to facilitate meetings, negotiations, and strategic communications					
1.2.4.7. Communicate a clear vision of excellence, linked to mission and core beliefs that promotes continuous improvement consistent with the goals of the organization					

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1.2.4.8. Apply data-driven insights to negotiation and decision-making processes					
1.2.4.9. Build collaborative and inclusive environments that value inputs of stakeholders and encourage information exchange					
<b>1.3. Technology</b>					
<b>1.3.1. BASIC</b> <ul style="list-style-type: none"> <li>Promotes and conveys key concepts and principles related to the use of technology</li> <li>Uses appropriate application of technology to enhance learning outcomes</li> </ul>					
1.3.1.1. Demonstrate knowledge of how technology supports learning					
1.3.1.2. Present a clear connection between learning theories and practices in context to educational technologies					
1.3.1.3. Research and recommend applications of educational technology appropriate to instructional design projects					
1.3.1.4. Utilize appropriate software and technology that support the achievement of desired learning objectives					
1.3.1.5. Describe the capabilities of existing and emerging technologies for potential adoption to enhance the impact of instruction					
<b>1.3.2. INTERMEDIATE</b> <ul style="list-style-type: none"> <li>Seeks-out and incorporates emerging technologies in the learning environment that are sufficient, scalable, and sustainable</li> <li>Advocates for the appropriate uses of technology in an instructional system</li> </ul>					
1.3.2.1. Apply technology-based methods and strategies to effectively engage the learner					

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1.3.2.2. Identify viable, cost effective technology options that support learning objectives					
1.3.2.3. Use effective collaboration and consensus-building skills to champion for the use of educational technologies					
1.3.2.4. Select technology that allows for multi-modal learning					
1.3.2.5. Evaluate the capacity of given learning environments to support selected technologies					
1.3.2.6. Conduct a field test and assess the benefits and limitations of educational technologies					
1.3.2.7. Research new innovation in both learning design and education					
1.3.2.8. Leverage industry and academia to recommend application of educational technology appropriate to instructional design projects					
1.3.2.9. Participate in learning professional development activities to maintain currency in technologies and learning environments					
<b>1.3.3. ADVANCED</b> <ul style="list-style-type: none"> <li>Determines requirements for creation of technology to support learning environments</li> <li>Researches technologies for use in ways other than designed to resolve content delivery challenges</li> </ul>					
1.3.3.1. Analyze learning requirements to determine available technology support and note any deficiencies in capacity or capability					
1.3.3.2. Develop a plan to alleviate noted deficiencies utilizing learning requirements analysis					
1.3.3.3. Analyze learning strategies to align learning outcomes to technology requirements					

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1.3.3.4. Research technologies across different domains for application to solve delivery challenges					
1.3.3.5. Plan for testing different technology capabilities in different learning modalities					
1.3.3.6. Evaluate the capacity of given learning systems to support selected technologies					
<b>1.3.4. EXPERT</b> <ul style="list-style-type: none"> <li>• Develops strategic vision on use of new and emerging technologies</li> <li>• Designs strategies to integrate technology to support learning environments</li> </ul>					
1.3.4.1. Advise on policies related to technology usage within learning environments					
1.3.4.2. Advocate for uses of emerging technologies throughout the learning enterprise					
1.3.4.3. Develop plans for technology integration in support of Air Force strategic plans					
1.3.4.4. Formulate objectives and priorities to guide technology adoption projects in alignment with the vision of the organization					
<b>2. Instructional System Design</b>					
<b>2.1. Analysis</b>					
<b>2.1.1. BASIC</b> <ul style="list-style-type: none"> <li>• Participates on an instructional design team to analyze and identify requirements</li> <li>• Conducts needs assessment as required</li> <li>• Establishes milestones for course development/sustainment</li> <li>• Performs an analysis on existing materials to determine suitability of the learning content</li> </ul>					
2.1.1.1. Build instructional teams to identify occupational processes needing to be assessed					
2.1.1.2. Analyze statistical data to determine a need for instruction					

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2.1.1.3. Compile a list of instructional items and formulate delivery methods based on analysis					
2.1.1.4. Assess educational requirements, proficiency levels or codes required by the target audience and learning environment characteristics					
2.1.1.5. Identify required learning resources and determine applicability to learning strategies					
2.1.1.6. Develop a project management plan to capture development, delivery, and long-term sustainment requirements					
2.1.1.7. Describe the basic types of analyses associated with learning/training (educational requirements, occupational, mission, job, task/competency, etc.)					
<b>2.1.2. INTERMEDIATE</b> <ul style="list-style-type: none"> <li>Assesses existing infrastructure capability to address instructional problems</li> <li>Tracks planning and analysis progress for multiple instructional systems</li> <li>Assesses and uses learner profile information and environmental characteristics to design instruction and optimize learning outcomes</li> <li>Coordinates requirements with stakeholders to create instructional design plans</li> </ul>					
2.1.2.1. Analyze local capabilities (e.g., learning space, instructional resources, etc.) to determine ability to resolve instructional challenges					
2.1.2.2. Assess intended learning audience to determine proper learning strategy and learning outcomes alignment					
2.1.2.3. Assess environmental challenges to ensure instructional outcomes are met					
2.1.2.4. Evaluate task analysis to identify required resources to meet learning objectives					

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2.1.2.5. Conduct a resource analysis to ensure resources are identified for the instructional program					
2.1.2.6. Identify and assess varying perceptions of need among stakeholders and the implications of those perceptions					
2.1.2.7. Synthesize findings to identify and recommend potential solutions to address instructional problems and optimize learning					
<b>2.1.3. ADVANCED</b> <ul style="list-style-type: none"> <li>Analyzes needs assessment findings to recommend potential instructional solutions, estimates, costs, and benefits</li> <li>Represents the learning enterprise at planning and analysis workshops and conferences</li> </ul>					
2.1.3.1. Identify subjects/courses where changes may improve student engagement, feedback and outcomes					
2.1.3.2. Conduct Return on Investment / Return on Expectations to assess the benefits of delivering education and training programs					
2.1.3.3. Leverage learning analytics to inform and optimize the instructional design process					
2.1.3.4. Conduct presentations on the learning enterprise for industry, academia and government conferences and workshops					
2.1.3.5. Capture new forms of digital data from students' learning activity, and use computational analysis techniques from data science and AI					

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<b>2.1.4. EXPERT</b> <ul style="list-style-type: none"> <li>Creates and influences processes that aligns mission, policy, and organizational values for potential impact to instructional design</li> <li>Adopts and teaches others on new approaches of analysis that may affect design solutions and strategies</li> </ul>					
2.1.4.1. Use strategic analytics acumen and systems approach to consider the broader context of system elements (mission, policy, values) resulting in recommendations and actions for design					
2.1.4.2. Integrate diverse themes and lines of reasoning to create new insights or levels of understanding for the issue at hand					
2.1.4.3. Collaborate with internal and external stakeholders to ensure development programs evolve with the dynamics of analysis (discovery, interpretation, and communication of meaning)					
2.1.4.4. Estimate analysis results to weigh the costs, benefits, risks, and chances for success in making decisions					
2.1.4.5. Support development of unique levels of analysis expertise by sharing latest trends, tools, and processes					
2.1.4.6. Focus professional development policies and investments to alleviate analysis skills shortages that may affect design (solutions and strategies)					
2.1.4.7. Conduct analysis that elicits development, sponsorship or supports the introduction of new and improved methods, products, procedures, or technologies affecting design solutions and strategies					

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<b>2.2. Design and Development</b>					
<b>2.2.1. BASIC</b> <ul style="list-style-type: none"> <li>• Develop materials that align with needs analysis, technologies, delivery methodologies, and instructional strategies</li> <li>• Selects and identifies instructional strategies that align with learning goals and outcomes</li> <li>• Ensures assessments are aligned with lesson objectives, learning outcomes, and instructional strategies</li> <li>• Integrates existing instructional materials into the design process</li> </ul>					
2.2.1.1. Research reference materials to select appropriate foundational documents for curriculum development					
2.2.1.2. Determine the most appropriate instructional strategies and sequencing to meet objective and learning outcomes					
2.2.1.3. Review existing material to determine if it meets the objective and level of learning desired					
2.2.1.4. Develop a project development/management plan tracking the phases of the design process and describe the planning activities in each phase					
2.2.1.5. Collaborate with the learning design team to build learning programs. (IT, contractors, and SMEs)					
2.2.1.6. Develop objectives that support desired learning outcomes					
2.2.1.7. Identify appropriate methodologies to achieve learning outcomes					
2.2.1.8. Determine available media/technology and select the best fit for instructional methodology					
2.2.1.9. Develop assessments that measure student's attainment of learning outcomes					



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2.2.1.10. Develop a measurement plan aligning assessment with objectives and learning outcomes					
2.2.1.11. Develop a curriculum map aligning assessments, resources, and staff capacity					
2.2.1.12. Prepare a Plan of Instruction/syllabus that organizes and standardizes learning					
2.2.1.13. Describe competency-based curriculum development and instructional design to address learning goals					
<b>2.2.2. INTERMEDIATE</b> <ul style="list-style-type: none"> <li>• Builds reliable and valid methods of assessing learning and performance</li> <li>• Builds instructional materials in a variety of delivery platforms</li> </ul>					
2.2.2.1. Design instructional strategy to achieve maximum learning based on platform evaluation					
2.2.2.2. Utilize student outcome data to create/modify assessments that yield valid and reliable results					
2.2.2.3. Design and develop instructional materials for different delivery platforms					
2.2.2.4. Modify the instructional design process as project parameters change					
2.2.2.5. Construct reliable and valid methods of assessing learning and performance outcomes					
2.2.2.6. Identify which, if any, noninstructional interventions are appropriate (e.g., performance support, knowledge management, personnel selection, job redesign, incentive systems)					

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2.2.2.7. Select or create an instructional design process based on the nature of the project					
<b>2.2.3. ADVANCED</b> <ul style="list-style-type: none"> <li>Advocates for/against non-instructional solutions that potentially impact design and development</li> <li>Makes necessary adjustments to the design and development process by using emerging/advanced learning theories</li> </ul>					
2.2.3.1. Evaluate learning requirements, audience, and new technologies to determine the most appropriate solution to meet the desired learning outcome					
2.2.3.2. Advise when noninstructional interventions are or are not appropriate (e.g., performance support, knowledge management, personnel selection, job redesign, incentive systems)					
2.2.3.3. Identify potential limitations and constraints to assessments to design alternative solutions. (Time available, Manpower available, Costs of alternatives; equipment, tools, and materiel required/available; Potential for equipment damage; Facility/testing area required/available; Acceptable degree of realism; Logistical support required/available; Supervisory requirements, etc.)					
2.2.3.4. Advocate for alternative learning environments (live, virtual, and constructive) as viable learning enhancements					
2.2.3.5. Communicate effectively and explain rationale for selecting, creating, or modifying instructional design to stakeholders					

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<b>2.2.4. EXPERT</b> <ul style="list-style-type: none"> <li>Benchmarks and promotes key practices on the design and development of instructional systems</li> <li>Provides guidance and advises others on design and development of instructional systems</li> </ul>					
2.2.4.1. Research and generate new ideas and innovations for the instructional environment on the latest design practices, instructional trends, and educational technologies					
2.2.4.2. Ensure instructional integrity of development projects through systematic design methods, standards, and outcomes with teams of writers and subject matter experts					
2.2.4.3. Utilize validation studies to drive data-informed decisions to the instructional system					
2.2.4.4. Incorporate contemporary issues in the design of interventions					
2.2.4.5. Build strategic roadmaps using logic and reasoning to forecast strengths, weaknesses, alternative solutions, conclusions, and/or approaches					
2.2.4.6. Develop and utilize rubrics to assess cognitive load of instructional intervention					
<b>2.3. Evaluation</b>					
<b>2.3.1. BASIC</b> <ul style="list-style-type: none"> <li>Implements formative evaluation plan to ensure instructional goals and objectives are met</li> <li>Implements summative evaluation plans to ensure the course's/program's outcomes are effectively meeting stakeholders requirements</li> </ul>					
2.3.1.1. Develop formative evaluation plans					
2.3.1.2. Develop summative evaluation plans					

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2.3.1.3. Determine when formative/summative evaluation plans are conducted					
2.3.1.4. Administer formative evaluation plans					
2.3.1.5. Administer summative evaluation plans					
2.3.1.6. Identify the feedback data (internal or external) that is available for improving course content					
<b>2.3.2. INTERMEDIATE</b> <ul style="list-style-type: none"> <li>• Conducts internal and external feedback on instructional systems</li> <li>• Tailors evaluation processes to meet unique learning situations</li> <li>• Compiles data to produce evaluation reports and makes necessary adjustments to the instructional system</li> </ul>					
2.3.2.1. Gather feedback (e.g., student, graduate, supervisor, instructor) and data (e.g., measurement, student performance) based on the established Evaluation program					
2.3.2.2. Modify evaluation process based on stakeholder, organizational or institutional special interest items					
2.3.2.3. Adjust evaluation processes due to limitations and constraints in the learning environment					
2.3.2.4. Utilize feedback and evaluation data to produce and disseminate evaluation reports that include adjustment recommendations to learning systems					
2.3.2.5. Use evaluation feedback to revise courses as necessary					
2.3.2.6. Collaborate with institutional planning and effectiveness teams					

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<b>2.3.3. ADVANCED</b> <ul style="list-style-type: none"> <li>Provides guidance and makes recommendations to leadership based on evaluation data</li> <li>Analyzes evaluation data and makes recommendations to improve validity, effectiveness, and efficiency of instructional systems</li> </ul>					
2.3.3.1. Manage internal and external evaluations for efficiency and effectiveness of learning systems					
2.3.3.2. Develop an effective evaluation plan					
2.3.3.3. Analyze underlying assumptions of methodologies and program logic for required modifications before implementation and dissemination of evaluation plans					
2.3.3.4. Lead internal and external evaluation teams to provide feedback on instructional systems					
2.3.3.5. Develop a management plan for evaluation					
2.3.3.6. Determine the validity and reliability of data collection instruments and procedures					
2.3.3.7. Disseminate and follow up on findings and recommendations with leadership and stakeholders					
<b>2.3.4. EXPERT</b> <ul style="list-style-type: none"> <li>Incorporates or employs new evaluation methods and processes to meet strategic intent</li> </ul>					
2.3.4.1. Employ interactive participation measures with program leaders, staff, and organizations for directing, collaborating, or coaching evaluation decisions to meet strategic intent					
2.3.4.2. Promote prototypes, tests, and pilots of interventions using proficiency in measurement and testing					

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2.3.4.3. Recommend relevant (appropriate) evaluation methods, sources of evidence, and sampling procedures to meet strategic intent					
2.3.4.4. Focus evaluations in terms of cost-benefit or cost effectiveness of instructional design and/or program					
2.3.4.5. Provide ethical and legal guidance and resources for evaluators					
<b>3. Management</b>					
<b>3.1. Student Flow</b>					
<b>3.1.1. BASIC</b> <ul style="list-style-type: none"> <li>Utilizes learning system resources to meet course scheduling requirements</li> <li>Identifies resources to overcome throughput short-falls</li> </ul>					
3.1.1.1. Develop and validate class schedules required to meet identified programmatic requirements					
3.1.1.2. Identify capacity shortfalls (time, equipment, instructors, manpower) based on identified programmatic requirements					
3.1.1.3. Inform key stakeholders when resources are not available to support new or changed training requirements					
3.1.1.4. Select appropriate instructional modalities to overcome student throughput shortfalls					
3.1.1.5. Participate on a course scheduling team to review course demand and enrollment data					
3.1.1.6. Meet enrollment needs/entry requirements with finite resources (faculty, staff, resources)					

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<b>3.1.2. INTERMEDIATE</b> <ul style="list-style-type: none"> <li>Analyzes student performance within the learning system and modifies schedules and quotas to meet stakeholder requirements</li> <li>Recommends solutions to improve student flow</li> <li>Synchronizes multi-course pipeline and/or multi-agency training schedules</li> </ul>					
3.1.2.1. Consider historical student success rates when developing schedules					
3.1.2.2. Adjust schedules to accommodate student fluctuation					
3.1.2.3. Coordinate with sister services and other agencies to obtain quotas to meet identified requirements					
3.1.2.4. Use data available to estimate rate of transition between courses and suggest recommendations for student flow					
3.1.2.5. Analyze data on student production, eliminations, washbacks, and proficiency advancement trends					
3.1.2.6. Coordinate with stakeholders to validate requirement changes					
<b>3.1.3. ADVANCED</b> <ul style="list-style-type: none"> <li>Modifies established schedules due to programmatic or resource changes</li> <li>Advises on resolving scheduling issues to ensure stakeholder requirements are met</li> </ul>					
3.1.3.1. Evaluate the impact of programmatic and resource changes to established schedules					
3.1.3.2. Implement modified schedules					
3.1.3.3. Seek opportunities to improve other Learning Professionals and organization effectiveness on scheduling concerns					

1. Competencies, Sub-Competencies, Proficiency Levels, Observable Behaviors, and Learning Outcomes	2. OJT Competency Certification Documentation				
	A	B	C	D	E
	Training Start	Training Comp. Date	Trainee Initials	Trainer Initials	Certifier Initials
3.1.3.4. Advises stakeholders on strategic-level programming and scheduling processes and procedures to support mission needs					
<b>3.1.4. EXPERT</b> <ul style="list-style-type: none"> <li>Analyzes learning systems and projects future course scheduling requirements</li> <li>Generates and provides student scheduling program guidance to standardize processes</li> </ul>					
3.1.4.1. Develop out-year training requirements using programmatic requirements documents					
3.1.4.2. Translate total training requirements into scheduling requirements					
3.1.4.3. Utilize the most cost-effective method to deliver Air Force and industry-specific learning systems based on future course scheduling requirements					
3.1.4.4. Evaluate out year requirements and budget constraints to develop scheduling guidance					
3.1.4.5. Identify resource shortfalls and provide guidance on where adjustments can be made to meet customer requirements					
<b>3.2. Personnel Management</b>					
<b>3.2.1. BASIC</b> <ul style="list-style-type: none"> <li>Monitors performance standards of the staff and faculty</li> <li>Coordinates the work of staff and faculty</li> </ul>					
3.2.1.1. Utilize established performance standards to provide formal feedback to staff and faculty members					
3.2.1.2. Ensure staff and faculty understand performance standards					
3.2.1.3. Ensure staff and faculty understand organizational goals					



1. Competencies, Sub-Competencies, Proficiency Levels, Observable Behaviors, and Learning Outcomes	2. OJT Competency Certification Documentation				
	A	B	C	D	E
	Training Start	Training Comp. Date	Trainee Initials	Trainer Initials	Certifier Initials
3.2.1.4. Document performance standards on performance plan					
3.2.1.5. Correct work performance when warranted					
3.2.1.6. Praise work performance when warranted					
3.2.1.7. Recognize work performance through awards programs					
3.2.1.8. Assign work to staff and faculty					
3.2.1.9. Set clear expectations for work performance					
3.2.1.10. Review daily work requirements					
3.2.1.11. Consider stakeholder requirements when determining work priorities					
<b>3.2.2. INTERMEDIATE</b> <ul style="list-style-type: none"> <li>Establishes performance standards and analyzes the development needs of staff and faculty</li> <li>Synthesizes the work of staff and faculty to ensure proper application of proven methods and techniques</li> </ul>					
3.2.2.1. Develop performance standards based on mission and expected work outcomes					
3.2.2.2. Conduct needs analysis to determine capability gaps of staff and faculty					
3.2.2.3. Document developmental needs of staff and faculty					
3.2.2.4. Apply teaming concepts when necessary to complete mission requirements					
3.2.2.5. Provide staff and faculty members with the training and resources needed for success in achieving organizational goals					

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	A	B	C	D	E
	Training Start	Training Comp. Date	Trainee Initials	Trainer Initials	Certifier Initials
<b>3.2.3. ADVANCED</b> <ul style="list-style-type: none"> <li>• Works with universities, professional education associations, and other outside organizations to provide self-development opportunities for staff and faculty members</li> <li>• Studies developments in the field of education and training for possible application to the program</li> </ul>					
3.2.3.1. Engage with and manage external relationships with industry/academic partnerships to advance staff and faculty development opportunities					
3.2.3.2. Support professional development initiative through research in the field of education and training					
3.2.3.3. Collaborate extensively with subject matter experts, internal and external, to design effective performance improvement solutions					
3.2.3.4. Actively participate in various professional organizations					
<b>3.2.4. EXPERT</b> <ul style="list-style-type: none"> <li>• Mentors subordinate supervisors on how to properly develop faculty and staff</li> <li>• Tailors/creates opportunities to teach the applications of personnel management (i.e. seminars, summits, consortium)</li> <li>• Analyzes workforce requirements to develop plans addressing needs</li> </ul>					
3.2.4.1. Serve as a mentor to less experienced supervisors that manage staff and faculty					
3.2.4.2. Establish standards of excellence to further enhance staff and faculty competencies					
3.2.4.3. Evaluate faculty and staff developmental needs and recommend methods for improvement to subordinate supervisors					
3.2.4.4. Use workforce planning to ensure organization has required talent to meet mission objectives					
3.2.4.5. Coordinate with experts to create opportunities in industry and academia to support talent development offerings					

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	Training Start	Training Comp. Date	Trainee Initials	Trainer Initials	Certifier Initials
3.2.4.6. Develop collaborative partnerships with DOD/academia/Industry to leverage and share personnel management practices					
3.2.4.7. Promote participation with industry partners and share information in the area of talent development/management					
3.2.4.8. Assess the Unit Manning Document (UMD) and other manpower documents to ensure / assess needs of organization to create/build a talent management development plan					
3.2.4.9. Develop a workforce strategy to meet emerging mission and organizational requirements					
<b>3.3. Resource Management</b>					
<b>3.3.1. BASIC</b> <ul style="list-style-type: none"> <li>Utilizes systems and applications to manage resources</li> <li>Maintains resources for specific projects, typically in a steady state</li> <li>Uses appropriate application of technology to streamline management functions</li> </ul>					
3.3.1.1. Contribute to the determination of resources required for assigned education and training programs					
3.3.1.2. Identify resource needs by consulting with stakeholders and document in appropriate course management program					
3.3.1.3. Prepare and present briefings and reports that assist leadership in the formulation of decisions regarding sustainment of short- and long-range education/training programs					

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	A	B	C	D	E
	Training Start	Training Comp. Date	Trainee Initials	Trainer Initials	Certifier Initials
3.3.1.4. Select and manage resources, including working with both internal stakeholders and vendors in support of educational programs					
3.3.1.5. Monitor facility and equipment project statuses as required					
3.3.1.6. Acquire and disseminate proper and accurate information on training resources					
3.3.1.7. Partner with leadership to ensure the right resources are available and obtainable					
3.3.1.8. Use appropriate technology to standardize financial management functions					
<b>3.3.2. INTERMEDIATE</b> <ul style="list-style-type: none"> <li>• Maintains resources for multiple projects</li> <li>• Plans for scheduled upgrades or additions</li> <li>• Selects appropriate application of technology to streamline management functions</li> </ul>					
3.3.2.1. Monitor resource modifications and/or resource shortages and determine impact on the learning environment					
3.3.2.2. Provide advice and technical assistance with cost analysis, fiscal allocation, and budget preparation					
3.3.2.3. Provide data driven input with internal and external stakeholders into the development/management of education and training resource allocations					
3.3.2.4. Track unfunded or emerging requirements and identify funding streams and constraints					
3.3.2.5. Use the appropriate IT system within the suite of accounting functions					

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	A	B	C	D	E
	Training Start	Training Comp. Date	Trainee Initials	Trainer Initials	Certifier Initials
3.3.2.6. Review specific provisions of support agreements to ensure provisions are properly documented					
3.3.2.7. Conduct resource assessment to identify potential education and training gaps and shortfalls					
<b>3.3.3. ADVANCED</b> <ul style="list-style-type: none"> <li>Identifies required resources when dealing with complex situations</li> <li>Submits POM inputs to align resource requirements</li> <li>Creates collaborative environments to facilitate management functions across organizations</li> <li>Ensures resources for supporting the effective use of technology are sufficient, scalable and sustainable</li> </ul>					
3.3.3.1. Author proposals/prospectus to garner resources in support of programs that optimize learning environments					
3.3.3.2. Participate in installation working groups relevant to the allocation/management of education and training resources					
3.3.3.3. Analyze resource requirements and make suitable recommendations regarding the method of acquisition and sustainability					
3.3.3.4. Recommend prioritization of group and wing budgets; as well as Sustainment, Restoration, and Modernization (SRM) and Military Construction (MILCON)					
3.3.3.5. Resolve base supply and contract maintenance support challenges					
3.3.3.6. Review specific provisions of support agreements to ensure a clear understanding of required support is properly documented with sufficient information to determine impact of requestors support					

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	A	B	C	D	E
	Training Start	Training Comp. Date	Trainee Initials	Trainer Initials	Certifier Initials
3.3.3.7. Serve as liaison between organizations and base contractors and ensure adherence to memorandum of agreements/understanding or inter-service support agreements					
3.3.3.8. Effectively communicate data insights and recommendations to stakeholders to influence effective use of technology					
3.3.3.9. Perform data gathering and analysis to ensure resourcing of scalable and sustainable technology					
3.3.3.10. Contribute to the determination of resources needs and allocation of resources for life-cycle management of assigned education and training program					
3.3.3.11. Completes Technology Transfer agreements and manages the approval process					
<b>3.3.4. EXPERT</b> <ul style="list-style-type: none"> <li>• Advises community how POM process works</li> <li>• Obtains resources when nobody else can</li> <li>• Develops sustainment plans for selected technologies</li> </ul>					
3.3.4.1. Advise and advocate for group projects as a group facility board member					
3.3.4.2. Distribute changes in resourcing policy and procedures to all levels of the organization					
3.3.4.3. Provide guidance to the organization concerning resource issues					
3.3.4.4. Establish internal controls on the status of organizational funds					
3.3.4.5. Serve as the financial focal point subject matter expert for resource acquisition					

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	A	B	C	D	E
	Training Start	Training Comp. Date	Trainee Initials	Trainer Initials	Certifier Initials
3.3.4.6. Determine priorities and redistribute resources as appropriate to meet learning organization technology needs					
3.3.4.7. Analyze future needs and create a process to track technology investment and infrastructure					
<b>3.4. Program Management</b>					
<b>3.4.1. BASIC</b> <ul style="list-style-type: none"> <li>Explains how organizational programs support the learning enterprise</li> <li>Locates information on applicable unit programs</li> </ul>					
3.4.1.1. Perform tasks and duties involved in defining & initiating a learning program					
3.4.1.2. Perform tasks and duties related to the planning of a learning program					
3.4.1.3. Perform tasks and duties related to the execution of a learning program					
3.4.1.4. Perform tasks and duties involved in monitoring and evaluating a learning program					
3.4.1.5. Perform tasks and duties for sustaining and continuously improving a learning program					
<b>3.4.2. INTERMEDIATE</b> <ul style="list-style-type: none"> <li>Utilizes organizational programs in support of the organization's mission</li> <li>Maintains data integrity when using organizational programs (e.g. STARS-FD, MICT)</li> </ul>					
3.4.2.1. Define & initiate a Learning Program					
3.4.2.2. Manage the planning of a learning program					
3.4.2.3. Manage the execution of a learning program					
3.4.2.4. Monitor and evaluates learning program					

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	Training Start	Training Comp. Date	Trainee Initials	Trainer Initials	Certifier Initials
3.4.2.5. Sustains and continuously improves learning program					
<b>3.4.3. ADVANCED</b> <ul style="list-style-type: none"> <li>Solves education and organizational program problems</li> <li>Suggests improvements or perform revisions to organization programs</li> </ul>					
3.4.3.1. Manage all governance, standards and documentation for the learning program					
3.4.3.2. Manage overall program strategy					
3.4.3.3. Implement measures to effectively sustain learning programs					
<b>3.4.4. EXPERT</b> <ul style="list-style-type: none"> <li>Creates policy that support organizational goals, objectives and mission that are consistent with current laws and directives</li> <li>Provides program guidance to key organizational leadership on policy</li> </ul>					
3.4.4.1. Research and advise policy and standards in relation to learning programs					
3.4.4.2. Develop policy in relation to learning programs					
3.4.4.3. Assess or propose initiatives, considering factors such as cost effectiveness, technical feasibility, organizational acceptance, and policy adherence					



## Section B – Course Objective List

Reserved for future use

## Section C – Support Material

### 2. Professional Foundations

- Learning and Educational Practices Competency Assessment Workbook
- Communications Competency Assessment Workbook
- Technology Competency Assessment Workbook

### 3. ISD

- Analysis Competency Assessment Workbook
- Design and Development Competency Assessment Workbook
- Evaluation Competency Assessment Workbook

### 4. Management

- Student Flow Competency Assessment Workbook
- Personnel Management Competency Assessment Workbook
- Resource Management Competency Assessment Workbook
- Program Management Competency Assessment Workbook

## Section D – Training Course Index

**5. Purpose.** This section of the CFETP identifies a sampling of technical and non-technical training courses available for the occupational series. Additional courses and other learning opportunities may be found in each of the competency assessment workbooks. Courses may be offered in residence and/or delivered in a distance learning format.

**NOTE:** Additional information for the courses can be obtained at the Education & Training Course Announcements website, accessed through the AF Portal.

### 6. Air Force Courses

**New Employee Orientation:** This course is designed to prepare newly hired civilian personnel to be more effective in their roles as civilian employees of the Department of the Air Force team. The curriculum provides an introductory understanding of the Department of the Air Force culture with its unique mission.

**DAF New Supervisors Course:** The New Supervisor Course (NSC) was developed to meet federal requirements contained in Title 5 of the Code of Federal Regulations and the National

Defense Authorization Act of 2010. It is a federally-mandated requirement for all first-time supervisors of civilian employees to complete within one year of becoming a supervisor. The course covers topics mandated by the Department of Defense (DoD) Supervisory Learning and Evaluation Framework. It gives supervisors of civilian employees a sound foundation in supervisory skills and fundamentals. For more information and registration, please visit the Air University Supervisor/Manager Courses section at: <https://www.airuniversity.af.edu/Eaker-Center/DAFCS/Supervisor-Manager/>

**DAF New Manager Course:** The New Manager Course (NMC) was developed to meet federal requirements contained in Title 5 of the Code of Federal Regulations and the National Defense Authorization Act of 2010. It is a federally-mandated requirement for all first-time managers of civilian employees to complete within one year of becoming a manager. The course covers topics mandated by the Department of Defense (DoD) Managerial and Supervisory Learning and Evaluation Framework. It gives managers of civilian employees a sound foundation in supervisory skills and manager fundamentals. For more information and registration, please visit the Air University Supervisor/Manager Courses section at: <https://www.airuniversity.af.edu/EakerCenter/DAFCS/Supervisor-Manager/>

**Military Personnel Management Course:** The MPMC is designed for civilians who are first-level supervisors of Air Force (AF) military personnel. While not required, sister service military personnel supervising AF military personnel are permitted to attend. The MPMC is delivered over 4 weeks (including orientation week) with one, 75-90 minute instructor-led online webinar each week. There are approximately (up to) 2.5 hours, each week, of self-paced readings, videos, activities, and other course materials which are located on a learning management system (LMS) available to students 24/7. Students are required to successfully meet all coursework requirements to complete the course. For more information and registration, please visit the Air University Supervisor/Manager Courses section at: <https://www.airuniversity.af.edu/Eaker-Center/DAFCS/Supervisor-Manager/>

**\*†ADDIE (Analysis, Design, Development, Implementation, and Evaluation):** This course provides training for AETC Technical Training staff and instructor personnel charged with the responsibility of training program development and maintenance. The scope of training includes a systematic process used to analyze, design, develop, implement, and evaluate training in the most effective and cost-efficient manner, all based around the process of continuous evaluation and improvement.

**Analysis of Learning (AOL):** This 4-week, 40-hour course delivered fully online is exclusively asynchronous (no live virtual sessions). The course guides students through the key elements in the decision-making process as they analyze the different components involved in determining which modality or instructional strategy will best serve the needs of the courses they are involved with. Topics covered include Initiating a Plan, Training Delivery Options, Key Stakeholders, Rationale for the Selection Process, and Selecting the Modalities. Skills and knowledge obtained will contribute to an overall understanding of what is involved in the decision-making process when considering a conversion of training to the online or blended learning format. This course is available through 81 TRSS/TSF via distance learning. Additional

information for the course can be obtained at the Education & Training Course Announcements website, accessed through the AF Portal.

**Application of Instructional Systems Development:** This course explores the use of Instructional Systems Development (ISD) process in course design. The course objectives include learning theory, instructional planning, the phases of ISD (Analysis, Design, Development, Implementation), and evaluation. Although the ADDIE model is still the Air Force approved model for course development, other industry ISD models will be studied. The course also covers the application of ADDIE to e-Learning. This faculty development course is available through Keesler AFB Faculty Development via distance learning with a daily collaborative session.

**CDC Writer:** This course is designed to train personnel on the processes for the production of Career Development Course (CDC) materials for 5/7-level upgrade training. Training includes developing topical statements, preparing an outline, preparation of course planning documents, development of measurement devices, production of instructional units, preparation and assembly of CDC package, editing and revision of CDC materials, conducting document review, performing quality review and methods of gathering feedback. This faculty development course is available through Keesler AFB Faculty Development via distance learning and Defense Collaborative Service (DCS).

**Note:** This is an AETC course designed for personnel assigned to the role of CDC Writer.

**Computer Based Instruction (CBI) Designer:** The course is designed to provide training for DOD personnel with the basic skills and knowledge required to carry out the duties of a CBI designer. The scope of training includes introduction to the CBI process, introduction to authoring system software, and CBI development.

**Enhanced Learning & Instructional Techniques Enrichment (ELITE):** This course is designed to enhance Department of Defense learning professionals with the knowledge and skills necessary to critically consider how to design and deliver instruction to learners in a student-centered active learning environment. This course focuses on the theories and strategies that address the diverse needs of students in today's military classroom. Topics included in this course are Characteristics of a Facilitator, Teaching with Emotional Intelligence, Instructional Style, How People Learn, Collaborative Facilitation, Active Learning Strategies, Integrating Multimedia, Room Configuration, Instructional System Development (ISD), Converting Lesson Plans for the Active Learning Environment, and Integrating Collaborative Learning Mini-Lesson Capstone. Additional information for the course can be obtained at the Education & Training Course Announcements website, accessed through the AF Portal.

**Instructional Systems Designer (ISD):** The course provides an understanding of the effective and efficient process by which technical training is targeted, developed and delivered using the USAF Instructional Systems Design model. Students are provided the framework of the ADDIE model and then practice and develop curriculum from objective to measurement device to plan of instruction to lesson plan. Students learn the elements of technical training course creation, development and delivery, and the requirements to create a task and learning analysis, lesson

objectives, measurement devices, a plan of instruction, a lesson plan, student instructional materials and evaluation means and methods. This faculty development course is available through Sheppard AFB.

**Instructor/Developer of Online Learning:** The instructional design for this course is asynchronous online delivery with synchronous sessions integrated as advanced organizers for each of the ten units. The 10 day/80-hour course prepares course developers for analyzing and converting traditional training programs to the online / blended environment and prepares online course facilitators with necessary instructional strategies for facilitating an online course. Training includes introduction to the principles, theories, and teaching strategies of delivering collegiate-level curriculum in an online or blended eLearning environment. Includes instructional design and learning theories; educational technology in the online environment; online classroom management and facilitation; online test integrity principles and issues; and instructional methodology and techniques used in this environment. Skills and knowledge obtained will contribute to an understanding of the various types of assessments and rubrics used for evaluation. This faculty development course is available through Keesler AFB Faculty Development via distance learning. Additional information for the course can be obtained at the Education & Training Course Announcements website, accessed through the AF Portal.

**\*†Technical Writer:** This course is designed to train personnel on the processes for the production of student instructional materials. Training includes developing an outline, copyright policies, drafting and formatting a study guide work book, editing, and conducting an annual review.

**\*†Training Management:** This course provides training for faculty and staff personnel involved in instruction and training development. The scope of training includes training management responsibilities, technical training, training development, programming, scheduling training, production, and training systems. Particular emphasis is given to the roles and responsibilities of the Training Manager.

Additional information for the course can be obtained at the Education & Training Course Announcements website, accessed through the AF Portal.

**\*†Training Supervisor:** This course provides training for faculty members selected for instructor/intermediate supervisor duty within a training squadron. Training clarifies the faculty member's function as a first- or second-line instructor supervisor. Training includes applicable AF, AETC, and local directives; student administration and recognition; IS position and responsibilities; instructor training, recognition, and evaluation; training evaluation; and inspection program.

NOTE: Personnel assigned to an IS position, who do NOT have prior teaching experience in a formal school setting, must complete an ITC prior to enrollment.

\*This is an AETC course designed for personnel supporting the AETC Technical Training mission. Non-AETC customer requests, and those not required to support AETC Technical Training mission are allocated on a space available basis.

†Course is offered in multiple locations.

## **7. Non-Air Force Courses**

Non-Air Force Courses are listed within the associated competency assessment workbooks.