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**TOTAL FORCE ENLISTED
DEVELOPMENTAL EDUCATION**

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Chapter 1

DEVELOPMENTAL EDUCATION OVERVIEW

1.1. Overview. Developmental education includes an array of in-resident, distance learning, and blended educational opportunities composed of formal, experiential, and Enlisted Professional Military Education (EPME) programs. The EPME experiences will align with the Chairman of the Joint Chiefs of Staff Instruction (CJCSI) 1805.01C, *Enlisted Professional Military Education Policy* which defines joint learning areas, objectives, *Enlisted Desired Leader Attributes* (EDLA), and responsibilities of EPME and Enlisted Joint Professional Military Education (EJPME) institutions. It provides the framework for joint enlisted leader development and guides the development of agile and adaptive leaders with the requisite capabilities to support National Strategy and lead effectively in globally integrated military operations.

1.2. Department of the Air Force Instruction (DAFI) Intent. This instruction details roles, responsibilities, eligibility criteria, and compliance standards for DAF enlisted developmental education program administration.

1.3. Leadership Support for Force Development. This DAFI governs formal aspects of developmental education, commanders, senior enlisted leaders, and civilian equivalents should provide a work environment that supports enlisted force development.

Chapter 2

ROLES AND RESPONSIBILITIES

2.1. The Assistant Secretary of the Air Force for Manpower and Reserve Affairs (SAF/MR): Serves as an agent of the Secretary of the Air Force to provide direction and oversight for all matters pertaining to the formulation, review, and execution of plans, policies, programs, and budgets addressing developmental education.

2.2. The Deputy Chief of Staff, Manpower, Personnel and Services (AF/A1):

2.2.1. Provides strategic objectives and advocacy for DAF developmental education programs in coordination with United States Space Force, Deputy Chief of Space Operations for Personnel (SF/S1), ensuring Guardian representation.

2.2.2. Presents developmental education programs and concepts to the DAF Board for consideration. **Note:** The DAF Board, within the DAF Corporate Structure, reviews budgetary issues concerning pricing, execution, and executability of DAF programs.

2.2.3. Ensures the DAF's diversity policies are ingrained into developmental education policies and programs.

2.3. The Air Force Directorate of Force Development (AF/A1D) and Space Force, Directorate of Force Development (SF/S1D):

2.3.1. Provides policy oversight developmental education program management, and coordinates on force development issues affecting Airman and Guardians as needed or as requested.

2.3.2. Allocates quotas and resources for developmental education programs to include distribution of space-available seats to sister services and interagency partners.

2.3.3. Determines rules for developmental education eligibility, selection, and removal criteria with regards to in-resident and distance learning programs for civilian employees and enlisted personnel participating in developmental education, academic degrees, and programs.

2.3.4. Determines program requirements and resource allocation method and distribution rate of in-resident developmental education quotas for Air Force Personnel Center (AFPC) as well as Air Force Reserve and Air National Guard.

2.3.5. Publish annual developmental education programming requirements, establish eligibility policy and quotas at DAF and non-DAF schools and determines participation quotas and rates in DAF professional military education programs for non-DAF personnel. **Exception:** MAJCOMs may authorize increases or decreases in Airman Leadership School (ALS) and Foundations Course (FC) production to accommodate MAJCOM EPME production requirements and constraints.

2.4. Department of the Air Force Chief Master Sergeant (CMSgt) Management Offices (AF/A1LE): AF/A1LE select and schedules eligible RegAF CMSgts for senior leader development courses with Chief Master Sergeant of the Air Force (CMSAF) approval. United States Space Force Senior Leader Management Office (SF/S1L) manages USSF CMSgt and Senior Master Sergeant (SMSgt) senior leader development with Chief Master Sergeant of the Space Force (CMSSF) approval.

2.4.1. The ANG will select CMSgt Leadership Academy (CLA) and Keystone Course attendees through the process approved by the Director, Air National Guard.

2.4.2. The AFR will select and manage CLA and Senior Leader Development course attendance through the process approved by the Command Chief of the Air Force Reserve.

2.5. Air Force Personnel Center (AFPC):

2.5.1. Executes DAF guidance for developmental education eligibility and selection. **Note:** Selection for ALS and FCs is designated to the wing-level or below.

2.5.2. Acts as approval authority for mission-essential and humanitarian deferment requests from school lists.

2.5.3. Determines quota allocations and distributes training line numbers for active component DAF attendees for the Noncommissioned Officer Academies (NCOA), Senior Noncommissioned Officer Academy (SNCOA), and CLA.

2.5.4. Designates and schedules active component DAF personnel to attend the NCOA, SNCOA, CLA and equivalent non-Air Force schools.

2.5.5. Monitors AFPC selection lists of NCOA, SNCOA, CLA, equivalent sister service, and international courses' students and maintains lists of eligibles to fill short-notice vacancies.

2.5.6. Executes approved programming and schedules annual EPME for continental United States (CONUS) and outside the continental United States (OCONUS) NCOA production.

2.5.7. Provides AF/A1 MAJCOM EPME approved promotion waivers quarterly.

2.6. Air Education and Training Command (AETC):

2.6.1. The Force Development Command, AETC executes Enlisted Force Development, to include but is not limited to education, training and experiential learning activities, opportunities, and services within and across the DAF. It is conducted in a manner consistent with the statutory, higher headquarters, and Secretary-assigned authorities and responsibilities that commanders, directors, or functional authorities otherwise are required to execute within their respective mission areas or units.

2.6.2. In coordination with AF/A1D, establishes academic and procedural guidance for Enlisted Force Development activities, opportunities, and services, to include but is not limited to competency modeling, PME, PCE, Education with Industry (EWI), and Advanced Academic Degree (AAD).

2.6.2.1. Create and/or lead collaborative Enlisted Force Development networks; comprised of RegAF, ANG, and AFR enlisted leaders, trainers, educators, mentors, functional authorities, and other stakeholders focused on the enlisted learner's needs, mission success, and sustaining an all-volunteer force.

2.6.2.2. Identify, analyze, validate, and catalog the learning outcomes necessary to meet the strategic, operational, and tactical mission requirements of the enlisted force.

2.6.2.3. Provide Enlisted Force Development strategy, planning, analysis, and liaison functions integrating processes, identifying learner requirements, and advocating for the resources required to develop the enlisted force.

2.6.2.4. Ensure Enlisted Force Development activities, opportunities, and services produce Airmen and Guardians based on the outcomes, qualitative and quantitative requirements and priorities identified by DAF governance structures, functional authorities, or senior leaders.

2.6.3. Provides operational oversight, integration, and management guidance for personnel and/or units executing and/or supporting Enlisted Force Development activities, opportunities, and services thought-out the DAF.

2.6.4. Use an outcome-based learning approach to Enlisted Force Development and leverage state-of-the-art technologies providing Enlisted Force Development activities, opportunities, and services across the entire Department.

2.7. Space Training and Readiness Command (STARCOM):

2.7.1. The USSF training and education command, executes Enlisted Force Development, which includes but is not limited to education, training and experiential learning activities, opportunities, and services within and across the DAF in a manner that is consistent with the statutory, higher headquarters, and Secretary-assigned authorities and responsibilities that commanders, directors or functional authorities otherwise are required to execute within their respective mission areas or units.

2.7.2. In coordination with SF/S1D establish academic and procedural guidance for Enlisted Force Development activities, opportunities, and services, which includes but is not limited to competency modeling, and professional educational programs (e.g., PME, PCE, EWI, and AAD).

2.7.3. In coordination with SF/S1, United States Space Force, Deputy Chief of Space Operations for Intelligence, Surveillance, and Reconnaissance (SF/S2) and United States Space Force, Deputy Chief Operating Officer (SF/COO) identify, analyze, validate, and catalog the learning outcomes necessary to meet the strategic, operational, and tactical mission requirements of the enlisted force. Identifying learner requirements and advocating for the resources required to develop the enlisted force.

2.7.4. Ensure Enlisted Force Development activities, opportunities, and services produce Guardians based on the outcomes, qualitative and quantitative requirements and priorities identified by DAF governance structures, functional authorities, or senior leaders.

2.7.5. Use an outcome-based learning approach to Enlisted Force Development and leverage state-of-the-art technologies providing Enlisted Force Development activities, opportunities, and services.

2.8. Air University:

2.8.1. Designs, develops, conducts, and evaluates in-resident and distance learning development programs IAW DAF doctrine, policy, and the instructional system development process. Instructional system development guidance is provided in DAF Handbook (DAFH) 36-2675, *Information for Designers of Instructional Systems*. (T-1)

2.8.2. Advertises eligibility, enrollment, academic and graduation criteria for DAF in-resident and distance learning programs for each developmental education level in Air University (AU) catalogs and Education and Training Course Announcement (ETCA). The ETCA SharePoint®

is available on AF Portal Home under Education/Training/Force Development and Applications tab (A-Z).

2.8.3. Maintains faculties, staff, facilities, and programs funds for in-resident and non-resident enlisted developmental education programs.

2.8.4. Reports developmental education (graduate education, professional continuing education, experiential programs, professional military education, etc.) production to AF/A1D, to include non-AU schools, sister service, joint, international, etc.

2.8.5. Ensures, to the extent possible, distance-learning programs are equivalent with the corresponding in-resident school program in terms of program outcomes and relevant competencies.

2.8.6. Acts as the waiver authority for all distance learning DAF PME completion requirements.

2.8.7. The USSF Space Delta 13 works with AU on all matters listed above for Guardian development programs.

2.9. Major Commands, Direct Reporting Units, and Field Operating Agency Commanders:

2.9.1. Allocate quotas to overseas NCOAs.

2.9.2. Program, manage, and schedule annual EPME school production for their respective ALS, FCs, and OCONUS NCOAs.

2.9.3. Ensure ALS and FCs have the required personnel, facilities, equipment, and resources necessary to operate and meet annual production requirements and ensure required support is documented in support agreements.

2.9.4. Ensure NCOA, including OCONUS, have the required personnel, facilities, equipment, and resources necessary to operate and meet annual production requirements and ensure required support is documented in support agreements.

2.9.5. Ensure EPME schools follow AU operating procedures located on the AU portal.

2.9.6. MAJCOM EPME Functional Manager:

2.9.6.1. Serves as point of contact for communications between Barnes Center for Enlisted Education (BCEE), FC, and EPME schoolhouses (ALS, NCOA, SNCOA, CLA). Coordinates with NAF/Wing Command Chiefs on matters related to professional military education and development. **Note:** United States Air Forces Europe (USAFE) and Pacific Air Forces (PACAF) areas of responsibility (AOR) will also coordinate with international schoolhouses for EPME and development opportunities.

2.9.6.2. Interprets EPME policy and provides guidance to senior leaders on matters related to the Enlisted Airmanship Continuum.

2.9.6.3. Supports the EPME student deferment process. Coordinates with Force Support Squadron/Education and Training (FSS/FSDE) and/or Formal Training Managers to identify replacements and validate allocation requirements.

2.9.6.4. Validates manpower authorizations for 8TXXX within each respective MAJCOM. **Note:** MAJCOM A1L validates authorizations for 8TXXX in the rank of CMSgt.

2.9.6.5. Coordinates with functional authorities to ensure adequate resources are provided for EPME initiatives.

2.9.6.6. Serves as the MAJCOM point of contact for Enlisted Joint Professional Military Education (EJPME) to include Enlisted to Air Force Institute of Technology (AFIT), EWI, Joint and Combined Warfighting School (JCWS), and Sister-Service Enlisted Professional Military Education (SSEPME) academies.

2.10. Air Force Reserve:

2.10.1. Air Force Reserve Command Chief (AFR/CCC) establishes Air Force Reserve selection criteria for all EPME programs.

2.10.2. Chief Enlisted Force Development (AFR/EFD) provides functional management of EPME education programs for AFR.

2.10.3. Force Development Branch (AFRC/A1KB) is the EPME Manager and is responsible for:

2.10.3.1. Determines annual Air Force Reserve EPME quota requirements, provides statistics regarding participation in Air Force professional military education resident and distance learning programs, and coordinates Air Force Reserve participation in sister service professional military education programs.

2.10.3.2. Serves as the Air Force Reserve point of contact for enlisted joint professional military education and in-resident sister service academy issues.

2.10.3.3. Issues and monitors training line numbers, school days for enlisted students, and coordinate all courses, ensuring compliance with applicable directives.

2.10.3.4. Serves as point of contact for communications between Barnes Center for Enlisted Education Reserve Advisor (AFR/BCEE), Air Force PME program managers, other services' program managers, and Air Force Reserve base Education and Training Managers in FSSs.

2.10.3.5. Ensures all PME resident school quotas are coordinated between Headquarters Air Force Reserve Command (HQ AFRC), Force Development Branch (AFRC/A1K) and the appropriate schoolhouse with concurrence from AFRC/CCC, AFR/EFD, and AFR/BCEE. Units are not authorized to solicit quotas directly with a schoolhouse.

2.10.4. Professional Development Center (AFRC/PDC) will provide program oversight to the Foundations Courses for the MAJCOM and collaborate course content with RegAF.

2.10.5. Wing Command Chief oversees professional development and establishes annual process to prioritize eligible Airmen for EPME, Primary Development Education on in-residence attendance, and Foundations courses, based on current DAFI 36-2685, DAFI 36-2670 requirements. Provides strategic and logistical support and provides finalized list to the Force Development Office IAW fiscal year timelines.

2.10.6. Air Force Reserve Force Support Force Development Offices (FSS/FSD):

2.10.6.1. Provide enrollment information and support for developmental education programs. Update Military Personnel Data System (MilPDS) with course completion and credit as needed.

2.10.6.2. Support course execution for Foundations courses, apply course credit for students and provide MilPDS update.

2.11. Air National Guard:

2.11.1. National Guard Bureau Training and Education Division (NGB/A1D).

2.11.1.1. Determines ANG-specific eligibility requirements and quotas for in residence attendance in coordination with AF/A1D and AFPC and provides EPME guidance in the *ANG Formal School Process Personnel Services Delivery Guide (PSDG)* to states and wings to include allocation distribution and scheduling procedures.

2.11.1.2. Serves as point of contact for ANG EPME issues.

2.11.1.3. Issues and monitors training line numbers for students and coordinates all courses, ensuring compliance with applicable directives.

2.11.1.4. Acts as waiver authority for ANG-specific exceptions to policy regarding PME attendance and eligibility.

2.11.2. National Guard Bureau Human Resources (NGB/HR) provides submission instructions and information for sister service in-resident EPME and developmental opportunities not managed by NGB/A1D to each State Headquarters.

2.11.3. State Headquarters distribute information for ANG developmental opportunities, to include but not limited to sister service in-resident EPME opportunities as published by NGB/HR.

2.11.4. Wing Command Chief establishes annual process to prioritize eligible Airmen and Guardians for EPME and Primary Developmental Education in-residence attendance based on current DAFI 36-2685, DAFI 36-2670, and NGB/A1D requirements and provides finalized list to the Force Development Office IAW fiscal year timelines. Limited to resident EPME opportunities as published by NGB/HR.

2.11.5. Air National Guard Force Development Office (FSS/FSD):

2.11.5.1. Process in-resident EPME students requests using the guidance as provided in the ANG Formal School PSD Guide, this instruction and the Education and Training Course Announcement (ETCA) website.

2.11.5.2. Provide school websites, orders, and reporting instructions to selectees.

2.11.5.3. Immediately process any cancellation requests IAW the ANG Formal School PSD Guide. **(T-1)**

2.11.5.4. Provide enrollment information and testing support for distance learning developmental education programs.

2.11.5.5. Coordinate with Wing Command Chief on processing members appropriately that have cancelled an issued TLN or who have been returned from training either

voluntarily or involuntarily per the annual NGB/A1D PME memo or the ANG Formal School PSD Guide.

2.12. Wing Commander or Equivalent (Regular Air Force): Approval or disapproval authority for EPME deferments, waivers, and declinations. **(T-1)**

2.13. Force Support Squadrons (Regular Air Force):

2.13.1. Ensure EPME students are selected to attend in-resident schools based on priority, seniority, and other considerations (deployments, retraining, mission, humanitarian, medical, etc.) IAW this instruction and the Education and Training Course Announcement (ETCA) website.

2.13.2. Provide school websites, orders, and reporting instructions to selectees.

2.13.3. Notify the Airmen and Guardians' command teams of PME selection and class start date; immediately notify AFPC for enlisted Airmen and Guardians who are ineligible or unable to attend.

2.13.4. Provide the ALS commandant a monthly or bi-monthly listing of eligible Airmen and Guardians by unit of assignment.

2.13.5. Provide enrollment information and testing support for distance learning developmental education programs.

2.13.6. Disseminate annual developmental education nomination announcement published by AFPC.

2.13.7. Process declinations, waivers, and deferments to wing commander or senior rater.

2.14. Unit Commander or Civilian Equivalent:

2.14.1. Ensures each civilian or enlisted developmental education attendee meets eligibility criteria outlined in the Air Force Education and Training Course Announcement (The ETCA SharePoint® is available on AF Portal Home under Education/Training/Force Development and Applications tab (A-Z)).

2.14.2. Advises and ensures service members meet fitness requirement to attend in-resident ALS and NCOA IAW DAFMAN 36-2905, *Department of the Air Force Physical Fitness Program*. **Note:** Guardians should reference and comply with USSF-specific fitness requirements. **(T-1)**

2.14.3. Counsel individuals considering declination of in-resident developmental education attendance.

2.14.4. Submits declinations, waivers, and deferment requests to FSS.

2.14.5. Ensures service members attending formal developmental education programs at their installation (in-residence, distance learning, or virtual in-residence) are considered temporary duty travel (TDY) in-place and are afforded necessary official duty hours to complete program requirements. Additionally, ensures selected service members are considered unavailable for details, additional duties, and exercise participation throughout the course duration.

2.14.6. Ensures enlisted service members promoted with an EPME waiver attend applicable EPME as soon as possible without negatively impacting the mission or member.

2.15. Selected Individuals:

2.15.1. Identify mission-related, medical, or personal hardship circumstances that may impact school attendance to their chain of command.

2.15.2. Comply with developmental education prerequisites and guidelines for school attendance.

2.15.3. Coordinate appropriate medical profile documentation to their respective wing-training manager and obtain approval to attend developmental education school no later than 35 calendar days prior to class start date. Provide the appropriate fitness or medical profile documentation to the respective school upon arrival.

Chapter 3

ENLISTED AIRMANSHIP CONTINUUM (100-900)

3.1. Overview. The Enlisted Airmanship Continuum 100-900 (EAC 100-900) is a comprehensive development model that connects institutional, functional, and base delivered education, training, and experiences. The EAC spans an enlisted member's career and combines education, training, and experience to prepare enlisted Airmen and Guardians to perform in progressively demanding supervisory, leadership, and management positions in dynamic operational environments. The EAC contributes to developing enlisted members' foundational competencies and occupational competencies vital to the knowledge and skills required for performing assigned tasks and responsibilities at the appropriate level.

Table 3.1. EAC 100-900 Overview.

| |
|---|
| Basic Military Training 100 (BMT100) |
| Technical Training 200 |
| Junior Enlisted Foundations Course 300 (JEFC300) |
| Airman Leadership School 400 (ALS400) |
| Noncommissioned Officer Foundations Course 500 (NCOFC500) |
| Noncommissioned Officer Academy 600 (NCOFC600) |
| Senior Noncommissioned Officer Foundations Course 700 (SNCOFC700) |
| Senior Noncommissioned Officer Academy 800 (SNCOA800) |
| CMSgt Leadership Academy 900 (CLA900) |
| Note: Both BMT100 and Technical Training 200 are managed by Air Education and Training Command with policy oversight within 2nd Air Force. |

3.2. Resident Foundations Course Eligibility. Guardians should reference USSF Deputy Chief of Space Operations for Personnel (SF/S1) guidance for FC requirements.

3.2.1. JEFC300 is designed to provide Airmen with the skills and knowledge needed to become highly efficient in their career field and offers guidance that empowers Airmen to reflect on their behaviors in relation to the Airmen Leadership Qualities (ALQs). Additionally, it facilitates members journey to begin developing supervisory and leaderships skills to lead individuals and teams. The target audience for this educational opportunity is Senior Airmen with 4 – 8 months' time-in-grade (TIG). **Note:** By 31 Dec 2025 (31 Dec 2026 for ANG), JEFC300 must be completed prior to attending ALS.

3.2.2. NCOFC500 is designed provide Airmen with skills and knowledge needed to lead by example and shape organizational culture. It offers guidance to empower members to reflect on their behaviors in relation to the Airman Leadership Qualities and facilitates Airmen comprehension of techniques that contribute to establishing robust networks and to foster a culture of trust. The target audience for this educational opportunity are Staff Sergeants with 18-24 months' TIG and Technical Sergeants with 12 months TIG. **Note:** By 31 Dec 2025 (31 Dec 2026 for ANG), NCOFC500 must be completed prior to attending NCOA.

3.2.3. SNCOFC700 is designed to provide Airmen with the foundational skills needed to develop, advise, and lead teams successfully. Priority is placed on transitioning from front-line supervisors and trainers to team leaders and engage in strategic leadership. The target audience for this educational opportunity are Master Sergeant Selects and Master Sergeants with less than 12 months' TIG. **Note:** By 31 Dec 2025 (31 Dec 2026 for ANG), SNCOFC700 must be completed prior to attending SNCOA.

3.3. Resident EPME Eligibility. (**Note:** Guardians should reference SF/S1 guidance for EPME promotion requirements.)

3.3.1. ALS prepares Airmen for positions of greater responsibility by strengthening the ability to lead, follow, and manage. It is a primary level in-resident enlisted developmental education opportunity that meets all EPME requirements beginning at three-years' time in service. The target audience for this educational opportunity is Senior Airman and PME must be complete prior to promotion to Staff Sergeant (see DAFI 36-2502, *Enlisted Airman Promotion and Demotion Programs*, Table 1.1, EPME for Promotion RegAF Airmen). **Note:** By 31 Dec 2025 (31 Dec 2026 for ANG), JEFC300 must be completed prior to attending ALS.

3.3.2. NCOA educates Noncommissioned Officers to manage and lead innovative professionals. It is a primary level in-resident enlisted force development opportunity. The target audience for this educational opportunity is Technical Sergeant and PME must be complete prior to promotion to Master Sergeant (see DAFI 36-2502, Table 1.1, EPME for Promotion RegAF Airmen). **Note:** By 31 Dec 2025 (31 Dec 2026 for ANG), NCOFC500 must be completed prior to attending NCOA.

3.3.3. SNCOA prepares SNCOs to lead the enlisted force in the employment of air and space power in support of national security objectives. The target audience for this educational opportunity is Master Sergeant, PME must be complete prior to promotion to Senior Master Sergeant (see DAFI 36-2502, Table 1.1, EPME for Promotion RegAF Airmen). **Note:** Senior noncommissioned officers who complete an in-resident sister service equivalent course or Joint Special Operations Forces Senior Enlisted Academy receive EPME credit for completing in-resident SNCOA. Graduates of sister service and joint equivalent courses may opt to attend Air Force SNCOA based on their priority level and on a space-available basis. By 31 Dec 2025 (31 Dec 2026 for ANG), SNCOFC700 must be completed prior to attending SNCOA.

3.3.4. CLA is a senior level in-resident force development opportunity and is required for newly selected RegAF before 12 months TIG and AFR CMSgts. This course is optional for AFR/ANG CMSgts.).

3.4. Resident Foundations Course Selection and Scheduling.

3.4.1. Force Support Squadron representatives from the Military Personnel Flight (MPF) will provide Development Advisors (DAs) rosters for eligible Airmen assigned to their respective installation. Eligible Airmen will be notified of the annual FC schedule and will self-register with the locally devised process. **Note.** ANG and ARC: Wing Command Chiefs will serve as the OPR and identify the appropriate member or position to manage these courses for their Wing. Selection for active component DAF Airmen for in-resident FC attendance is based on grade and date of rank.

3.4.2. The DAs will conduct enough FC offerings to accommodate EPME prerequisite requirement for the installation population. **(T-1)**

3.5. Resident Foundations Course Tracking.

- 3.5.1. The DAs will provide students graduation certificates annotated with FC course codes.
- 3.5.2. The DAs will provide course completion rosters to installation Formal Training Manager, Formal Training Office, or Unit Training Manager, based on local operating procedures, to update Airmen attendance in system of record.

3.6. Resident EPME Selection.

- 3.6.1. Force Support Squadron Commanders and Directors ensure individual names are entered and confirmed for in-resident professional military education schools no later than 45 calendar days before the class start date (unless managed by AFPC's Directorate of Personnel Services (AFPC/DPS)).
- 3.6.2. Selection for active component DAF Airmen for in-resident EPME attendance is based on grade, priority, date of rank, and eligibility.
- 3.6.3. Airmen selected for in-resident EPME must formally accept, decline, or request deferment within 5 duty days of notification. **(T-3)**
- 3.6.4. Once notified of selection, Airmen are required to attend in-resident EPME. Airmen may defer attendance for valid mission, medical or humanitarian reasons to include pregnancy and postpartum. Deferment requests require justification, wing command chief concurrence and wing commander (or equivalent) approval with a courtesy copy to the MAJCOM EPME manager. **(T-2)**
- 3.6.5. If selected, Airmen serving in overseas assignments of 15 months or less will be deferred from in-resident EPME attendance until tour completion. With unit commander approval, Airmen serving in overseas assignments of 16 months or longer may attend in-resident EPME if they have at least 120 calendar days remaining in the overseas area upon graduation. Air Force Personnel Center Workforce Development Branch (AFPC/DP3DW) may waive these requirements if the unit commander and MAJCOM EPME manager approve. **(T-1) Note:** Guardians serving overseas follow SF/S1 guidance for in-resident EPME attendance.
- 3.6.6. Retainability for RegAF attending in-resident EPME is 2-years for ALS (or USSF equivalent) and 1-year for NCOA, SNCOA, CLA.

3.7. Resident EPME Scheduling.

- 3.7.1. The Thomas N. Barnes Center for Enlisted Education (BCEE) provides AFPC/DP3DW with an EPME class schedule no later than 31 May of each year. Outside (CONUS) MAJCOM's submit schedules for their EPME centers to BCEE prior to this date. BCEE then submits those MAJCOM's inputs directly to AFPC/DP3DW without alteration. The schedule accommodates the established Total Force production targets that ensure a deliberate and methodical process to schedule Airmen to meet current and future mission demands. **Note:** Space Delta 13, in coordination with SF/S1D, provides the class schedule to AFPC/DP3DW no later than 31 May of each year.
- 3.7.2. Selection and scheduling EPME for DAF personnel is a responsibility of AFPC/DP3DW unless otherwise noted.

3.7.3. ALS. The local ALS commandant schedules ALS in-resident attendance. Commandants build an annual schedule shortly after the E-5 promotion release. All ALSs must hold a minimum of six classes per year; maximum of eight classes per year and must report production to the AU registrar. **(T-1)** Commandants ensure the scheduling process adheres to the following priorities:

3.7.3.1. Priority 1: E-5 with approved waivers and E-4 selected for promotion to E-5. If seats are limited, use rank, time in grade, time in service, and promotion sequence number to determine scheduling priorities. Additionally, give priority to E-5 selects or E-4 with 36 months or more time-in-service selected for deployments and short-tour and/or remote assignments. The losing base must schedule Airmen selected for short tour/remote assignments prior to permanent change of station to minimize service members' time away from their primary duties and remain mission focused while serving at these locations. **(T-2) Note:** Applicable Air Reserve Component Airmen are scheduled in coordination with MAJCOM EPME managers and considered priority 1 within their allocations provided by Air Force Learning Division, Directorate of Force Development (AF/A1DL).

3.7.3.2. Priority 2: E-4 with the most time in grade and a pending assignment or deployment ahead of other service members.

3.7.3.3. Priority 3: Eligible DAF and Department of Defense (DoD) and other civilians, sister service approved international students, and local civilians. DoD civilians may take EPME IAW the DAF civilian development policy in DAFI 36-2687, *Civilian Development*. **(T-1)**

3.7.3.4. To the extent possible, distribute priority 2 and 3 students throughout the year to maximize year group and Service culture diversity in the classroom.

3.7.4. NCOA. Selection and scheduling are based on grade, priority, and eligibility. Below is the order of priority for service members attending in-resident NCOA:

3.7.4.1. Priority 1: E-7 with approved waivers.

3.7.4.2. Priority 2: E-6 selected for promotion to E-7.

3.7.4.3. Priority 3: E-6 by seniority (based on date of rank and total active federal military service date).

3.7.4.4. Priority 4: Eligible DAF and DoD civilians, sister service, and international students per the program requirement document.

3.7.5. SNCOA. Selection and scheduling are based on grade, priority and eligibility and is driven by the E-8 promotion release. Below is the order of priority for RegAF service members attending in-resident SNCOA Air Reserve Component (ARC) priorities are addressed in the AFR/ANG chapters):

3.7.5.1. Priority 1: E-8 with approved waivers.

3.7.5.2. Priority 2: E-7 selected for promotion to E-8.

3.7.5.3. Priority 3: E-7 non-selects based on seniority (based on date of rank and total active federal military service date).

3.7.5.4. Priority 4: Eligible DAF and DoD civilians, sister service, and international students per the Program Requirement Document.

3.7.6. CLA. Selection and scheduling are based on grade, priority and eligibility and is driven by the E-9 promotion release.

3.7.6.1. Priority 1: E-9 by seniority (based on date of rank and total active federal military service date). **Note:** AFR Chiefs with less than 2 years TIG. AFRC/CCC is waiver authority.

3.7.6.2. Priority 2: E-8 selected for promotion to E-9.

3.7.6.3. Priority 3: Eligible DAF and DoD civilians, sister service and international students per the Program Requirement Document.

3.7.6.4. Nominative Courses: Group Senior Enlisted Leader Course, Wing Command Team Training, and SLC. Eligible candidates are nominated by their MAJCOM through AF/A1LE.

Table 3.2. EPME Scheduling Priorities.

| School | Priority | Rank |
|--|----------|--|
| Airman Leadership School | 1 | E-5 with approved waivers and E-5-selects |
| | 2 | E-4 with the most time in grade and a pending assignment or deployment ahead of other service members |
| | 3 | Eligible DAF and DoD and other civilians, sister service E-4, approved international students, and local civilians |
| Noncommissioned Officer Academy | 1 | E-7 with approved waivers |
| | 2 | E-7 selects |
| | 3 | E-6 (non-selects) by seniority (based on date of rank and total active federal military service date) |
| | 4 | Eligible DAF and DoD civilians, sister service and international students per the Program Requirement Document |
| Senior Noncommissioned Officer Academy | 1 | E-8 with approved waivers |
| | 2 | E-8 Selects |
| | 3 | E-7 (non-selects) by seniority (based on date of rank and total active federal military service date). |
| | 4 | Eligible DAF and DoD civilians, sister service and international students per the Program Requirement Document |
| CMSgt Leadership Academy | 1 | E-9 by seniority (based on date of rank and total active federal military service date). |
| | 2 | E-9 selects |
| | 3 | Eligible DAF and DoD civilians, sister service and international students |

| | | |
|--|--|--------------------------------------|
| | | per the Program Requirement Document |
|--|--|--------------------------------------|

3.8. EPME Declinations.

3.8.1. When selected for in-resident EPME, active component DAF Airmen and Guardians can decline attendance. Commanders should emphasize the positive benefit of completing in-resident developmental education and implications of declining. Eligible service members should contact their local MPF and DA before submitting a declination.

3.8.2. Airmen and Guardians who decline in-resident EPME:

3.8.2.1. Become ineligible for promotion IAW DAFI 36-2502, paragraph 1.9 and Table 1.2, *Determining Ineligibility for Promotion for RegAF Airmen*. (T-1)

3.8.2.2. May request an extension of the five-duty daytime period, if needed, providing justification and the calendar date of the additional time required. Forward extension requests to your local military personnel section (MPS). Unnecessary delay or failure in submitting this request and/or the statement below will result in a loss of declination opportunity.

3.8.2.3. Will sign and submit the following statement to the MPS: "I decline to attend the (ALS, NCOA, SNCOA, CLA) class starting on (class start date), for which I have been selected/scheduled. I understand this declination renders me ineligible for promotion." Upon receipt of this statement and DAF Form 964, *Permanent Change of Station (PCS), TDY, Deployments, or Training Declination Statement*, the MPS will update the with the appropriate promotion eligibility code and notify AFPC/DP3DW to remove service members from class. The statement and DAF Form 964 will be filed in the Airman's Automated Records Management System. (T-1) See DAFI 36-2110, *Total Force Assignments*, paragraph 9.7.13. for specific PME requirements).

3.8.3. Force Support Squadron updates the MilPDS when a member declines EPME attendance to identify them as ineligible for promotion to the next rank.

3.9. EPME Deferments.

3.9.1. Service members selected for in-resident EPME may defer attendance (or be non-recommended) for compelling non-routine mission, humanitarian, medical or other reasons upon approval of the member's wing commander (or equivalent). Deferments must be kept to an absolute minimum and require wing command chief coordination and concurrence, and wing commander (or equivalent) approval. (T-2) Deferment types include:

3.9.1.1. Mission Deferment are appropriate when the member is indispensable to the mission and the mission will be severely degraded without their presence. No other individual could stand in or temporarily replace the selected Airman.

3.9.1.2. Medical Deferments are appropriate when a medical condition renders the member ineligible for course attendance or requires on-going treatment, including mental health counseling and Alcohol and Drug Abuse Prevention and Treatment program completion that would be detrimental if interrupted. EPME commandants determine the member's eligibility based on the course's ability to accommodate the medical condition and an overall assessment of their ability to meet course objectives.

3.9.1.3. Humanitarian Deferments are appropriate when an unusually stressful family or personal situation exists or an emergency with an immediate family member as similarly defined under humanitarian reassignment guidance (see DAFI 36-2110, Attachment 15).

3.9.1.4. Other Deferments or Non-recommendations. Unit commanders may request deferment or non-recommendation of a member's in-resident EPME attendance based on extenuating circumstances. Examples may include poor duty performance (not covered under control roster actions but detrimental to the academic environment), poor fitness standards or military image, pending disciplinary action, under investigation, etc.

3.9.2. Deferment Coordination.

3.9.2.1. ALS Deferments. Coordinate unit commander-approved deferment requests through the respective chain of command and send to ALS no later than 30 calendar days prior to class start date for action. The ALS files approved deferments and notifies the member's unit of the approved deferment.

3.9.2.2. NCOA, SNCOA, CLA Deferments. Coordinate unit commander-approved deferment requests through the respective chain of command up to the wing commander (or equivalent) for approval. Send wing commander-approved deferments for in-resident courses to AFPC/DP3DW (with a copy to the member's MAJCOM EPME manager) as soon as possible, but not later than 5 duty days prior to the class start date unless extenuating circumstances exist.

3.10. Waivers to Attend EPME.

3.10.1. Airmen who do not meet all eligibility requirements may attend in-resident EPME if one or more of the following applies:

3.10.2. Human Performance Waiver (Permanent Profile). If a member on a permanent profile cannot execute any of the physical requirements of the Human Performance lesson plan (including those identified for the modified fitness group), they will be exempted from those physical requirements.

3.10.3. Human Performance Waiver (Temporary). Enlisted Airmen and Guardians possessing an AF Form 422, *Notification of Air Force Member's Qualification Status* identifying temporary physical restrictions are eligible to attend in-resident PME with commandant approval. **Note:** Guardians reference USSF specific guidance for fitness requirements.

3.10.3.1. Fitness. Enlisted Airmen must have a current passing Fitness Assessment (FA) prior to attending any in-resident PME. **Note:** Guardians must be in compliance with current USSF Holistic Health Assessment guidance or must have a current passing FA.

(T-3) 3.10.3.2. For members attending any in-resident PME course less than 6 months in duration, a passing FA must be current through course completion. **Note:** Guardians must be in compliance with current USSF Holistic Health Assessment guidance or must have a current passing FA. (T-3)

3.10.3.2. Airmen and Guardians medically exempt, deployed, and unable to complete a FA prior to attendance may attend with PME commandant approval. Additional guidance regarding FA is provided in DAFMAN 36-2905.

3.10.4. PME Grade Waivers. Members who promoted to the next grade with a EPME waiver (IAW DAFI 36-2502, paragraph 1.9) must attend EPME as soon as possible without negatively impacting the mission or member. **(T-3)**

3.11. EPME Achievement Awards.

3.11.1. AF/A1DL is the approval authority for the establishment of EPME awards or changing the name/criteria for existing EPME awards. Requests for additional EPME awards or changes to existing awards must be staffed through the chain of command to AF/A1DL for approval. **(T-1)**

3.11.1.1. USSF EPME programs will follow service specific guidance for EPME awards programs published by Space Delta 13 in coordination with SF/S1D.

3.11.1.2. The AU, through the BCEE for Enlisted Education, publishes specific award criteria in the USAF EPME Procedural Guidance.

3.11.2. Authorized EPME Awards include:

3.11.2.1. John L. Levitow Award is the highest honor and is presented to the top graduate of each class in ALS and NCOA. Only one John L. Levitow Award is presented per class.

3.11.2.2. Distinguished Graduate Award is presented to the top 10 percent of each class and includes the John L. Levitow Award recipient as the class “top” Distinguished Graduate. Ties are permitted for this award.

3.11.2.3. Academic Achievement Award is presented for scholastic excellence in ALS and NCOA. Ties are permitted for the Academic Achievement Award. Levitow Award recipients are excluded from receiving the Academic Achievement Award. **(T-1)**

3.11.2.4. Commandant/Leadership Award is presented to the student who, in the commandant’s judgment, made significant leadership contributions to the overall success of their class in ALS and NCOA. Levitow Award recipients are excluded from receiving the Commandant/Leadership Award. **(T-1)**

3.11.2.5. The CMSgt Richard L. Etchberger Team Award is presented to the flight that demonstrates superior leadership and performance in academics, physical fitness, and community service as a team. Selections are made by NCOA and SNCOA Commandants.

3.12. EPME Graduate Ribbon.

3.12.1. Graduates from in-resident ALS, NCOA, SNCOA, CLA and Vosler Fellowship I, II, III earn the United States (U.S.) Air Force Noncommissioned Officer Professional Military Education Graduate Ribbon. This extends to all in-resident courses to include approved sister service equivalent EPME courses. An oak leaf cluster is added to the basic ribbon for additional in-resident EPME completion.

3.12.2. Air Reserve Component Airmen are authorized the U.S. Air Force Noncommissioned Officer Professional Military Education Graduate Ribbon for completion of equivalent distance learning or in-resident EPME courses, but not more than one ribbon for each EPME opportunity (e.g., for ALS, only one ribbon will be awarded for completion of distance learning or in-resident EPME).

3.13. Enlisted Professional Military Education Biennial Review.

3.13.1. Objective. Ensure EPME is aligned with DAF priorities and force development strategies and ensures EPME courses have relevant curricula, appropriate technologies and required resources.

3.13.2. Biennial Review Committee:

3.13.2.1. AF/A1D and CMSAF co-chair the Biennial Review. The co-chairs approve the proposed agenda and sign the report.

3.13.2.2. Membership consists of the co-chairs along with Chief Master Sergeant of the Space Force, SF/S1D, AF/A1DL, Air Education and Training Command Chief (AETC/CCC), AU Command Chief (AU/CCC), Space Training and Readiness Command Senior Enlisted Leader (STARCOM/SEL), Space Delta 13 Senior Enlisted Leader (Space Delta 13/SEL) and representative MAJCOM Command Chiefs (MAJCOM/CCCs), ARC Command Chiefs (ARC/CCCs), Barnes Center for Enlisted Education Commander (BCEE/CC), and Barnes Center for Enlisted Education Command Chief (BCEE/CCC). Subject matter experts are invited as required.

3.13.2.3. Convenes not less than once every other year to review the EPME strategic plan (mission, vision, strategic themes and objectives and key initiatives), EPME policies, curricula, resources, and processes.

3.13.2.4. Meets at the discretion of any primary member and, if agreed to by CMSAF, CMSSF, AF/A1D, SF/S1D, prior to the Biennial Review.

3.13.3. AF/A1DL roles and responsibilities:

3.13.3.1. In coordination with BCEE, solicits call-for-topics and provides Biennial Review meeting agenda.

3.13.3.2. Prepares the review report and coordinates the report through attendees. The report should address EPME initiatives and proposals, sister service best practices and near-term and long-term improvement plans. AF/A1DL forwards the final report to AF/A1D and office of CMSAF for approval.

3.13.3.3. Coordinates and determines which items are presented to the AF/A1, SF/S1D, and Enlisted Force Development Panel for action upon completion of the Biennial Review.

3.13.3.4. Routes approved items from the review report through appropriate agencies. Distributes approved report to the review participants, provides annual updates to each member of the committee on action item status, and closes Headquarters Air Force action items.

3.13.3.5. Addresses any potential manpower and resource increases or decreases due to future developmental education courses and production levels. Notifies appropriate MAJCOM EPME managers to request required resources for planned developmental education courses and production levels.

3.14. Joint and Sister Service EPME.

3.14.1. Joint Professional Military Education (JPME).

3.14.1.1. Enlisted JPME consists of 2 stand-alone, web-based courses. They include Chairman of the Joint Chiefs of Staff-sponsored, assignment-oriented educational opportunities for an eligible population in grades E-5 through E-9 serving in, or with potential to serve in, joint and combined organizations.

3.14.1.2. Enlisted JPME I prepare enlisted service members to successfully integrate, influence and lead at the tactical and operational levels of warfare within a joint environment.

3.14.1.3. Enlisted JPME II builds upon Enlisted JPME I by reinforcing previous material, introducing new material, and delivering a learning experience targeted for higher levels of understanding and synthesis of joint operations. This course is targeted for service members in the grades of E-7 and above that will lead in joint environments. It is recommended that service members complete Enlisted JPME I before enrolling in Enlisted JPME II.

3.14.1.4. GATEWAY reinforces joint perspectives while preparing select E-6s and E-7s for enhanced joint leadership opportunities at the operational level. This course provides service members the opportunity to elevate tactical and operational leadership experience in a joint learning environment.

3.14.2. SSEPME opportunities include SNCO equivalent courses within the Army, Navy, Marines and Coast Guard. Each are approved courses that fulfill equivalent in-resident credit for Air Force senior noncommissioned officer and CMSgt EPME. Eligibility is based on the individual academy's requirements and does not follow SNCOA or CLA eligibility criteria as defined herein.

3.14.2.1. SSEPME opportunities include:

3.14.2.1.1. U.S. Army Sergeants Major Academy (Course L5AZA8F0900F1A). Equivalent to CMSgt Leadership Academy. Located at Fort Bliss, Texas. Attendance is considered a permanent-change-of-station assignment. Service members must meet permanent-change-of-station eligibility requirements. Service members must be a E-8 or E-8-select, who will pin-on prior to the class start date. **(T-0)**

3.14.2.1.2. U.S. Navy Senior Enlisted Academy (Course USNSEA 100). Equivalent to SNCOA. Located at Newport, Rhode Island. Service members must be an E-7–E-8. Service members must meet Navy physical training requirements. **(T-0)**

3.14.2.1.3. U.S. Marine Corps Staff Noncommissioned Officer Academy Advance Course (USMC SNCOA 100). Equivalent to SNCOA. Multiple locations: Quantico, Virginia; Camp Pendleton, California; Camp Lejeune, North Carolina; and Camp Butler, Japan. Service members must be an E7- E8-select, who will NOT pin-on prior to the class graduation date. Service members must meet U.S. Marine Corps physical fitness standards. **(T-0)**

3.14.2.1.4. U.S. Coast Guard Chief Petty Officers Academy (Course USNSEA CG 100). Equivalent to SNCOA. Located at Petaluma, California. Service members must be an E-7–E-8-select, who will NOT pin-on prior to the class graduation date. **(T-0)**

3.14.2.1.5. Joint Special Operations Forces Senior Enlisted Academy (Course JSOFSEA SOE 3600 1M3). Equivalent to SNCOA. Located at MacDill Air Force

Base, Florida. Joint Special Operations Forces Senior Enlisted Academy uses a blended learning approach divided into two phases. Phase I (distance learning) is a Blackboard-facilitated learning environment. Phase II (in-resident) is a seminar-based instruction conducted at MacDill Air Force Base. Service members must be an E-8–E-8-select, who must pin-on prior to the in-resident phase start date. **(T-0)**

3.14.2.2. E-6 and below non-DAF sister service in-resident EPME courses are not comparable to Air Force EPME courses and do not meet Air Force EPME requirements. Prior sister service and Inter-Service Transfer (IST) noncommissioned officers will complete the grade appropriate Air Force EPME course. **(T-1) Note:** For ANG Airmen, NGB/A1D is the waiver authority for all sister service PME considerations.

3.14.2.3. Sister service distance learning EPME courses are not comparable to Air Force distance learning EPME courses and do not meet the Air Force EPME requirements. Therefore, these courses will not be updated in the Airmen's personnel records unless an exception to policy is granted by the chief of Air Force enlisted developmental education (AF/A1DL). **Note:** For ANG Airmen, NGB/A1D is the waiver authority for all sister service PME considerations.

3.14.3. Eligibility Criteria. Airmen and Guardians must meet the individual school's requirements and prerequisites, to include their fitness standards. **(T-1)** Airmen and Guardians must also have a current DAF fitness assessment on record with at least 80 percent, and the last three fitness assessments must all be passing scores. **(T-1)** Selected enlisted Airmen and Guardians must have 24 months retainability after the respective class graduation date. **(T-1) Note:** Guardians should reference USSF specific qualification criteria when applying for SSEPME consideration.

3.14.4. Nomination Procedures. Each year unit commanders may nominate qualified service members to their respective MAJCOMs. Specific routing will be determined by each MAJCOM. MAJCOMs are responsible for validating their member's eligibility requirements. Units will follow instructions outlined in the call for nominations memorandum released by AF/A1DL. **(T-1) Note:** USSF and ARC Airmen should reference component specific qualification and application criteria when applying for JPME or SSEPME consideration.

3.14.5. Selection Boards. AF/A1DL coordinates and facilitates the selection boards. The boards select service members to fill all available JPME and SSEPME opportunities as well as a list of alternates. AFPC/DP3DW schedules all Airmen and Guardians selected within 30 days of approval by AF/A1. **Note:** Deferment requests to JPME and sister service schools may result in loss of opportunity due to limited seat availability and scheduling constraints. **Note:** USSF and ARC members should reference USSF- and ARC-specific qualification criteria when applying for JPME and SSEPME consideration.

Chapter 4

DEVELOPMENTAL EDUCATION ACADEMIC DEGREES & PROGRAMS

4.1. Overview. The remainder of this chapter describes the non-PME enlisted development programs available which include Enlisted to AFIT, EWI, Air Force Legislative Fellows Program, and Senior Leader Development Courses.

4.2. Enlisted to AFIT. This program provides in-resident AFIT-sponsored science, engineering, and management graduate degree opportunities to further develop technical education and skill. This program is intended to enhance combat capability through occupational competencies and to provide highly proficient service members, technically experienced in their career field.

4.2.1. Eligibility Requirements. Applicants must meet all the following eligibility requirements for the Enlisted-to-AFIT program:

4.2.1.1. DAF E-5 through E-8. **(T-1)**

4.2.1.2. Minimum five (5) years total active federal military service (TAFMS). **(T-1)**

4.2.1.3. Minimum 24 months time on station (TOS). **(T-1)**

4.2.1.4. Completion of 7 skill-level (craftsman) upgrade. **(T-1)**

4.2.1.5. Able to obtain three years retainability from the projected date of AFIT graduation. AFIT graduate programs range from 18-24 months in duration depending upon the student's undergraduate degree and prerequisite course work. **(T-1)**

4.2.1.6. No adverse quality force actions within the last 36 months. **(T-1)**

4.2.1.7. Must have a current passing fitness test score on file prior to departure from losing unit. **(T-1)** **Note:** Guardians reference SF/S1 guidance regarding fitness.

4.2.1.8. Be released from their respective assignment team to compete for the Enlisted to AFIT program. **(T-1)**

4.2.1.9. Possess a bachelor's degree from a regionally accredited institution. **(T-1)** Reference the AFIT Course Catalog for more information at <https://www.afit.edu/ENER/doclib.cfm?dl=31>.

4.2.2. Air Force career field managers maintain management of graduate education programs and will provide AF/AIDL updates at least annually. **(T-1)** Reports will include, at a minimum, the selection process, mission requirements, utilization rates and a history of attendees. **(T-1)**

4.3. Enlisted EWI. The Air Force EWI program is a highly selective, competitive non-degree educational assignment within an industry associated with the student's career field. The program is a 10-month Secretary of the Air Force for Acquisitions (SAF/AQ)-sponsored program that specializes in corporate partnerships with defense and non-defense related industry leaders throughout the continental United States. For additional information please refer to AFI 36-2639, *Education with Industry Program*.

4.4. Air Force Legislative Fellows Program. The Air Force Legislative Fellows program provides officers, enlisted, and civilians possessing proven leadership potential with in-depth exposure to the processes, procedures, and culture of the United States Congress. This 3-phase program allows participants to develop an enhanced perspective of the legislative process on a

wide range of issues, while at the same time providing Congress, Air Force and defense expertise at the staff level. For additional information please refer to AFI 36-2658, *Air Force Legislative Fellows Program*.

4.5. Senior Leader Development Courses (SLDC). The SLDC education targets CMSgts for increased developmental education opportunities after completion of CMSgt Leadership Course. These opportunities further maximize their effectiveness to lead and execute Air Force requirements. These opportunities are scheduled by AF/A1LE, Chiefs Group. **Note:** Guardians will follow SF/S1D and United States Space Force Senior Leader Management Office (SF/S1L) specific requirements for Senior Leader Development Courses.

Chapter 5

AIR FORCE RESERVE ENLISTED EDUCATION

5.1. Overview. This chapter's guidance is specific to AFR Airmen and Guardians and is in addition to established policy guidance in previous chapters.

5.2. Miscellaneous Air Force Reserve-specific EPME policies.

5.2.1. Excluding the CMSgt Orientation Course and the CMSgt Leadership Course, Air Force Reserve Airmen may complete all levels of enlisted professional military education through either in-resident attendance or distance learning.

5.2.2. AFR Airmen who attend developmental education in residence must be in a military duty status to receive point credit for attendance.

5.2.3. AFR Airmen who complete developmental education while in civilian status will receive credit once their military grade meets the criteria for that respective level of developmental education.

5.2.4. When eliminating or disenrolling an AFR member from a developmental education school for any reason, the procedures outlined in the Education and Training Course Announcement (The ETCA SharePoint® is available on AF Portal Home under Education/Training/Force Development and Applications tab (A-Z)) will be utilized. The school sends a copy of the faculty board proceedings to Headquarters Readiness and Integration Organization for Individual Reservists, unit assigned Airmen and Active Guard Reservists to Air Force Reserve Command, Force Development Branch (AFRC/A1KB).

5.3. Air Force Reserve Distance Learning.

5.3.1. AFR Airmen receive extension course institute (ECI) points for completing distance learning IAW Department of Defense Instruction (DoDI) 1215.07, *Service Credit for Non-Regular Retirement. (T-0)*

5.3.2. AFR unit/squadron commanders may allow time during unit training assembly weekends and annual tours to work on required EPME course material.

5.3.3. Noncommissioned Officer Distance Learning Course. AFR Airmen who do not complete the Noncommissioned Officer Distance Learning Course within 12 months, may re-enroll as necessary.

5.4. Resident AFR EPME. The AFR determines allocation, scheduling, and deferment procedures for their respective component.

5.4.1. AFRC/A1KB obtains annual developmental education quotas from AF/A1DL. Quotas are reviewed and AFRC/EFD and AFRC/BCEE Chief.

5.4.2. Resident EPME Scheduling.

5.4.2.1. Eligible AFR Airmen are scheduled in coordination with AFRC/A1KB EPME managers and are considered priority 1 within the allocations provided by AF/A1DL.

5.4.3. School-specific guidance.

5.4.3.1. Airman Leadership School. Staff sergeants who enter the AFR with more than 9 years in a sister service are not required complete ALS.

5.4.3.2. Noncommissioned Officer Academy. NCOA quotas are centrally managed through the AFRC/A1KB EPME manager and will be advertised based on the current automated system.

5.4.3.3. Senior Noncommissioned Officer Academy. Airmen who enter the AFR in the grades of E-7 and E-8, who have completed an equivalent SSEPME will not be required to complete SNCOA. Upon accession to the AFR, appropriate documentation will be required to ensure EPME completion is reflected in the human resource system. Those who have not completed a SSEPME will be required to complete SNCOA as soon as possible after enlistment in the AFR. **Note:** Distance learning is the only requirement for completion.

5.4.3.4. CMSgt Leadership Academy is optional for AFR CMSgts. The AFR determines their own CMSgt Orientation Course selection and attendance processes. Completion of the AFR CMSgt Orientation Course is required prior to promotion to CMSgt.

5.4.4. AFR EPME Deferments. AFR Airmen may request deferments for the following:

5.4.4.1. Medical Deferment. AFR Airmen and Guardians with physical profile restrictions must send a copy of the AF Form 422 or AF Form 469, *Duty Limiting Conditions* to their EPME manager 45 days prior to class start date. The AFRC EPME manager will coordinate with the applicable school to determine approval or disapproval for attendance and notify the unit of decision. Airmen and Guardians are not authorized to report to in-resident EPME without approval notification. **(T-1)**

5.4.4.2. Resident EPME Deferments. Since in-resident EPME is not required, there is no in-resident deferment process for AFR Airmen.

5.4.5. AFR Resident EPME Attendance.

5.4.5.1. Due to the unique construct, all Air Force Reserve enlisted Airmen may complete developmental education by distance learning and are highly encouraged to apply for in-resident EPME. Air Reserve Technicians may attend in either military (centrally funded) or civilian status (unit funded) but must apply through military channels and the status must be annotated on the application prior to submission. Airmen will not have the option to change their status after selections have been made. Active Guard Reservists will use unit operations and maintenance funds. Air Force Reserve Airmen must have 2 years retainability from graduation date to attend all in-resident EPME courses. **(T-1)**

5.4.5.2. Individual Reservists will apply through their Readiness and Integration Organization detachment commander (RIO/DET CC). Recruiters will be selected at the squadron level and final approval will be the Air Force Reserve Command Recruiting Service career program manager. Airmen assigned at the HQ AFRC or Office of Air Force Reserve (AF/RE) will apply through established channels. All Reserve attendees must sign the student attendance agreement. **(T-2)**

5.4.5.3. Air Force Reserve Airmen must have a passing Air Force fitness assessment that is current through completion of the school tour. Airmen on a profile must coordinate the

AF Forms 422/469 through AFRC/A1K at least 45 days prior to class start date for coordination and approval from the applicable schoolhouse. **(T-1)**

5.4.5.4. Air Force Reserve Airmen are allowed one cancellation for an emergency; after that they will have to complete EPME by correspondence. All cancellations need to be completed 45 days prior to class start date. Any cancellations closer than 45 days will be considered a no-show. No-show letters must be signed by the wing commander, and routed through the NAF command chief, and then sent to AFRC/AIKB within 20 days of notification of no-show. **(T-2)**

5.4.5.5. Sister Service Enlisted Professional Military Education. Air Force Reserve Enlisted Airmen and Guardians who wish to attend sister service EPME must be boarded and selected through their respective component.

Chapter 6

AIR NATIONAL GUARD ENLISTED PROFESSIONAL MILITARY EDUCATION AND DEVELOPMENT

6.1. Overview. The following guidance is specific to ANG Airmen and Guardians, and in addition to established policy guidance in coordination with AF/A1DL.

6.2. PME Expectations. ANG Airmen may complete Airman Leadership School, Noncommissioned Officer Academy and Senior Noncommissioned Officer Academy professional military education requirements through distance learning and are highly encouraged to attend in-resident EPME.

6.3. Miscellaneous ANG-specific EPME policies.

6.3.1. ANG Airmen and Guardians receive retirement points for completing distance learning (IAW DoDI 1215.07).

6.3.2. Unit/squadron commanders may allow time during unit training assembly weekends to work on required EPME course material.

6.3.3. Enlisted Airmen and Guardians in the grade of E-4 and E-5 assessed in the ANG from a sister service, or with prior Air Force service, must complete Airman Leadership School prior to promotion to the next grade. (T-1) NGB/A1D will consider an exception to policy on a case-by-case basis.

6.3.4. Enlisted Airmen and Guardians in the grade of E-6 assessed in the ANG from a sister service must complete the noncommissioned officer academy in-resident course or distance learning course. (T-1) NGB/A1D will consider an exception to policy on a case-by-case basis.

6.4. Resident Enlisted Professional Military Education.

6.4.1. EPME in-resident quotas are programmed annually through NGB/A1D. Force Development Offices schedule their Airmen and Guardians that meet eligibility requirements. Guidance is provided in the ANG Formal School Personnel Services Delivery Guide.

6.4.2. Resident EPME eligibility requirements include:

6.4.2.1. Authorized grades are outlined in [Table 6.1](#).

Table 6.1. Authorized Grades for Resident EPME Eligibility.

| School | Authorized Grades |
|--|-----------------------------|
| Airman Leadership School | E-4s and prior service E-5s |
| Noncommissioned Officer Academy | E-6 |
| Senior Noncommissioned Officer Academy | E-8, and E-7 |
| CMSgt Leadership Academy (Note 1) | E-9 (See Note 2) |
| <p>Note 1: ANG CMSgts are not required to attend the CMSgt Leadership Academy.</p> <p>Note 2: ANG E-9s must complete ANG CMSgt Orientation Course (CMSOC) prior to attending Chief Leadership Academy.</p> | |

6.4.2.2. Title 32, *National Guard* dual status Technicians must apply for and attend EPME in military status. Title 5 *Administrative Personnel* civilians are eligible to apply for the appropriate in-resident EPME program based on position equivalent military rank and must meet all other eligibility requirements for the requested level of EPME.

6.4.3. SSEPME. ANG enlisted Airmen and Guardians who wish to attend SSEPME are selected through a National Guard Bureau panel process managed by NGB/HR.

Chapter 7

INSTALLATION CAREER DEVELOPMENT PROGRAMS

7.1. Overview. Installation Career Development Programs are managed by DAs who are principal advisor to commanders, supervisors, and individuals. Provides guidance and counseling on force management, force shaping options and benefits of continued service, retention issues, career progression, retraining, and special duty opportunities. DAs manage and conduct installation professional development programs and FCs (as noted in [chapter 3](#)).

7.2. Roles and Responsibilities.

7.2.1. The AF/A1 is the functional authority IAW DAFI 36-2670 and provides policy oversight. **(T-1)**

7.2.2. The AF/A1D directs mandatory curriculum topics for First Term Enlisted Course (FTEC) and Informed Decision curriculum.

7.2.3. The AF/A1DL develops and coordinates policy for DA installation level professional development programs and FCs.

7.2.4. Development Advisor Special Duty Manager (8T200) oversees the development and execution of career field policy, plans, training, and programs and fulfills duties assigned to career field managers duties as outlined in DAFI 36-2670. Maintains the applicable centralized career field management and information site, and the DA portions of the Air Force Retrieval Applications Website (RAW). Access to this site must be granted by the 8T200 Special Duty Manager.

7.2.5. Thomas N. Barnes Center for Enlisted Education (BCEE):

7.2.5.1. Conducts DA training and coordinates with MAJCOMs Functional Managers to schedule new DAs for training. Assigned DAs must attend and complete initial training within six months of assignment.

7.2.5.2. Develops eighty percent of curriculum for each FC (JEFC300, NCOFC500, SNCOAFC700) detailing mandatory focus areas and maintains central repository of standardized curriculum and presentations.

7.2.6. MAJCOM Directorates of Manpower, Personnel and Services designate a point of contact to liaise directly with the Special Duty Manager and provide advice to installation leadership and DAs within the MAJCOM and Coordinates with BCEE to schedule DAs for initial training course. **Note:** OCONUS MFMs serve as the assignment functional manager for short tour locations.

7.2.7. Host Wing Commanders ensure installation DA programs operate IAW this instruction and applicable policies.

7.2.8. Host Wing Command Chiefs serve as a key advisor in the nomination and selection process for the installation's DA. Coordinates with MAJCOM, AFPC Developmental Special Duty Assignments (AFPC/DPMOSS) and DA Special Duty Manager for the removal of service members who no longer meet eligibility requirements. **(T-2)**

7.2.9. Force Support Squadron Commanders/Directors or appropriate commander where a Force Support Squadron does not exist:

7.2.9.1. Ensure adequate funding, facilities, supplies, and other resources are available or in place to provide a conducive learning environment for DA-led programs.

7.2.9.2. Avoid assigning additional duties to DAs that detract from their primary responsibilities.

7.3. Development Advisors:

7.3.1. Be assigned to the Force Support Squadron under the Force Development Flight, Professional Development Section, host Wing Command Chief, or Space Base Delta, Space Launch Delta or equivalent. **(T-3)**

7.3.1.1. Will oversee Informed Decision Seminars and advise commanders and supervisors on enlisted force management issues to include force shaping matters, and career opportunities. DAs must familiarize themselves with current information on force management, shaping, entitlements, benefits, and other issues of importance at critical decision points. **(T-1)**

7.3.1.2. Manage, coordinate, and conduct mandatory and voluntary installation professional development programs as outlined in **Table 7.1**. Assist with coordination of civilian, and officer professional development seminars as required.

7.3.1.3. Contact all unit leadership within the first year of assuming the position to build rapport, disseminate information, and determine factors affecting morale along with offering to attend commander's calls to provide professional development and force management briefings upon request. **(T-3)**

7.3.1.4. Works with BCEE Force Development to implement standard operating procedures for professional development and FC for geographically separated units, total force integrated units, and tenant units to ensure required professional development courses are available to all personnel.

7.3.2. Unit Level Commanders, Senior Enlisted Leaders, First Sergeants, and supervisors will direct subordinates to DAs for coordination of matters outlined in this regulation. **(T-1)**

7.3.3. Assignments.

7.3.3.1. OCONUS DAs tour lengths will be determined using the date estimated to return from overseas (DEROS). **(T-1)**

7.3.3.2. Overseas Long Tour. Service members must extend the DEROS to attain retainability in order to fulfill the 36-month tour. **(T-1)**

7.3.3.3. Overseas Short Tour. Due to the short duration of these tours, Developmental Special Duty Assignments will fill these positions via Talent Marketplace with current DAs/8T200s. **(T-1)** If qualified volunteers do not apply, an eligible 8T200 non-volunteer will be selected. **(T-1) Note:** Service members must have served a minimum of 15 months in their current DA position as of the report not later than date to be eligible to apply for the overseas short tour. **(T-1)**

7.3.3.4. Extensions. The wing commander/senior rater through the command chief/SEL can approve of a one-year special duty tour length extension by coordinating with the DAs primary AFSC assignment functional DA Special Duty Manager, the MAJCOM Functional Manager and AFPC/DPMOSS. If approved, AFPC/DPMOSS extends the assignment availability code 43 expiration date (not to exceed 12 months).

7.3.3.5. Upon release from DA duty, airmen will return to their previous Air Force Specialty Code (AFSC) for local utilization or will compete for a subsequent assignment. **(T-1)**

7.4. Enlisted Professional Development Programs.

7.4.1. The DAs will conduct a variety of voluntary enlisted professional development programs throughout the year to inform, deliberately develop, and prepare enlisted service members for greater responsibilities. **(T-1)**

7.4.2. The DAs will develop and manage local level curriculum for FTEC that covers mandatory topics directed by AF/A1D and any installation level content determined by the MAJCOM/Field Command, Wing/Delta, and DA.

7.4.3. The DAs will develop and manage local level curriculum for Informed Decision Seminars and all other voluntary enlisted development programs.

7.4.4. The FTEC, Informed Decision Seminars, and all other voluntary enlisted development programs will be taught by DAs, subject matter experts, and local facilitators. DAs will guide facilitation training and schedule adjunct facilitators for each course.

7.4.5. The DAs will leverage technology to provide services for geographically separated Airmen and Guardians and leaders. **(T-3)**

7.4.6. The DAs must offer the mandatory programs outlined in [Table 7.1](#). **(T-1)**

Table 7.1. DA Mandatory Program Guidelines.

| Mandatory Programs | Required Attendees | Course Length | Course Requirements and Guidance Provided By: |
|-----------------------------------|---|---|--|
| Informed Decision Seminars | All first and second term service members must attend the Informed Decision Seminar 12-15 months prior to the member’s date of separation regardless of reenlistment intent | 4 to 6 hours of in-person or virtual delivery methods | AF/A1D using Directorate of Military Force Management Policy (AF/A1P) determined force management priorities |
| First Term Enlisted Course (FTEC) | All first term service members attend as soon as possible, but no later than 45 calendar days after arriving on station. Notes 1, 2, & 3 | Not less than 3 calendar days | AF/A1D |

Notes:

1. Unit commanders must provide memorandum for record to the DA for Airmen and Guardians that do not complete FTEC within 45 calendar days. Justification for the delay will be included. **(T-2)**
2. Extending FTEC to include activities unrelated to training (e.g., details, self-help projects, leisure activities, community involvement, etc.) is not authorized. **(T-3)**
3. Supervisors must ensure service members are not scheduled for other appointments or assigned any additional duties while attending FTEC. **(T-3)**

7.4.7. Informed Decision Seminar.

7.4.7.1. Informed Decision Seminar. This seminar is an educational experience specifically designed to enhance one's knowledge of DAF benefits, highlighted programs and processes. The goal is to ensure personnel obtain the needed information in order to make the best decision for them, their family, and their subordinates as they come close to the end of their enlistment. All first term service members and second term service members are required to attend 12-15 months prior to their date of separation unless pending involuntary separation.

7.4.7.2. DAs at every installation will publicize and conduct Informed Decision Seminars as often as necessary to meet the needs of the installation's populace regardless of unit of assignment (including all tenant units). DAs will use a website or a locally devised process for Airmen and Guardians to register for the seminar. **(T-3)**

7.4.7.3. DAs will coordinate with Air Force Reserve and Air National Guard counterparts and recruiters to keep Airmen informed.

7.4.7.4. Commanders must ensure Airmen and Guardians attend within the prescribed window and (where applicable) provide spouses the opportunity to attend. **(T-3)**

7.4.7.5. DAs will track attendance in the briefing system database within RAW. **(T-1)** This data is used for DAF-wide tracking.

7.4.7.6. When funds do not exist to send service members from geographically separated or total force integrated units to in-person seminars, alternative virtual techniques will be utilized to ensure attendance of professional enhancement programs.

7.4.8. The FTEC provides a structured first duty station foundation designed to transition service members from a training mindset to the mission-oriented and operational environment. The FTEC reinforces lessons learned in Basic Military Training and technical training to prepare service members for their role in supporting their organization's mission along with developing their warrior ethos and expeditionary mindset. FTEC is separate from the base-level newcomer's orientation and the FCs. Supervisor support and involvement is critical for service members attending FTEC to ensure their future success.

7.4.8.1. When more than one wing-level command structure exists, the host wing commander is responsible for the implementation and operation of the FTEC. **(T-1)**

7.4.8.2. A minimum of one FTEC must be provided per month at each installation unless a variance has been submitted for record to the MAJCOM EPME Functional Manager. **(T-1)** Upon receipt of the variance notification, the Special Duty Manager will provide a memorandum back to the installation DA documenting the variance. **(T-1)**

7.4.8.3. DAs must report FTEC attendance within RAW. **(T-1)**

7.4.8.4. FTEC is not a formal education seminar or enlisted professional military education. Therefore, completion does not warrant a certificate/diploma, a formal graduation ceremony, and/or banquet.

7.4.8.5. If mission dictates, the DAs can hire FTEC NCOs from their installation. The selected member must be an E-5–E-6 and follow hiring requirements from the Air Force Enlisted Classification Directory. FTEC NCOs assist with, coordinate, and administer FTEC and professional development courses as applicable.

7.5. Required Reports.

7.5.1. DA Electronic Repository, hosted in the RAW, is used to collect and disseminate information to DAs and others as deemed necessary by the site administrator. **(T-1)**

7.5.2. Local Seminar Registrations. Base-Level web or locally devised processes to register for seminars are mandatory. Command and/or base-specific information must be posted and maintained. **(T-1)**

7.5.3. RAW will be used to document completion of FTEC and Informed Decision Seminars. DAs must update the attendance database to ensure historical attendance data is available. **(T-1)**

7.5.4. Annual Fiscal Year Report. DA Special Duty Manager will request information pertinent to the programs from all DAs no later than 30 September each year. The request will identify required topics and data for the report. DAs will provide annual reports no later than 15 November to assist AF/AIDL in effectively gauging the compliance of DA program requirements. **(T-3)** At a minimum, the report must address the following categories:

7.5.4.1. A summary of production for FTEC, Informed Decision Seminar, and FCs (eligible and completed numbers).

7.5.4.2. A summary of the local FCs, professional enhancement efforts including unique courses, and programs along with special efforts and creative utilization of local resources to enhance developmental environment should also be highlighted.

7.5.4.3. Additional efforts to publicize local retention and force shaping initiatives and activities.

7.5.4.4. A summary of local plans to positively influence force shaping objectives, including but is not limited to seminars and job fairs.

7.6. Resources.

7.6.1. Standardized Air Force Sources. DAs are required to publish a visual aid identifying who they are, with contact information.

7.6.2. Air Force Benefits. DAs will remind supervisors of the importance of using approved Air Force Benefits found at www.myairforcebenefits.us.af.mil, during career counseling, performance feedback or when an individual comes up for quality review under the selective reenlistment program. **(T-1)**

7.6.3. DA Continuity. Each DA will maintain a continuity book (preferably electronically) containing current information and links which will remain in place for use by their successor. **(T-3)** At a minimum, the continuity book will contain:

7.6.3.1. Administrative requirements, letters of appointment and commander/first sergeant contact numbers. **(T-3)**

7.6.3.2. A reference list of applicable DAFIs, MAJCOM/base supplements and other applicable publications. **(T-3)**

7.6.3.3. A reference list of local points of contact and subject matter experts for First Term Enlisted Courses, Informed Decision Seminars and FCs subject matter. **(T-3)**

7.6.3.4. A link to inspection checklists and reports (including financial plans) if applicable. **(T-3)**

ALEX WAGNER
Assistant Secretary of the Air Force
Manpower and Reserve Affairs

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

Executive Order 13478, *Amendments to Executive Order 9397 Relating to Federal Agency Use of Social Security Numbers*

5 USC § 552, *Public information; agency rules, opinions, orders, records, and proceedings* (Freedom of Information Act)

5 USC § 552a, *Records maintained on individuals* (Privacy Act of 1974)

DoD-0008, *Freedom of Information Act and Privacy Act Records (FOIA/PA Records)*, 22 December 2021

DoD-0005, *Defense Training Records*, 28 December 2020

DoDI 1215.07, *Service Credit for Non-Regular Retirement*, 30 July 2019

CJCSI 1805.01C, *Enlisted Professional Military Education Policy*, 1 November 2021

F036 AF A1 A, *Air Force Automated Education Management System*, 28 January 2013

F036 AF PC C, *Military Personnel Records System*, 13 October 2000

F036 AF PC Q, *Personnel Data System*, 11 June 1997

F036 AETC L, *Community College of the Air Force Student Transcript, Administration, and Records System*, 21 January 2005

AFPD 10-3, *Operational Utilization of the Air Reserve Component Forces*, 29 November 2017

DAFPD 36-26, *Total Force Development and Management*, 18 January 2024

DAFI 36-2110, *Total Force Assignments*, 15 November 2021

DAFI 36-2502, *Enlisted Airman Promotion and Demotion Programs*, 16 April 2021

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

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

AFI 36-2639, *Education with Industry Program*, 1 November 2018

AFI 36-2658, *Air Force Legislative Fellows Program*, 18 January 2024

DAFI 36-2687, *Civilian Development*, 9 November 2023

DAFMAN36-2689, *Training Program*, 31 March 2023

DAFMAN 36-2905, *Department of the Air Force Physical Fitness Program*, 21 April 2022

DAFMAN 90-161, *Publishing Processes and Procedures*, 18 October 2023

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

AFDD 1-1, *Leadership and Force Development*, 18 February 2006

Title 5 *Administrative Personnel*

Title 32, *National Guard*

PSDG, *Air National Guard Formal School Process*, 16 April 2024

Prescribed Forms

None

Adopted Forms

DAF Form 847, *Recommendation for Change of Publication*

AF Form 422, *Notification of Air Force Member's Qualification Status*

AF Form 469, *Duty Limiting Condition Report*

AF Form 964, *PCS, TDY, Deployment, or Training Declination Statement*

Abbreviations and Acronyms

AAC—Assignment Availability Code

AAD—Advanced Academic Degree

AFDD—Air Force Doctrine Document

AFI—Air Force Instruction

AFIT—Air Force Institute of Technology

AFPC—Air Force Personnel Center

AFPD—Air Force Policy Directive

AFR—Air Force Reserve

AFSC—Air Force specialty code

ALQ—Airmen Leadership Qualities

ALS—Airman Leadership School

ANG—Air National Guard

ARC—Air Reserve Component (Air National Guard and Air Force Reserve)

ARPC—Air Reserve Personnel Center

AFRC—Air Force Reserve Command

AU—Air University

BCEE—Barnes Center for Enlisted Education

CJCSI—Chairman of the Joint Chiefs of Staff Instruction

CLA—CMSgt Leadership Academy

CLC—Chief Master Sergeant Leadership Course

CMSAF—Chief Master Sergeant of the Air Force

CMSOC—Chief Master Sergeant Orientation Course

CMSSF—Chief Master Sergeant of the Space Force
CONUS—Continental United States
CSEL—Command Senior Enlisted Leaders
DA—Development Advisor
DAF—Department of the Air Force
DAFH—Department of the Air Force Handbook
DAFI—Department of the Air Force Instruction
DAFMAN—Department of the Air Force Manual
DEROS—Date Estimated to Return from Overseas
DoD—Department of Defense
DoDI—Department of Defense Instruction
EAC—Enlisted Airmanship Continuum
ECI—Extension Course Institute
EDLA—Enlisted Desired Leader Attributes
EJPME—Enlisted Joint Professional Military Education
EPME—Enlisted Professional Military Education
EPMEIC—Enlisted Professional Military Education Instructor Course
ETCA—Education and Training Course Announcement
EWI—Enlisted Education with Industry
FA—Fitness Assessment
FLC—Flight Leadership Course
FOA—Field Operating Agencies
FSS—Force Support Squadron
FTEC—First Term Enlisted Course
HQ USAF—Headquarters United States Air Force
HSB—Human Resource Management Strategic Board
IAW—in accordance with
IST—Inter-Service Transfer
JCWS—Joint and Combined Warfighting School
JEFC—Junior Enlisted Foundations Course
JOM—Joint Operation Module
JPME—Joint Professional Military Education

JSOFSEA SOE 3600 1M3—Joint Special Operations Forces Senior Enlisted Academy

MAJCOMs—Major Commands

MPF—Military Personnel Flight

MPS—Military Personnel Section

NCO—Noncommissioned Officer

NCOAs—Noncommissioned Officer Academies

NCOIC—Noncommissioned Officer In charge

NCOFC—Noncommissioned Officer Foundations Course

OCONUS—Outside the Continental United States

PCE—Professional Continuing Education

PME—Professional Military Education

PSD—Personnel Systems Delivery

RAW—Retrieval Applications Website

RegAF—Regular Air Force

RIO—Readiness and Integration Organization

SES—Senior Executive Service

SLDC—Senior Leader Development Courses

SNCO—Senior Noncommissioned Officer

SNCOA—Senior Noncommissioned Officer Academy

SNCOFC—Senior Noncommissioned Officer Foundations Course

SORN—System of Records Notice

SPECAT—Special Duty Catalog

SSEPME—Sister Service Enlisted Professional Military Education

TAFMS—Total Active Federal Military Service

TDY—Temporary Duty Location

TF—Total Force

TIG—Time and Grade

TOS—Time on Station

U.S.—United States

USC—United States Code

USAF—United States Air Force

USMC—United States Marine Corps

USNSEA CG 100—U.S. Coast Guard Chief Petty Officers Academy

USNSEA 100—U.S. Navy Senior Enlisted Academy

USSF—United States Space Force

8T200—Development Advisor Special Duty Manager

Office Symbols

AETC/CCC—Air Education and Training Command Chief

AF/A1—Deputy Chief of Staff for Manpower, Personnel, and Services

AF/A1D—Air Force Directorate of Force Development

AF/A1DL—Air Force Learning Division, Directorate of Force Development

AF/A1LE—Air Force Chief Master Sergeant Management Office

AF/A1P—Directorate of Military Force Management Policy

AF/RE—Office of Air Force Reserve

AF/REP—Directorate of Personnel

AFPC/DPMOSS—AFPC Developmental Special Duty Assignments Branch

AFPC/DPS—AFPC's Directorate of Personnel Support

AFPC/DP3DW—Air Force Personnel Center Workforce Development Branch

AFR/CCC—Air Force Reserve Command Chief

AFRC/A1—Directorate of Manpower, Personnel and Services

AFRC/A1K—Headquarters Air Force Reserve Command, Chief, Military Personnel Division

AFR/efd—Chief Enlisted Force Development

ARC/CCC—Air Reserve Component Command Chief

ARPC/DPA—Air Reserve Personnel Center Directorate of Assignments

AU/CCC—Air University Command Chief

BCEE/AFR—Barnes Center for Enlisted Education Reserve Advisor

BCEE/CC—Barnes Center for Enlisted Education Commander

BCEE/CCC—Barnes Center for Enlisted Education Command Chief

FSS/FSD—Air National Guard Force Development Office

FSS/FSDE—Force Support Squadron/Education and Training

MAJCOM/CCC—Major Command/Command Chief

NGB/A1D—National Guard Bureau Training and Development Division

NGB/HR—National Guard Bureau Human Resources

RIO/DET CC—Readiness and Integration Organization detachment commander

SAF/AQ—Secretary of the Air Force for Acquisitions

SAF/MR—Assistant Secretary of the Air Force for Manpower and Reserve Affairs

STARCOM/SEL—Space Training and Readiness Command Senior Enlisted Leader

SF/COO—United States Space Force, Deputy Chief Operating Officer

SF/S1—United States Space Force, Deputy Chief of Space Operations for Personnel

SF/S1D—United States Space Force, Directorate of Force Development

SF/S1L—United States Space Force Senior Leader Management Office

SF/S2—United States Space Force, Deputy Chief of Space Operations for Intelligence, Surveillance, and Reconnaissance

Space Delta 13/SEL—Space Delta 13 Senior Enlisted Leader

Terms

AF Corporate Structure—Embodies the corporate review process for Headquarters United States Air Force (HQ USAF). The primary groups of the Corporate Structure are the AF Council, the AF Board, the AF Group, the fourteen Mission and Mission Support Panels, and Integrated Process Teams. This structure increases management effectiveness and improves cross-functional decision-making by providing a forum in which senior AF leadership can apply their collective judgment and experience to major programs, objectives, and issues. This process balances programs among mission areas, between force structure and support, and between readiness and modernization. Only military or DoD civilian personnel assigned to the Air Staff or Office of the Secretary of the AF may serve as members of the corporate structure.

Air Reserve Component (ARC)—An overarching term used when referring to both the Air National Guard and AF Reserve.

Airman—According to AFDD 1-1, *Leadership and Force Development*, an airman is any U.S. Air Force member or DAF civilian.

Air Reserve Component—The combination of the Air National Guard and the Air Force Reserve; together they are called the Air Reserve Component. AFD 10-3, *Air Reserve Component Forces*, establishes policy to fully integrate the Air National Guard, Air Force Reserve, and RegAF into a single Total Force.

Allocation—A class seat reserved for a specific program user at their request.

Approval Authority—Senior leader responsible for contributing to and implementing policies and guidance/procedures pertaining to his/her functional area(s) (e.g., heads of functional two-letter offices).

Assignment Team—Executes assignment and some deployment policies for a functional community and makes assignments using the Air Force Assignment System.

Chief Leadership Course—The Chief Leadership Course (CLC) is a course designed to provide CMSgts the education to bridge operational-to-strategic perspectives of the Air Force. As a result of this Executive Level Experience (ELE), strategic-level leaders will be equipped to inspire, effectively lead, manage, and mentor our present day and tomorrow's Airmen. The CLC is the capstone and pinnacle level of Enlisted Professional Military Education.

Civilian—An individual employed in or under the Department of the Air Force.

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

Competency-Based—An approach that focuses and organizes every aspect of the learning system around what the learner must be able to do. This means starting with a clear understanding of the desired outcome and then organizing curriculum, instruction, support, and assessment to facilitate and ensure the learner demonstrates the desired outcome/behavior at the end of the learning experience.

Development Advisor (DA)—The principal advisor to commanders, supervisors and individuals on retention issues, benefits, career progression, retraining, cross training, and special duty opportunities. DAs manage and conduct installation professional development programs and courses.

Developmental Education—An array of educational opportunities including professional military education, advanced academic degrees, and professional continuing education.

Distance Learning—Structured learning that does not require the physical presence of the instructor.

Education—Academic and experiential 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.

Enlisted Desired Leader Attributes—CJCS approved body of traits and qualities that should be emphasized and modeled across the U.S. Armed Forces with emphasis on the enlisted force.

Education and Training Course Announcement—Contains specific MAJCOM procedures, fund cite instructions, reporting instructions, and listings for those formal courses conducted or managed by the MAJCOMs or field operating agencies (FOAs). The Education and Training Course Announcement contains courses conducted or administered by the AF and reserve forces and serves as a reference for the AF, DoD, other military services, government agencies, and security assistance programs.

Enlisted Force Development Panel—The Enlisted Force Development Panel is charged to review, evaluate, and make recommendations to senior Air Force leaders regarding concerns, programs and initiatives relating to the education, training and experiences impacting enlisted Airman Development.

Experience—Active participation/involvement in positions, events, or activities leading to the accumulation of knowledge or skill that can be utilized to meet mission requirements.

First Term Airmen—Individuals who are on their: (1) first enlistment (including

Airmen who have extended their enlistments for 23 months or less), or (2) first extended active—duty tour, or (3) first enlistment with prior active service of less than 24 months.

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 and Guardians possess the competencies they need to meet DAF mission requirements.

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.

Functional Authority—Senior leaders, to include Assistant Secretaries (SES), Deputy Chiefs of Staff (three-star), and other selected Headquarters Air Force two-letter General Officer/SES-level leaders that provide corporate perspective of institutional requirements and force management and development. The functional authority serves as a final authority to ensure all policies, established in accordance with this document, are implemented within their functional community. Functional authorities are supported by functional managers who are supported by career field managers.

Functional Manager—Senior leaders, designated by the appropriate functional authority who provide day-to-day management responsibility over specific functional communities at the MAJCOM, FOA, DRU, or ARC level. While they should maintain an institutional focus regarding resource development and distribution, Functional Managers are responsible for ensuring their specialties are equipped, developed, and sustained to meet the functional community’s mission as well as encourage force development opportunities in order to meet future needs of the total AF mission.

Guardian—According to Space Force Handbook 1-1, *Guardian Spirit*, a guardian is any U.S. Space Force member or USSF civilian.

Individual Reservist—A member of the Individual Reserve Program in one of four categories: the individual mobilization augmentee; the participating Individual Ready reserve; non-participating Individual Ready Reserve and the Standby Reserve.

Keystone Course—The Keystone Course is designed to educate Command Senior Enlisted Leaders (CSELs) currently serving in or slated to serve in a general or flag officer level joint headquarters or service headquarters that could be assigned as a joint task force. CSELs will have an opportunity to visit and receive briefings at the National Defense University, the DJS J7 Joint Coalition Warfighting Joint Operation Module (JOM) in Suffolk, VA, and several Combatant Commands and Joint Task Forces.

Learner-Centric—An outcomes-based approach which focuses on the individual or team, whereby learners are active participants in the design, development, delivery, and evaluation of the learning experience. An airman-centric approach emphasizes the importance of understanding learner needs, interests, and abilities to inspire, challenge, and enable the learner. It delivers learning activities, opportunities, and services when, where and how it is needed (on-command and on demand). Ultimately, the Airman becomes increasingly responsible and committed to a career-long decentralized learning path based on their needs, creating a cognitive advantage through increased breadth and rigor of learning in the art and science of war, critical and creative thinking, and situational understanding.

Learning—Cognitive, affective, and/or physical process where a person assimilates information, and temporarily or permanently acquires or improves skills, knowledge, behaviors, and attitudes.

Major Command—A major subdivision of the Air Force that is assigned a major part of the Air Force mission. Major commands report directly to Headquarters Air Force.

Mentor—Wise, trusted, and experienced individual who shares knowledge, experience, and advice with a less experienced person.

myLearning—Replaces the Advanced Distributed Learning Service and provides distributed learning and distance learning that emphasizes collaboration on standards-based versions of reusable objects, networks, and learning management systems, yet may include some legacy methods and media. It leverages the full power of computers, information, and communication technologies through the use of common standards in order to provide learning that can be tailored to individual needs and delivered anywhere, anytime. The platform also includes establishing an interoperable “computer-managed instruction” environment that supports the needs of developers, learners, instructors, administrators, managers, and family. The platform encompasses all the methodologies mentioned above, and in addition, includes ongoing and expected improvements in learning methods.

Mission-Focused—Develops knowledge, skills, abilities, and other characteristics by enabling individuals and teams to train as they fight; mission capability is progressively increased through real-world mission-rehearsal (e.g., live, virtual, or constructive learning environments), ultimately leading to mission accomplishment.

Occupational 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).

Outcome—Based Learning—Outcome-Based Education means clearly focusing and organizing everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences. This means starting with a clear picture of what is important for students to be able to do, then organizing curriculum, instruction, and assessments to make sure this learning ultimately happens. The keys to having an outcome-based system are: 1) Developing a clear set of learning outcomes around which all the system's components can be focused. 2) Establishing the conditions and opportunities within the system that enable and encourage all students to achieve those essential outcomes.

Professional Continuing Education—Any course that is less than 20 weeks in duration and satisfies mission accomplishment, sustainment, or enhancement as required by law, Air Force governance, specific memorandum of agreement, or position requirement. Professional continuing education should not be confused with initial skills and subsequent advanced training courses that are required to advance in the Air Force Specialty Code skill level.

Professional Development—Engagement in a set of learning experiences designed to achieve specific goals and long-term objectives. Learning experiences often occur in the workplace, and include coaching, mentoring, job rotation, developmental assignments, on-the-job training, and self-study courses.

Professional Military Education—Critical subset of developmental education that: 1) provides the nation with personnel skilled in the employment of air, space, and cyberspace power in the conduct of war, small scale contingencies, deterrence, peacetime operations, and national security; 2) provides Air Force personnel with the skills and knowledge to make sound decisions in progressively more demanding leadership positions within the national security environment; and 3) develops strategic thinkers, planners, and war fighters. In addition, professional military education programs strengthen the ability and skills of Air Force personnel to lead, manage, and supervise.

Selective Reenlistment Program—A program designed to permit the reenlistment of qualified and needed Airmen, who have shown they have the capability and dedication to adapt to future mission requirements.

Senior Rater—Senior raters must be at least an O-5/O-6/GS-15 (equivalent) or higher, serving as a wing commander or equivalent position and designated by the Management Level with a Senior Rater Identification.

Skill Level—An enlisted Air Force specialty code denoting an individual's highest level of qualification. Enlisted personnel must complete all mandatory training requirements as outlined in DAFMAN36-2689 the specialty description in the Air Force Enlisted Classification Directory on the Air Force Personnel Center web site, and the applicable Career Field Education and Training Plan for award of the 3-, 5-, 7-, and 9-skill levels.

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

Total Force (TF)—Includes all Airmen and Guardians (RegAF, AFR, ANG, Space Force, and DAF civilians).

Training—Formal and informal learning focused on proficiency development, which is the attainment and retention of skills, knowledge, and attitudes required to meet specific function or job performance requirements.