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This publication implements Department of the Air Force Policy Directive (DAFPD) 36-26, Total Force Development and Management. It provides guidance on officer developmental education, to include officer Professional Military Education (PME). This publication applies to uniformed members of the United States Space Force, Regular Air Force, the Air Force Reserve (AFR), and the Air National Guard (ANG). In collaboration with the Chief of Air Force Reserve (AF/RE), the Director of the Air National Guard (NGB/CF), and the Deputy Chief of Space Operations for Personnel (SF/S1), the Deputy Chief of Staff for Manpower, Personnel, and Services (AF/A1) develops personnel policy for Total Force Development. This publication may be supplemented at any level, but all supplements must be routed to the office of primary responsibility (OPR) of this publication for coordination prior to certification and approval. Refer recommended changes and questions to the OPR using the Department of the Air Force (DAF) Form 847, *Recommendation for Change of Publication*; route DAF Forms 847 from the field through the appropriate chain of command. The authorities to waive wing, unit, delta or garrison level requirements in this publication are identified with a Tier ("T-0, T-1, T-2, T-3") number following the compliance statement. See Department of the Air Force Manual (DAFMAN) 90-161, *Publishing Processes and Procedures*, for a description of the authorities associated with the Tier numbers. Submit requests for waivers through the chain of command to the appropriate Tier waiver approval authority, or alternately, to the publication OPR for non-tiered compliance items. Ensure all records generated as a result of processes prescribed in this publication adhere to Air Force Instruction (AFI) 33-322, *Records Management and Information Governance Program*, and are disposed in accordance with the Air Force Records Disposition Schedule, which is located in the Air Force Records Information Management System. The use of the name or mark of any specific

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SUMMARY OF CHANGES

This interim change revises DAFI 36-2686 by (1) removing references about diversity, equity and inclusion and updating references **were appropriate**. A margin bar (|) indicates newly revised material.

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Chapter 1

OVERVIEW

1.1. Overview. Developmental education refers to an array of resident, non-resident, and blended educational opportunities composed of formal programs including, but not limited to, service and joint PME and fellowships.

1.2. Intent. This instruction details roles and responsibilities and provides compliance standards with regard to officer developmental education program administration and eligibility for the Total Force.

1.3. Leadership Support for Force Development. While this Department of the Air force Instruction (DAFI) governs formal aspects of officer developmental education, commanders and civilian equivalents should provide a work environment that supports Total Force development. All commanders and leaders should encourage personnel to take advantage of resident and distance learning (DL) educational opportunities in accordance with the Secretary of the Air Force and Service Chief of Staff education expectations. Taking mission requirements into consideration, leaders should authorize service members time to participate in developmental education during the duty day.

1.4. Other Officer Developmental Program Policy. Other officer development program policy exists that is not covered by this instruction. Programs include Graduate Education, AFI 36-2639, *Education with Industry Program*, and DAFI 36-2658, *Air Force Legislative Fellows Program*.

Chapter 2

ROLES AND RESPONSIBILITIES

2.1. The Assistant Secretary of the Air Force for Manpower and Reserve Affairs (SAF/MR): serve as an agent of the Secretary 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) and Deputy Chief of Space Operations for Personnel (SF/S1):

2.2.1. Provide strategic objectives and advocacy for Air Force and Space Force developmental education programs.

2.2.2. Present developmental education programs and concepts to the Air Force and Space Force Board for consideration. **Note:** The Air Force and Space Force Board reviews budgetary issues concerning pricing, execution, and executability of Air Force programs.

2.2.3. Chair the annual Developmental Education Designation Board (DEDB) organized and executed by the Air Force Personnel Center (AFPC), or the Officer Professional Military Education Central Board executed by the Enterprise Talent Management Office (ETMO).

2.2.4. DELETED .

2.2.5. Act as the removal authority for officers identified on intermediate or senior developmental/level education (IDE/ILE and SDE/SLE) designation lists. May be delegated down to the Force Development Director.

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

2.3.1. Provide policy oversight, issue standing and intervening developmental education guidance, and allocate quotas and resources for developmental education programs to include distribution of space-available seats to sister service and interagency partners.

2.3.2. Determine rules for developmental education eligibility, selection, and removal criteria regarding resident and distance learning programs for Lieutenant Colonels and below.

2.3.3. Determine allocation method and distribution rate of resident developmental education quotas for AFPC and Air Force and Space Force Colonels Management (AF/A1LO and SF/S1LO) as well as Air Force Reserve and Air National Guard.

2.3.4. Publish annual developmental education programming requirements, establishes eligibility policy and quotas at Air Force and Space Force and non-Air Force and Space Force schools, and determines participation quotas and rates in DAF PME programs for non-Air Force and Space Force personnel.

2.3.5. Act as the waiver authority for all crossflow officers seeking relief from having to complete the appropriate DAF PME if they have less than 3 years time in grade.

2.3.6. Act as waiver authority for all exceptions to post-program assignments (all requests will first be coordinated through AFPC or ETMO). **Exception:** Legislative Fellowship waiver authority is the Secretary of the Air Force (SecAF). Any exceptions to post program assignments will be coordinated through Director of Legislative Liaison, (SAF/LL), AF/A1D and Air Force Personnel Center Commander (AFPC/CC) or SF/S1D and ETMO.

2.4. Air Force and Space Force Colonel Management Office (AF/A1LO and SF/S1LO):

2.4.1. Implement Air Force and Space Force guidance on developmental education eligibility, selection, and removal for Regular Air Force and Space Force (line and non-line of the Air Force) Colonels and Colonel selects.

2.4.2. Ensure line of the Air Force Colonels (and Colonel selects) who have potential to be in key leadership positions are selected to attend resident SDE/SLE programs.

2.4.3. Manage and conduct the line and non-line of the Air Force and Space Force Colonel (and Colonel selects) portion of the annual SDE/SLE selection/designation board to include working with the AFPC or ETMO to staff the results through AF/A1 or SF/S1 for approval and release to the field. This annual selection process is approved by the AF/A1 or SF/S1 and designates a particular developmental education program for eligible officers.

2.4.4. Approve or disapprove Colonels (and Colonel selects) for the following actions: individual declinations, requests for operational or humanitarian deferment, and removal from the Select list.

2.4.5. Manage follow-on assignments for Colonels (and Colonel selects) currently attending resident developmental education programs.

2.5. Air Force Personnel Center Commander (AFPC/CC) or Enterprise Talent Management Office (ETMO) Director:

2.5.1. Execute DAF guidance for developmental education eligibility, selection and, removal of Regular Air Force and Space Force officers below the rank of Colonel (and Colonel selects). **Note:** Selection for Squadron Officer School (SOS) has been designated to the wing/delta-level or below.

2.5.2. Announce programs, eligibility criteria, and nomination procedures for IDE/ILE and SDE/SLE opportunities annually or as required.

2.5.3. Manage and convene the Central Professional Military Education Board (CPMEB) for regular line of the Air Force and Space Force officers competing for resident IDE/ILE and SDE/SLE. Chaired by a general officer designated by the Air Force General Officer Management Office (AF/A1LG) or ETMO, the CPMEB will be comprised of Regular Air Force or Space Force officers proportionally representing the career fields competing for developmental education selection. Publishes AF/A1 or SF/S1-approved CPMEB school designation lists.

2.5.4. Act as approval authority for requests for mission-essential and humanitarian deferment from school lists for Lieutenant Colonels and below. Approval authority for one and two-year temporary deferments may be further delegated; however, the authority to approve a permanent deferment reside with the AFPC/CC or SF/S1D only.

2.5.4.1. Prepare a permanent deferment letter, for officers in their last year of eligibility who cannot attend developmental education because of mission or humanitarian reasons, stating the officer was selected for developmental education but was unable to attend in his or her final year of eligibility.

2.5.4.2. File permanent deferment letters and removal for cause letters in the officer's headquarters Air Force or Space Force selection folder and send copies to the member and senior rater.

2.5.5. Distribute Squadron Officer School line and non-line of the DAF officer quotas to Major Commands (MAJCOMs)/Field Commands (FLDCOMs) and other agencies based on Captain (O-3) manning. The Judge Advocate General (AF/JA) and Chief of Chaplains (AF/HC) will receive quotas for judge advocates and chaplains, respectively. AFPC will receive quotas for all Biomedical Science Corps, Dental Corps, Medical Corps, Medical Service Corps and Nurse Corps officers; unfilled quotas are filled through a coordinated effort between the medical treatment facilities and the appropriate MAJCOM leadership in consultation with AFPC. Determine if officers attending Squadron Officer School in conjunction with a permanent-change-of-station move will attend temporary duty enroute or temporary duty-and-return following permanent-change-of-station sign-in, based on cost analysis and concurrence of the gaining commander.

2.6. Office of the Chief of the Air Force Reserve (AF/RE): AF/RE establish selection criteria for Air Force Reserve personnel to participate in developmental education programs.

2.7. Headquarters Air Force, Reserve Personnel (AF/REP):

2.7.1. Obtain annual developmental education quotas from AF/A1D. Quotas will be reviewed and forwarded to Air Reserve Personnel Center Force Development (ARPC/DPA) and Air Force Reserve Command, Personnel Division, (AFRC/A1K).

2.7.2. Ensure unused quotas for developmental education opportunities are returned to the Air Force Learning Division, Directorate of Force Development (AF/A1DL).

2.7.3. Ensure ARPC/DPA convenes the Reserve Developmental Education Designation Board and Reserve School Selection Board (RSSB) to select Air Force Reserve officers for developmental education.

2.7.4. Obtain board charge memorandum from ARPC/DPA and coordinate AF/RE signature prior to when boards convene.

2.8. Air Force Reserve Command, Personnel Division (AFRC/A1K): AFRC/A1K serve as point of contact for communications between Air Force PME program managers, other services' program managers, and Air Force Reserve base education and training managers in Force Support Squadrons (FSS). All PME resident school quotas will be coordinated between AFRC/A1K and the appropriate MAJCOM or schoolhouse as appropriate. Units are not authorized to solicit quotas directly with a schoolhouse.

2.9. The Director, Air National Guard (NGB/CF):

2.9.1. Provide strategic objectives and advocacy for Air National Guard development programs.

2.9.2. Establish selection criteria for Air National Guard personnel to participate in developmental education programs.

2.9.3. Publish the school selection lists for ANG personnel.

2.10. National Guard Bureau Human Resources Directorate (NGB/HR):

2.10.1. Serve as the point of contact for all Air National Guard developmental education programs. Obtains annual developmental education guidance and quotas from AF/A1D.

2.10.2. Announce programs, eligibility criteria, and nomination procedures for IDE/ILE and SDE/SLE opportunities annually or as required.

2.10.3. Convene selection panels as needed to make recommendations to the Director, Air National Guard (NGB/CF) for approval of attendance to developmental education opportunities.

2.10.4. Act as waiver authority for ANG exceptions to policy regarding officer PME eligibility, individual declinations, requests for operational or humanitarian deferments, and removal from selection for PME programs.

2.11. The Adjutant General or Delegated Representative:

2.11.1. Ensure all personnel are counseled throughout their careers on the relationship between PME and mission readiness.

2.11.2. Ensure National Guard Bureau, Training & Development Division (NGB/HRT) is notified when a selectee cannot attend, coordinate review and/or endorsements for members being considered for developmental education opportunities.

2.11.3. Ensure respective members receive out-processing briefings through their FSS prior to attending resident developmental education programs regarding financial expenditures, academics, and reporting instructions.

2.12. Air University and/or Space Training and Readiness Command (STARCOM) Delta 13:

2.12.1. Design, develop, conduct and evaluate resident and distance learning development programs in accordance with DAF doctrine, policy, and the instructional system development process (instructional system development guidance is provided in Department of the Air Force Handbook (DAFH) 36-2675, *Information For Designers of Instructional Systems*).

2.12.2. Advertise eligibility, enrollment, academic and graduation criteria for DAF resident and distance learning programs for each developmental education level in Air University catalogs and the Education and Training Course Announcement (ETCA) SharePoint® on AF Portal Home, search ETCA to find the announcements.

2.12.3. Complete training reports for officers upon graduation from developmental education programs as required.

2.12.4. Air University manage the DAF Fellows program to include but not limited to administrative control of fellows (e.g., leave and temporary duty management). **Note:** temporary duty management may be delegated to local program workplace supervisors. Air University will also ensure rotational letters of evaluation are completed and act as liaison with host organizations to ensure understanding of roles and responsibilities.

2.12.5. Coordinate with AF/A1D, AF/REP, SF/S1D, and ETMO to produce a biennial review of DAF fellowships by providing objectives and evaluations of current fellowships, participant feedback, recommendations for continuance or non-continuance of fellowships and other supporting documentation as needed.

2.12.6. Recommend to AF/A1D, AF/REP, and SF/S1D the level (primary, intermediate, or senior) of officer PME credit awarded for resident course work completed at other institutions to include joint, sister service and international PME schools.

2.12.7. Report developmental education (professional continuing education, PME, etc.) production to AF/A1D and/or SF/S1D, to include non-Air University and/or non-STARCOM/Delta 13 schools, sister service, joint, international, etc. This will include enrollment and graduation, completion, and failure data and analysis in all programs to include Air University's Doctorate of Philosophy program.

2.12.8. Ensure distance learning programs are equivalent to the corresponding resident school program in terms of content, program outcomes and relevant competencies.

2.12.9. Act as the waiver authority for all distance learning DAF PME completion requirements.

2.12.10. Maintain faculties, staff and facilities, and program funds for resident and non-resident officer developmental education programs.

2.12.10.1. Develop options for resident PME schools that are 10 months or longer for pregnant students to allow them to complete the program and receive full credit while also taking their parental leave entitlements, in accordance with DAFI 36-3003, *Military Leave Program*, while not putting the member's career or follow-on assignment at risk.

2.12.10.2. Develop options for resident PME schools that are 10 months or longer for Service members who meet the definitions of non-birth parent, to allow them to complete the course and receive full credit while also taking their parental leave entitlement, in accordance with DAFI 36-3003, while not putting the member's career or follow-on assignment at risk.

2.12.10.3. Develop options for resident PME schools that are 10 months or longer for service members who have been recommended convalescent leave by a medical authority as a sexual assault survivor, to allow them to complete the course and receive full credit while also taking their convalescent leave entitlement in accordance with DAFI 36-3003, Table 3.4, Rule 10.

2.13. Major Command, Field Command, Direct Reporting Unit and Field Operating Agency Commanders: Commanders allocate quotas to the bases for Squadron Officer School regular line of the Air Force and Space Force officers.

2.14. Regular Air Force Wing Commanders, Delta Commanders, or Senior Raters:

2.14.1. Nominate line of the Air Force and Space Force officers applying for IDE/ILE and SDE/SLE programs in accordance with AFPC's and ETMO's annual nomination guidance (organizations that do not have a commander or senior rater will designate a senior executive service or general officer in the chain of command). Judge advocate officer candidates will be nominated in accordance with annual guidance provided by AF/JA, and Air Force Medical Services officer candidates and chaplain candidates will be nominated in accordance with annual guidance provided by AFPC on behalf of the Surgeon General (AF/SG) and AF/HC.

2.14.2. Request removal of officers identified on IDE/ILE and SDE/SLE designation lists through AFPC or ETMO.

2.14.3. Ensure time in grade is the primary factor when designating Squadron Officer School seats to ensure attendance for all eligible Captains prior to meeting their promotion board for Major. **Exception:** Optimal attendance for Medical Corps officers may be after selection to Major but prior to pin-on.

2.15. FSS Commanders and Directors:

2.15.1. Ensure individual names are entered and confirmed against established training line numbers in the Oracle Training Administration (OTA) Military Personnel Data System (MilPDS) for resident PME schools no later than 45 calendar days before the class start date unless managed by AFPC's Directorate of Personnel Services (AFPC/DPS). Provide school websites, orders, and reporting instructions to selectees.

2.15.2. Notify individuals of selection and class start date; immediately notify AFPC for officers who are ineligible or unable to attend.

2.15.3. Ensure developmental education students have their commander's recommendation for Squadron Officer School and meet eligibility criteria outlined in the Education and Training Course Announcement (ETCA) SharePoint® available on AF Portal Home, search ETCA to find the announcements.

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

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

2.16. Unit Commanders or Civilian Equivalent:

2.16.1. Ensure each officer developmental education attendee meets eligibility criteria outlined in the Air Force Education and Training Course Announcement (ETCA) SharePoint® on AF Portal Home, search ETCA to find the announcements.

2.16.2. Advise officer of fitness standards requirement to attend resident PME.

2.16.3. Counsel all individuals who are considering declination of resident developmental education attendance. Commanders should emphasize the positive benefit of completing resident developmental education and implications of declining.

2.16.4. Process deferment requests in accordance with this instruction and Education and Training Course Announcement procedures.

2.16.5. Ensure service members attending formal developmental education programs at their installation, (i.e., in-residence, or virtual in-residence) are considered temporary duty (TDY) in-place and are afforded necessary official duty hours to complete program requirements.

2.17. Selected Individuals:

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

2.17.2. Coordinate appropriate medical profile documentation to their respective wing or delta 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.

2.17.3. Comply with developmental education school prerequisites and requirements for school attendance as outlined in the annual DEDB release Personnel Services Delivery Memorandum (PSDM) and program extracts.

Chapter 3

RESIDENT DEVELOPMENTAL EDUCATION ELIGIBILITY, SELECTION, AND ATTENDANCE

3.1. Guidance and Procedures for Resident Officer Developmental Education (ODE). Officer developmental education spans an officer's professional career. There are three levels of ODE education: primary, intermediate and senior. Under the force development construct, officers are functionally developed to be experts in their respective career fields. According to the Office of the Secretary of Defense, PME is defined as a broadening opportunity and, as such, is designed to help prepare officers for an array of potential assignments within and outside their occupational expertise. Limited resources may restrict resident ODE attendance and is therefore limited to the "best qualified."

3.1.1. Officers attending developmental education in residence are not authorized, for their time as a student, to be nominated for, or receive, individual tour completion or meritorious service decorations or badges.

3.1.2. Officers must have a current passing Fitness Assessment (FA) prior to attending any resident ODE program. **(T-2)** In the rare circumstances that FAs must be conducted during ODE or as a part of the ODE curriculum, the FA should be conducted after the member completes any required acclimatization period in accordance with DAFMAN 36-2905, *Department of the Air Force Physical Fitness Program*. **(T-2)** The completed FA may count as an official FA for currency and entered into myFitness. For members attending any resident PME course that is less than 6 months in duration, a passing FA must be current through course completion. **(T-2)**

3.2. Primary Developmental Education (PDE) and Primary Level Education (PLE). PDE/PLE resident programs are listed by Air University (e.g., annual catalog) and include venues like Squadron Officer School, Inter-European Air Forces Academy (IEAFA) and the Inter-American Air Forces Academy (IAAFA). At the PDE/PLE "phase" of development, officers also have the opportunity to attend graduate education and a number of experiential programs like Training With Industry or Education With Industry. Many of these opportunities are offered through career field managers and the Air Force's academic institutions who receive developmental education funding via the Air Force Education Requirements Board.

3.2.1. Eligibility Criteria.

3.2.1.1. All officers in the grade of Captain are required to attend resident Squadron Officer School. Captains (must be pinned on Captain to attend) must have at least 4 but no more than 7 years total active federal commissioned service at class start. **Note:** ANG, AFR, Line of the Air Force – Judge Advocate General (LAF-J), Chaplain Corps, Medical Services Corps, Biomedical Science Corps, Nurse Corps as well as Medical Corps and Dental Corps Captains are excluded from the 4-year minimum.

3.2.1.2. The waiver authority for officers attending Squadron Officer School in residence beyond 7 years total active federal commissioned service is the MAJCOM/A1 or FLDCOM/S1, who may delegate to the wing or delta commander or equivalent.

3.2.2. Ineligibility Criteria. Captains with an approved date of separation are ineligible to attend. Medical Corps and Dental Corps Officers are not eligible to attend SOS in residence during Graduate Medical/Dental Education (GME/GDE) nor in the 9 months following GME/GDE completion. Exceptions to policy may be approved by Air Force Personnel Center Directorate of Military Operations, (AFPC/DPMN).

3.2.3. Senior raters may withhold a Squadron Officer School resident opportunity from any sub-performing officer.

3.2.4. Line of the Air Force and Space Force Squadron Officer School attendance is determined at base level. LAF-J Captains are selected to attend Squadron Officer School by AF/JA, Captains from the Chaplain Corps are selected by AF/HC, and Air Force Medical Services Captains are selected by their respective corps: Medical Services Corps, Biomedical Science Corps, Nurse Corps, Medical Corps and Dental Corps. The officer's time in grade should be the primary factor to consider when determining which Captains should attend Squadron Officer School in residence first.

3.2.5. An Air Force or Space Force officer must complete DAF resident or distance learning Squadron Officer School prior to attending a sister service resident PDE/PLE equivalent course to receive developmental education credit. **(T-1)** This is required to ensure DAF officers develop the foundational leadership and airpower/spacepower competencies to perform in DAF positions prior to further developing with sister service programs. For more information on applicable Army, Navy and Marine PDE/PLE courses, see the respective service's website for current course listings and descriptions.

Table 3.1. Sister Service Equivalents to Squadron Officer School (PDE/PLE Credit).

ARMY	<p>U.S. Army Captains Career Courses:</p> <ul style="list-style-type: none"> • Adjutant General • Air Defense Artillery • Finance • Chaplain • Armor • Infantry • Judge Advocate • Quartermaster • Signal • Transportation • Engineer <p>Army Medical Department (AMEDD) Captains Career Course Combined Arms & Services Staff School U.S. Army Aviation Captains Career Course Note: Any requests that refer to “Captains Career Course” is considered an SOS equivalent.</p>
NAVY	<p>Sea, Air, and Land Course (SEAL Lt Career Course) Surface Warfare Officer Department Head Course Submarine Officer Advanced Course Navy Division Officer Leadership Course Tactical Leadership Naval Special Warfare (NSW) Platoon Leaders Primary Professional Military Education (Officer) <i>Note: The seven (7) block program below makes up the Primary PME Program and is SOS Equivalent.</i> NWC-PPME-JO-B1-V6 Primary Professional Military Education (Officer) – Block 1 – Introduction NWC-PPME-JO-B2-V6 Primary Professional Military Education (Officer) – Block 2 – The Culture of the Navy NWC-PPME-JO-B3-V6 Primary Professional Military Education (Officer) – Block 3 – The Governance of the Navy NWC-PPME-JO-B4-V6 Primary Professional Military Education (Officer) – Block 4 – How Navy Thinks About War NWC-PPME-JO-B5-V6 Primary Professional Military Education (Officer) – Block 5 – How the Navy Plans Its Operations NWC-PPME-JO-B6-V6 Primary Professional Military Education (Officer) – Block 6 – Technology in the Maritime Domain NWC-PPME-JO-B7-V6 Primary Professional Military Education (Officer) – Block 7 – Conclusion</p>
MARINES	United States Marine Corps (USMC) Expeditionary Warfare School
COAST GUARD	<p>Midgrade Officer and Civilian Transition Course 1 (MOCTC1) (0-3s and GS-12s) – Equivalent to AF PDE/SOS. Midgrade Officer and Civilian Transition Course 2 (MOCTC2) (0-4s and GS-13s) – Equivalent to AF IDE/Air Command and Staff College (ACSC).</p>
Note: Table is not all-inclusive, so PDE/PLE equivalent submissions should be evaluated.	

3.3. Intermediate and Senior Developmental/Level Education (IDE/ILE and SDE/SLE). IDE/ILE programs include graduate education, fellowships, and PME at military command and staff colleges, and officers typically earn Joint Professional Military Education Level I (JPME I) credit. SDE/SLE programs include graduate education, fellowships, and PME at military war colleges, and officers typically earn Joint Professional Military Education Level II (JPME II) credit.

Table 3.2. IDE/ILE and SDE/SLE Overview.

	Type of resident programs	Eligibility	ADSC	JPME Information
IDE/ILE	Graduate education, fellowships, and PME at military command and staff colleges, etc.	Majors (and Major selects) in accordance with annually published guidance.	3 times the length of the course in accordance with Table A2.1, Rule 28, Air Force Manual (AFMAN) 36-2100, <i>Military Utilization and Classification</i>	JPME I credit Note: Officers who complete programs that do not include JPME I credit must complete ACSC by DL to receive JPME I credit. (T-0)
SDE/SLE	Graduate education, fellowships, and PME at military war colleges, etc.	Lt Colonel (and selects through Colonel) in accordance with annually published guidance.	Note: Officers attending resident IDE/ILE and/or SDE/SLE must have retainability to serve the resulting active duty service commitment. (Reference AFMAN 36-2100, <i>Military Utilization and Classification</i>)	JPME II credit Note: Officers who complete other programs that do not include JPME II may attain credit either by attending the Joint and Combined Warfighting School (JCWS) through National Defense University or by completing Army War College via distance learning (only distance learning program that awards JPME II credit). Air War College by DL is not accredited for JPME II credit.

3.3.1. Officers who are vectored via the DEDB or Space Force Central Board process to IDE/ILE programs that do not include JPME I credit (e.g., most civilian institutions and fellowships) will be required to complete Air Command and Staff College via distance learning (ACSC-DL) or Space Force equivalent course to ensure they receive requisite JPME for their level of development. **(T-1)**

3.3.2. Air University also offers the Air Command and Staff College Online Master's Program, a 2-year course that awards a Master's in Military Operational Art and Science and JPME I credit.

3.3.3. When an officer fails to meet performance standards, the senior rater, management level, or developmental team will submit a request to AFPC or ETMO to remove the officer from the developmental education designation list. **(T-1)** AFPC or ETMO will staff the request for approval by AF/A1 or SF/S1. **(T-1)** This request should include, at a minimum, documented evidence of decreased level of performance.

3.3.4. Air Force Medical Services, LAF-J, and Chaplain Corps officers' functional managers conduct their own selection processes and present their candidate lists to AF/A1 for approval during the DEDB.

3.3.5. Line of the Air Force officers selected for promotion to Colonel (O-6) who have not attended resident SDE/SLE will be managed by AF/A1LO or SF/S1LO for their SDE/SLE opportunity. Lieutenant Colonel SDE designees who are subsequently promoted to Colonel or become a Colonel-select, might not attend the program for which they were designated as a Lieutenant Colonel. AF/A1LO or SF/S1LO designates officers in this situation to meet DAF strategic requirements and developmental requirements for the officer as a Colonel.

3.3.6. Officers who are vectored via the DEDB or Space Force Central Board process to SDE/SLE programs that do not include JPME II credit (e.g., most civilian institutions and fellowships) will not be required to complete Air War College via distance learning (AWC-DL), as AWC-DL does not award JPME II credit. Officers must be screened and approved by Air Force Personnel Center Directorate for Personnel Programs (AFPC/DP3AM, Joint Officer Management Office) to enroll in JCWS and Army War College via distance learning. **Note:** For those officers interested in obtaining full joint qualification, the only programs suited to that purpose are accredited by the Joint Chiefs of Staff, Joint Education and Doctrine Division (J-7) through the Process for Accreditation of Joint Education. Each service maintains a list of Process for Accreditation of Joint Education-accredited courses for each level of development.

3.3.7. AF/A1LO conducts the health professions' SDE/SLE selection process in conjunction with the line of the Air Force officer SDE/SLE selection process, which is approved by the AF/A1.

3.3.8. AF/JA conducts the LAF-J SDE/SLE selection process and presents the LAF-J officers identified for attendance to AF/A1 for approval during the DEDB.

3.3.9. All non-DAF attendees must meet the eligibility criteria of their DAF military counterparts unless exempted elsewhere in this instruction.

Chapter 4

DISTANCE LEARNING OPPORTUNITIES

4.1. Distance Learning Opportunities. The Global College of Professional Military Education (GCPME) execute all officer PME distance learning (DL) programs. This includes distance learning variants of all PDE/PLE, IDE/ILE, and SDE/SLE certificate programs, as well as the GCPME's Online Master's Program (OLMP).

4.2. Primary Developmental/Level Education Distance Learning.

4.2.1. Active-duty members are expected to complete Squadron Officer School (SOS) in-residence. However, distance learning is available to Active-duty members who have missed their eligibility window for in-residence attendance. Distance learning is available for Air Reserve Component (ARC) members who meet eligibility criteria.

4.2.2. Squadron Officer School Distance Learning Eligibility Criteria.

4.2.2.1. Active-duty Captains must have 7 years total active federal commissioned service or more and must not have an approved date of separation. **Exception:** Officers with approved transfer to the ARC may enroll in SOS-DL.

4.2.2.2. Active Duty Officers directly commissioned in the rank of Major may voluntarily enroll in this course at any time.

4.2.2.3. ARC members must be Captain or Captain-select and can enroll upon notification of selection to Captain. **(T-1)**

4.2.3. DAF officers must complete DAF resident or distance learning Squadron Officer School to receive credit for PDE/PLE completion. **(T-1)** This is required to ensure DAF officers develop the foundational leadership and airpower/spacepower competencies to perform in DAF positions prior to further developing with sister service programs. Officers may choose to also take an O-3 level sister service course in addition to SOS. For more information on applicable Army, Navy and Marine PDE/PLE-level courses, see the respective service's website for current course listings and descriptions.

4.3. Intermediate Developmental/Level Education (IDE/ILE) Distance Learning.

4.3.1. GCPME's ACSC-DL graduates earn IDE/ILE and JPME Phase I credit.

4.3.2. ACSC-DL eligibility criteria: officers must be a Major (O-4) or O-4 (S). Waivers for enrollment past Major must be submitted by senior rater to AFPC or ETMO for AF/A1 or SF/S1 approval. **(T-1)**

4.3.3. See [paragraph 4.5.2](#) for Online Master's Program which also awards IDE/ILE and JPME Phase I credit.

4.4. Senior Developmental/Level Education (SDE/SLE) Distance Learning.

4.4.1. Graduates of GCPME's Air War College distance learning program (AWC-DL) earn SDE/SLE credit.

4.4.2. Eligibility criteria for AWC-DL: officers must be Lieutenant Colonel-select or Lieutenant Colonel.

4.4.3. The Army War College's distance learning program is a two-year program that offers graduates SDE/SLE completion, JPME Phase II credit, and a Master's degree in Security Studies. The Joint Officer Management Office (AFPC/DP3AM) controls enrollment of Department of Air Force Lieutenant Colonels to this program, and officers must have written permission from their Commander because of the TDY fund expenditure required for this program (2 multiple-week TDYs to Carlisle Barracks). Officers who wish to disenroll before completion of the program must have Commander and Development Team Chair approval to do so.

4.5. Air University (AU) Online Master's Program (OLMP).

4.5.1. To provide a path to complete a Master's degree in subjects relevant to the profession of arms, AU created the OLMP option. Various options and concentrations are available to members during their career if they have not previously completed a Master's degree.

4.5.2. GCPME's OLMP (Joint Warfare Concentration) offers graduates IDE/ILE completion, JPME Phase I credit, and a Master's in Military Operational Art and Science degree. This program is available to O-4 and O-4(S), and civilians in the grade of GS-12 and GS-13 that have not already completed a master's degree and IDE/ILE.

4.5.3. GCPME's OLMP (Leadership Concentration) is available to eligible Captains following completion of SOS. This degree program is designed to produce more effective officers in operational-level command and addresses topics including contemporary Air Force operations, national security, leadership, and joint warfare. Officers are awarded a Master's of Military Operational Art and Science degree, but do not receive IDE/ILE credit or JPME credit.

4.5.3.1. Eligibility: Captain only and must have 6 years total active federal commissioned service to enroll. Officer cannot already have a master's degree.

4.5.3.2. Graduates of the OLMP Leadership Concentration may take a condensed version of ACSC-DL ("ACSC Supplemental") to earn IDE/ILE and JPME Phase I credit once they meet ACSC-DL eligibility criteria.

4.5.4. GCPME's OLMP (Operational Warfare or Nuclear Warfare Concentrations) was created to offer officers a way to continue their Master's degree pursuits by leveraging graduate-level work completed at USAF Weapons School or via Air Force Institute of Technology Nuclear Certificate program.

4.5.4.1. Following completion of the prerequisite program, eligible officers who do not already possess a master's degree may apply and be enrolled in the specific OLMP concentration. Officers are awarded a Master's of Military Operational Art and Science degree, but do not receive IDE/ILE or JPME credit.

4.5.4.2. Graduates of the OLMP Operational Warfare or Nuclear Warfare concentrations may take a condensed version of ACSC-DL ("ACSC Supplemental") to earn IDE/ILE and JPME Phase I credit once they meet ACSC-DL eligibility criteria.

Chapter 5

INTERNATIONAL PROFESSIONAL MILITARY EDUCATION

5.1. International Military Service Schools. These schools will be accepted for PME equivalency provided that program is listed on the Chairman, Joint Chiefs of Staff, annual memo entitled, “Program for JPME I Equivalent Credit.”

5.1.1. As the document title implies, DAF officers who attend one of these programs will be awarded JPME I credit for attending in residence.

5.1.2. For IDE/ILE and SDE/SLE equivalent international programs, the DAF officer is considered “PME complete” once that program’s requirements have been fulfilled.

Chapter 6

DEVELOPMENTAL EDUCATION CREDIT FOR INTERSERVICE TRANSFERS

6.1. Interservice Transfers. Officers from sister services who have transferred into the DAF receive developmental education credit for completion of the following courses under the conditions listed below.

6.1.1. Primary Developmental/Level Education. Officers receive credit if they meet the following PDE/PLE criteria:

6.1.1.1. If the officer transferring to the DAF is at least a Captain and outside the Squadron Officer School eligibility window but attended their previous Service's PDE/PLE equivalent course ([Table 3.1](#)), and have proof of completion, they may be granted developmental education credit.

6.1.1.2. If the officer transferring to the DAF has attended their previous Service's PDE/PLE equivalent course ([Table 3.1](#)) and is still Squadron Officer School eligible, Squadron Officer School must be completed by correspondence before resident PDE/PLE credit will be awarded.

6.1.2. Officers receive credit if they meet the following IDE/ILE and SDE/SLE criteria:

6.1.2.1. Interservice Transfer officers receive credit for PME completed before promotion to their current rank/grade. For instance, an Army Major transferring into the DAF would receive credit for having completed company grade officer PME in the Army.

6.1.2.2. For PME in the currently held grade, [Table 6.1](#) outlines the credit officers are eligible to receive. **Note:** [Table 6.1](#) does not apply to Space Force officers, as Maj (O-4) and above IST Guardians will receive credit for ILE and SLE upon providing proof of sister service equivalent PME course completion

Table 6.1. PME Credit for Interservice Transfer Officers.

Rule	If	Then
A	The officer has more than 3 years time in grade at time of transfer	Officer receives credit for the grade-specific PME completed in sister service
B	The officer has less than 3 years time in grade at time of transfer	Officer does not receive credit for their sister service PME specific to their current grade. These officers should complete DAF PME commensurate with their current grade to foster their DAF development and to remain competitive for future promotions

Chapter 7

DEPARTMENT OF THE AIR FORCE (DAF) FELLOWSHIP PROGRAM

7.1. The DAF Fellowship Program. This program is a competitively selected developmental education program, designed to provide a learning and research opportunity focused on national security policy through assignments to a distinguished civilian institute, think tank, corporation, federal agency, or foreign military and civilian academic institution to highly qualified field-grade officers, civilians, and Senior Non-Commissioned Officers. This program is designed to provide Airmen and Guardians with education and experience to increase Department of Defense (DoD)-relevant skills and expertise in subject matter areas for which comparable expertise cannot reasonably be acquired through a DoD educational institution. Fellowships create partnerships and educational opportunities across non-DAF organizations and institutions that have earned a reputation for insightful long-range planning, organizational and management innovation, and implementation of new technologies. This strengthens DAF human capital to better execute the National Defense Strategy, Service Secretary, and Service Chief directives and initiatives. The DAF Fellows program follows Department of Defense Instruction (DoDI) 1322.06, *Fellowships, Legislative Fellowships, Internships, Scholarships, Training With Industry (TWI), and Grants Provided to DoD or DoD Personnel for Education and Training*.

7.1.1. Prior to attending a fellowship, a Service member must agree in writing to a service commitment for a minimum period of three times the length of the legislative fellowship or fellowship. **(T-0)** The Service member must submit with his or her nomination package their Service authorization, agreement, and certification of training form. **(T-1)**

7.1.2. These programs are not JPME accredited; therefore, IDE/ILE fellows will be required to complete ACSC-DL or Space Force equivalent course to ensure they receive requisite JPME I for their level of development. SDE/SLE fellows may attain JPME II credit either by attending the Joint and Combined Warfighting School (JCWS) through National Defense University or by completing the two-year Army War College hybrid distance learning program (only distance learning program that awards JPME II credit).

7.1.3. Additional information regarding the DAF Fellowship program is outlined in [Attachment 2](#), DAF Fellowships and [Figure A2.1.](#), DAF New Fellowship Request.

7.2. Legislative Fellowships. Guidance for legislative Fellowship is outlined in DAFI 36-2658.

7.3. Non-legislative Fellowships.

7.3.1. The purpose of non-legislative fellowships is to provide selected DoD personnel with an educational experience to increase skills, competencies, and expertise in areas relevant to the DoD mission in subject matter areas for which comparable expertise cannot reasonably be acquired through attendance at a DoD educational institution. (Reference DoDI 1322.06.)

7.3.2. DoD personnel will be assigned to an immediate follow-on utilization tour or assignment upon completion of the fellowship. **(T-0)** Officers are not to be assigned to a fellowship if they cannot complete the required follow-on assignment. Only officers in their first or second look of their eligible window for PME may be considered for fellowships.

Chapter 8

DEVELOPMENTAL EDUCATION DESIGNATION BOARD (DEDB) OR CENTRAL PROFESSIONAL MILITARY EDUCATION BOARD (CPMEB) EXECUTED BY THE ENTERPRISE TALENT MANAGEMENT OFFICE (ETMO)

8.1. Overview. An annual board chaired by the AF/A1 or SF/S1 to determine in-resident IDE/ILE or SDE/SLE assignments for Active Duty DAF officers below the rank of Colonel (to include Colonel selects).

8.2. DEDB and CPMEB Process. As general guidance for those USAF officers opting to compete in the DEDB for developmental education in-residence slots, the process flow is as follows: the DEDB scores and forwards all records to the respective Development Team (DT) for vectoring. Once all DTs have vectored their officers, the school's match board convenes to balance the assignment of officers to specific developmental education programs based on DT vectors, senior rater input, and individual preferences. Final approval of school designations occurs at the annual DEDB under the authority of AF/A1. Additionally, for those Space Force officers opting to compete in the CPMEB for in-residence slots, the process flow is as follows: the consolidated and cross-functional Developmental Education (DE) Board considers all candidates who have opted in for in-residence ILE/SLE on an order of merit basis and then qualified officers are matched to specific developmental education programs informed by the member's development needs, member's preferences and the service's needs. Final approval of school designations occurs following the DE ILE/SLE board under the authority of the SF/S1.

8.3. Designee Status Change. DEDB and CPMEB designees will immediately notify their rating chain if there is any change or any anticipated change to their medical condition.

Chapter 9

DECLINATIONS, DEFERMENTS, AND REMOVALS FOR CAUSE

9.1. Declination. Officers designated to attend IDE/ILE and SDE/SLE may decline the assignment following the procedures outlined in IDE and SDE Designation Board Results PSDM and the Space Force Consolidated Developmental Education Board Results PSDM, which is released annually at the end of the DEDB or CPMEB cycle. Officers will decline by suspense set in the annual PSDMs, but no later than 90 days prior to program start to prevent short-notice assignments for an officer on the alternate list. Officers who decline are still permitted, but not obligated, to compete in the DEDB or CPMEB as candidates in the future while they remain eligible.

9.2. Temporary Deferments.

9.2.1. Operational deferments are for situations when the officer is indispensable to the mission and the mission will be severely degraded without their presence. In these situations, no other individual could stand in or temporarily replace the selected officer.

9.2.2. Humanitarian deferments are for situations when an unusually stressful family or personal situation or an emergency with an immediate family member occurs. In these situations, the standards are similar to humanitarian reassignment guidance (see DAFI 36-2110, *Total Force Assignments*).

9.2.3. Reassignment for Deferred Officers.

9.2.3.1. Lieutenant Colonels and below who are not in their last look but have been removed from the developmental education designation list for reasons other than cause may be scheduled to attend in the subsequent year(s) following the delay, deferment, or removal period provided they are nominated during the annual call for nominations upon return from the delay, deferment, or removal period.

9.2.3.2. Officers deferred from school attendance who still have IDE/ILE and SDE/SLE eligibility remaining are guaranteed in-residence attendance upon completion of the deferment period. Refer to School Deferment Matrix, in the IDE and SDE Designation Board Results PSDM and the Space Force Consolidated Developmental Education Board Results PSDM to determine if a particular program is a "guaranteed" or "re-compete" school. **Note:** All deferred officers must be re-nominated by their senior rater during the annual call for nominations following the expiration of the deferment.

9.3. Permanent Deferments. If an officer on the developmental education selection list is in their last year of eligibility and cannot attend IDE/ILE or SDE/SLE, the AFPC/CC or SF/S1D can approve a permanent deferment for reasons other than cause to include operational requirements and unique or exceptionally compelling circumstances, i.e., Humanitarian Reassignment and Deferment, and Exceptional Family Member Program (EFMP). The authority to approve a permanent deferment resides with the AFPC/CC or SF/S1D and may not be further delegated.

9.3.1. As part of the approval process, AFPC or ETMO must prepare a letter stating the officer was designated to attend school but not available to go in residence. **(T-1)**

9.3.2. A copy of this letter must be sent to the member as well as the senior rater and becomes a permanent part of the member's Officer Selection Record (OSR). **(T-1)**

9.3.3. Permanent deferments do not award PME credit and officers with an approved permanent deferment must complete an appropriate level distance learning course to be considered PME complete. **(T-1)**

9.4. Removal for Cause. It is the commander's and senior rater's responsibility to monitor the performance and standards of developmental education selects and alternates. When the performance, conduct, or character of any select or alternate becomes questionable, the senior rater, management level, or developmental team shall submit a request to AFPC or ETMO to remove the officer from the developmental education designation list. **(T-1)** At a minimum, the package should include documented evidence of decreased level of performance. AFPC or ETMO will staff the request for approval by AF/A1 or SF/S1. **(T-1)** If approved by AF/A1 or SF/S1, that officer will be permanently removed from the nomination list. **(T-1)** Removal will result in the permanent loss of any status as well as eligibility to compete in the DEDB or CPMEB for in-resident school. **(T-1)**

9.4.1. These details will be disclosed in the officer's Single Unit Retrievable Format, Duty Qualification History Brief, and Officer Selection Brief. **(T-1)**

9.4.2. AFPC or ETMO will also produce a letter which will be filed as part of the member's OSR which will be considered an adverse action and removed from the OSR after ten years. **(T-1)** The officer will have an opportunity to submit written comments in response to a removal for cause letter before it is filed in the OSR. **(T-1)**

9.5. Removal Due to Promotion Status. DAF Majors deferred or not selected for promotion to Lieutenant Colonel and Lieutenant Colonels deferred or not selected for promotion to Colonel are ineligible for in-residence IDE/ILE or SDE/SLE respectively and will be removed from the school selection list. **(T-1)** Senior rater, management level or developmental team, and the member will receive a letter from AF/A1 or SF/S1 notifying them the member has been removed from the school selection list due to their promotion deferment. **(T-1)**

Chapter 10

AIR FORCE RESERVE (AFR) OFFICER DEVELOPMENTAL EDUCATION DISTANCE LEARNING

10.1. Developmental Education for Air Force Reserve Officers.

10.1.1. The developmental education program spans a member's professional career and includes three levels of developmental education: primary, intermediate and senior.

10.1.2. There are separate courses at each level for officers and they each provide the right level of development at the right time in a member's career. Limited resources may restrict developmental education resident attendance, therefore, distance learning opportunities are strongly encouraged.

10.1.3. Air Force Reserve members receive points for completing distance learning as determined by their respective component.

10.1.4. Air Force Reserve unit/squadron commanders may allow time during unit training assembly weekends to work on required PME course material.

10.1.5. Air Force Reserve members must have a passing Air Force fitness assessment and it must be current throughout the school tour. **(T-2)**

10.1.6. Members on a profile must coordinate the AF Form 469, *Duty Limiting Condition Report*, and AF Form 422, *Notification of Air Force Member's Qualification Status*, through AFRC/A1K at least 45 days prior to class start date for coordination and approval from the applicable schoolhouse. **(T-2)**

10.1.7. All members, whether attending in civilian or military status, must out-process through the FSS to ensure completion of the Air Force fitness assessment. **(T-3)**

10.2. AFR Resident Developmental Education Eligibility, Selection and Attendance.

10.2.1. Selected Air Force Reserve members eligible for resident developmental education include Traditional Reservists, Air Reserve Technicians, Individual Mobilization Augmentees and Active Guard Reserve members.

10.2.2. Applicants on tours of Limited Extended Active Duty, Limited Period Recall or Voluntary Limited Period of Active Duty (see DAFMAN 36-2032, *Military Recruiting and Accessions*) may not apply to compete in the Air Force Reserve Developmental Education Designation Board or the RSSB process unless they are projected to return to a Selected Reserve position before the class start date.

10.2.3. Applicants on tours of Limited Period Recall, Limited Extended Active Duty, and Voluntary Leave Period Active Duty may apply for primary developmental/level education through Regular Air Force processes. Those selected must utilize a Regular Air Force training line number, and be funded through the Regular Air Force. **(T-2)**

10.2.4. Air Force Reserve members who attend developmental education in residence must be in a military duty status to receive point credit for attendance; however, Air Force Reserve members who completed resident developmental education while in civilian status will receive credit once their military grade has met the criteria for that respective level of developmental education. The school sends a copy of the faculty board proceedings to Headquarters Readiness and Integration Organization for Individual Mobilization Augmentees, to AFRC/A1 for unit assigned members, and ARPC/DPA for Active Guard Reserve with a copy to AF/RE.

10.2.5. Professional Military Development Short Courses. Air Force Reserve does not consider professional military development short courses as a viable substitute for primary, intermediate and senior developmental/level education.

10.3. AFR Sister Service Developmental Education Credit.

10.3.1. Air Force Reserve members are authorized to enroll in other service developmental education after first completing the comparable level of Air Force developmental education via distance learning. **Exception:** Members selected by the Reserve Developmental Education Designation Board to attend other service schools and Army War College distance education program graduates are not required to complete Air War College-distance learning to receive SDE/SLE credit.

10.3.2. Air Force Reserve members who completed Air Force IDE/ILE education by residence or correspondence may complete other service's SDE/SLE education by correspondence without first completing the comparable level of Air Force developmental education via distance learning.

10.3.3. Members accessed into the Air Force Reserve from other services may receive recognition for developmental education completion in their former service.

10.3.4. Members are not authorized to negotiate developmental education quotas directly with service schools offering developmental education, and any developmental education completed by using such means will not be creditable. (T-2)

10.4. AFR Resident Developmental Education Eligibility, Selection and Attendance.

10.4.1. Air Force Reserve Officer Developmental Education Eligibility Criteria and Application Process. Due to the unique construct of the Air Force Reserve, few Reserve officers are sent to resident developmental education programs. All officers are highly encouraged to complete developmental education by distance learning in the event members are not selected for a resident program to maintain the commensurate developmental education with their rank.

10.4.2. Members of the Selected Reserve in pay categories A, B and E may apply. **Note:** Category E members may apply for IDE/ILE, SDE/SLE and Advanced Studies Group in-residence, and if selected, will attend in a points only status and will not be reimbursed for travel and per-diem associated with training in accordance with the Joint Travel Regulation. Distance learning is highly encouraged.

10.5. Primary Developmental/Level Education Application (PDE/PLE) (SOS):

10.5.1. The Air Reserve Personnel Center will release an invitation to apply to the RSSB, with convening dates and applicable suspense dates. Applicants may apply for in residence PDE/PLE via MyVector by the suspense date identified in the invitation to apply. Late applications will not be accepted. **(T-2)**

10.5.2. In-residence PDE/PLE Eligibility Criteria. An officer is eligible to attend resident developmental education under criteria stated in the invitation to apply as released by the RSSB.

10.6. Intermediate and Senior Developmental/Level Education (IDE/ILE and SDE/SLE), and Advanced Studies Group Application Process.

10.6.1. In-residence IDE/ILE and SDE/SLE, and Advanced Studies Group Eligibility Criteria.

10.6.1.1. An officer is eligible to attend resident developmental education under the criteria stated in the Reserve Developmental Education Designation Board and RSSB invitation to apply.

10.6.1.2. Must meet the total federal commissioned service and grade requirements listed in [Chapter 3](#). **Note:** Projected promotions must be visible in the Military Personnel Data System at the time of the RSSB or Reserve Developmental Education Designation Board application closeout date and the member must pin on the new rank prior to the course start date. **(T-2)**

10.6.1.3. Must not have failed selection for promotion as defined by Title 10 United States Code (USC) Section (§) 14501, *Failure of Selection for Promotion*. **(T-0)**

10.6.1.4. Must be current and passing according to military fitness standards as stated in DAFMAN 36-2905. **(T-1)**

10.6.1.5. Must not have been removed from a recommended list for permanent promotion to the grade that makes them developmental education eligible. **(T-2)**

10.6.1.6. Must have satisfactorily participated and received 50 points or more per retention/retirement year for the last 5 years. First Lieutenants-Captains with less than 5 years time in grade are exempt from this requirement and must have a good retention/retirement year for every year they have in service as an officer up to the board application deadline. **(T-2)**

10.6.1.7. Active Guard Reserve must have 2 years time on station (as of class start date). **(T-2)**

10.6.1.8. Must have a security clearance. **(T-2)** Qualified officers lacking the required security clearance may apply for developmental education schools. If selected, they must obtain the proper security clearance before the class entry date. **(T-2)**

10.6.1.9. Selects must agree to and sign a 3-year Reserve service commitment before completion of IDE/ILE and SDE/SLE or Advanced Studies Group. **(T-2)**

10.6.2. Senior Rater. It is paramount that Senior rater comments reflect how the Air Force and Space Force can benefit from the member's attendance at primary/intermediate/senior developmental/level education or Advanced Studies Group. Applications not meeting these requirements will be returned through appropriate channels.

10.6.3. Eligible officers who desire to attend in-residence IDE/ILE, SDE/SLE, and Advanced Studies Group courses can apply and attend both courses only if at least 24 months has elapsed between the attendance and application process for the next level of PME.

10.6.4. Waivers may be requested for eligibility requirements. Applicants requesting a waiver of eligibility criteria must submit a letter of justification within the MyVector. The board president will evaluate all waivers and approve or disapprove. Any time on station waivers submitted should first be approved by AFRC/CD. Disapproved packages will not meet the board. (T-2)

10.7. AFR Developmental Education Boards.

10.7.1. The Reserve Developmental Education Designation Board and RSSB are comprised of Colonels or above who represent all statuses and as many career fields as possible. The board president for the Reserve Developmental Education Designation Board is the deputy to the Chief of Air Force Reserve or a General Officer approved by the AF/RE. AF/REG will select the RSSB president and must be a General Officer. AF/REG solicits and recommends board members to ARPC/DPA. Board members must have completed SDE/SLE.

10.7.2. Air Reserve Personnel Center may invite AF/REP, AFRC/A1K and non-voting technical advisors. Other advisors who may attend the Reserve Developmental Education Designation Board include Headquarters Air Force Reserve Inquiries (AF/REI), Reserve Advisor Air University Commander (AU/RF), and Reserve Advisor United States Air Force Academy Commander (USAFA/RF).

10.7.3. ARPC/DPA reviews all nomination packages for eligibility and completeness and serves as the board secretariat.

10.7.4. The board screens and scores all officer records identified as eligible and determines those most qualified to attend developmental education in residence based upon the "whole-person" concept. Board members must consider the future needs of the DAF and follow-on assignments. (T-1) The board identifies Selects and alternates and aligns with school quotas.

10.7.4.1. Air Reserve Personnel Center will release an invitation to apply for the Reserve Developmental Education Designation Board and RSSB, with convening notice and applicable suspense dates.

10.7.4.2. Applicants may apply for in-residence IDE/ILE, SDE/SLE, or Advanced Studies Group via MyVector by the suspense date identified in the invitation to apply.

10.7.4.3. Late applications will not be accepted. The invitation to apply will identify appropriate routing of the application. (T-2)

10.8. AFR Post Board Responsibilities. ARPC/DPA:

10.8.1. Prepare and staff the board results package through AF/REP to AF/RE for approval, with courtesy copy to AFRC/A1K. Package must include an AF/RE message for public release and attachments that identify the board recommendations, names of Selects aligned with recommended schools, alternates list, and the non-Selects list.

10.8.2. Produce statistical summary of the board proceedings, to include: quotas, application trends, Reserve category details, race, ethnicity, and gender.

10.8.3. Send a CLOSE HOLD—CUI message to all Reserve Military Personnel Sections and Military Personnel Section-like functions for above wing-level organizations (copy to AF/REP and AFRC/A1K) prior to the public release of the message.

10.8.3.1. This message is also sent to the Headquarters Readiness and Integration Organization (HQ RIO) instructing them to alert detachment commanders and Individual Mobilization Augmentee program managers to prompt the appropriate Military Personnel Section to contact nominee's senior raters and/or commanders.

10.8.3.2. This message is only available to the Military Personnel Section organizations and directs those organizations to notify each senior rater and commander of their nominees' status (Select/alternate).

10.8.3.3. Commanders should notify their nominees of their status the day prior to the public release date. No organization or individual will publicly display or release any Select, alternate or non-Select list at any time.

10.8.4. Public Release. Publish the AF/RE public message, Selects (with their schools) and alternates on the Air Reserve Personnel Center myFSS on the public release date. Non-select lists will not be made public at any time.

10.8.4.1. Send notification letters signed by AF/RE to Selects and alternates.

10.8.4.2. Send notification email to all nonselects.

10.8.5. Change in medical profile.

10.8.5.1. PDE/PLE Selects are required to immediately notify their senior raters and AFRC/A1K if there is any change in their medical profile (regardless of whether this changes the member's eligibility to attend school).

10.8.5.2. IDE/ILE, SDE/SLE, and Advanced Studies Group Selects are required to immediately notify their senior raters and ARPC/DPA with any medical condition preventing them from attending school.

10.8.6. Appropriations. Reserve Personnel Appropriations (RPA) are centrally funded for Air Force Reserve officers attending in military status. Air Reserve Technicians who attend in civilian status and Active Guard Reserve will be funded by unit operations and maintenance (O&M) funds.

10.9. AFR Declinations, Deferments and Removals.

10.9.1. Deferral requests for other than humanitarian and operational reasons will be considered on a case-by-case basis. Officers withdrawn with prejudice will be precluded from competing for future current level of developmental education in-residence; decision is at the discretion of the AFRC/CD. **(T-2)**

10.9.2. All RSSB requests to withdraw are submitted from the individual officer through his/her senior rater directly to AFRC/A1K (e-mail with signed memorandum by member, rater, and senior rater requesting withdrawal). Timeliness impacts approval status and ability to use an alternate. AFRC/A1K will replace appropriate alternate(s) for the member withdrawing. AFRC/A1K will inform the new Select with email notification. **(T-2)**

10.9.3. All RDEDB requests to withdraw or defer are submitted from the individual officer through his/her senior rater directly to Air Force Reserve Directorate of Assignments (ARPC/DPAF). This can be done by e-mail with signed memorandum by member, rater, and senior rater requesting withdrawal or deferment. AFRC/CD will approve or disapprove request based on humanitarian, operational, or other non-prejudicial reasons. Timeliness impacts approval status and ability to use an alternate. ARPC/DPA will replace appropriate alternate(s) for the member withdrawing. ARPC/DPA will inform new select with email notification. Selects may defer their course until the next academic year only. Any request to withdraw that is denied will result in “with prejudice” precluding member from applying to current level of developmental education in-residence. **(T-2)**

10.10. AFR Removal from a Developmental Education Selection List.

10.10.1. In accordance with this publication, the senior rater may remove an officer from the developmental education selection list for cause.

10.10.1.1. If removed, the member is no longer eligible for developmental education in-residence during their window of eligibility.

10.10.1.2. Any removal from RSSB courses must be coordinated with AFRC/A1K and AF/REP. **(T-2)**

10.10.2. Any removal from RDEDB in-residence courses must be coordinated with ARPC/DPA, AFRC/A1K and AF/REP. **(T-2)**

Chapter 11

AIR NATIONAL GUARD OFFICER DEVELOPMENTAL EDUCATION PROGRAM

11.1. Air National Guard Officer Distance Learning Programs.

11.1.1. ANG officers should complete the appropriate Air Force PME course upon eligibility and are highly encouraged to compete for in resident opportunities. Members are not eligible to enroll in another service's distance learning program except for the US Army War College Distance Education program. (T-2)

11.1.1.1. Captains are eligible to enroll in the nonresident Squadron Officer School.

11.1.1.2. Majors may enroll in the nonresident Air Command and Staff College.

11.1.1.3. Lieutenant Colonels and Colonels may enroll in the nonresident Air War College.

11.1.2. ANG members receive points for completing distance learning; unit/squadron commanders may allow time during unit training assembly weekends to work on required PME course material.

11.2. ANG Exceptions to Policy. NGB/HRT is the approval authority for all exceptions to policies for developmental education and officer PME on Air National Guard members.

11.3. Air National Guard Officer Resident Developmental Education Eligibility, Selection and Attendance.

11.3.1. Selection to attend resident PDE/PLE is managed at the wing level and submitted through the Force Development Office to NGB/A1D via the normal formal training request process. The following is not applicable.

11.3.2. Selection to attend resident IDE/ILE and SDE/SLE is reserved for those officers who will hold future leadership positions at the highest levels of the unit, state, Air National Guard including National Guard Bureau and Joint Staff assignments. Officers who complete resident development education programs should be considered for follow-on assignments commensurate with the advanced education received.

11.3.3. Announcement guidance and application procedures are published annually by NGB/CF or delegated representative and can be viewed at the NGB/HRT Force Development Website.

11.3.4. All officers must meet eligibility described in this instruction and the requirements described in the ANG annual announcement. (T-1) Eligibility includes but is not limited to:

11.3.4.1. Officers must not be twice failed of selection for promotion as defined in 10 USC § 14501. (T-0)

11.3.4.2. Officers must meet all military fitness standards. (T-1)

11.3.4.3. Officers must have retainability and agree to a three-year reserve service Reserve Component service commitment, if selected. (T-1)

11.3.4.4. Officers must be medically qualified to attend. **(T-1)** Any changes in a member's medical profile must be reported immediately to the FSS and NGB/HRT (regardless of whether this changes the member's eligibility to attend school). **(T-1)**

11.3.4.5. Members must have a valid security clearance. **(T-1)**

11.3.4.6. Officers' packages must include a state leadership endorsement. **(T-1)** Packages should also be reviewed prior to submission to NGB/HRT to ensure announcement requirements are met.

11.3.5. Technicians and drill status guardsmen will attend in-residence officer PME programs in Title 10 active duty status.

11.3.6. Officers who have transferred to the ANG from other services may be able to receive credit for resident Squadron Officer School as described in this instruction.

11.4. ANG Resident IDE/ILE and SDE/SLE Selection Process.

11.4.1. NGB/HR convenes a diverse Officer IDE/ILE and SDE/SLE Panel to recommend officers whose performance indicates a high level of potential and success.

11.4.2. NGB/CF approves panel membership. The panel president will be a general officer and a minimum of two additional voting members in the rank of Colonel and above. NGB/HR will serve as nonvoting technical advisors.

11.4.3. The panel will make nominee recommendations for school placement. The Director of the Air National Guard is the final approval for all in-resident IDE/ILE and SDE/SLE school placements.

11.4.4. IDE/ILE and SDE/SLE selectees are notified through a selection announcement sent to the Adjutant General/Commanding General.

11.4.5. Selectees are required to attend an ANG orientation prior to attending school. NGB/HRT will consider exceptions on a case by case basis.

11.4.6. Selectees must adhere to requirements identified on the selection notification letter instructions provided by NGB/HRT. **(T-1)** Failure to comply may result in forfeiture of program attendance, with prejudice.

11.5. ANG Declinations and Deferments.

11.5.1. Resident requests cannot be declined or deferred once a Training Line Number (TLN) is issued.

11.5.2. An officer may request declination or deferment within 15 days of notification. Requests should include significant humanitarian or mission-impacting concerns outside their control will be considered for a non-prejudicial deferral or declination. The condition should not have existed at the time of application.

11.5.3. All requests must be submitted to NGB/HRT and must be endorsed by their respective Adjutant General. **(T-1)** The Director of the ANG or designated representative is the approval authority for all declinations and deferrals.

11.5.4. Officers with an approved deferment automatically receive reservations for the following academic year at the school assigned in the selection notice.

11.5.4.1. Deferment requests for subsequent academic years will not be accepted.

11.5.4.2. Officers who receive a declination with prejudice are no longer eligible to attend the equivalent level of resident program.

11.6. ANG Disenrollment.

11.6.1. Resident officer PME programs must immediately notify NGB/HRT of all officers disenrolled for any reason. (T-1)

11.6.2. Officers removed for cause from resident officer PME programs are permanently excluded from reentering the equivalent level of resident officer PME and are restricted from enrolling in nonresident officer PME for one year.

GWENDOLYN R. DEFILIPPI
Acting Assistant Secretary of the Air Force
Manpower and Reserve Affairs

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

10 USC § 14501, *Failure of Selection for Promotion*

DoDI 1322.06, *Fellowships, Legislative Fellowships, Internships, Scholarships, Training With Industry (TWI) and Grants Provided to DoD or DoD Personnel for Education and Training*, 12 October 2016

DoDI 5200.48, *Controlled Unclassified Information (CUI)*, 6 March 2020

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

DAFI 36-2110, *Total Force Assignments*, 9 August 2024

DAFI 36-3003, *Military Leave Program*, 7 August 2024

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

DAFMAN 36-2032, *Military Recruiting and Accessions*, 16 January 2025

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

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

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

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

AFMAN 36-2100, *Military Utilization and Classification*, 7 April 2021

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

Prescribed Forms

None

Adopted Forms

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

AF Form 469, *Duty Limiting Condition Report*

DAF Form 847, *Recommendation for Change of Publication*

Abbreviations and Acronyms

ACSC—Air Command and Staff College

AFI—Air Force Instruction

AFMAN—Air Force Manual

AFPC—Air Force Personnel Center

AFRC—Air Force Reserve Command

AMEDD—Army Medical Department

ANG—Air National Guard
ARC—Air Reserve Component
ARPC—Air Reserve Personnel Center
AU—Air University
AWC-DL—Air War College Distance Learning
CPMEB—Central Professional Military Education Board
DAF—Department of the Air Force
DAFI—Department of the Air Force Instruction
DAFMAN—Department of the Air Force Manual
DAFH—Department of the Air Force Handbook
DAFPD—Department of the Air Force Policy Directive
DE—Development Education
DEDB—Developmental Education Designation Board
DL—Distance Learning
DoD—Department of Defense
DoDI—Department of Defense Instruction
DT—Development Team
EFMP—Exceptional Family Member Program
ETCA—Education and Training Course Announcement
ETMO—Enterprise Talent Management Office
FA—Fitness Assessment
FLDCOM—Field Command
FSS—Force Support Squadron
GCPME—Global College of Professional Military Education
GDE—Graduate Dental Education
GME—Graduate Medical Education
IAAFA—Inter-American Air Forces Academy
IEAFA—Inter-European Air Forces Academy
IDE—Intermediate Developmental Education
ILE—Intermediate Level Education
JPME I—Joint Professional Military Education Level I
JPME II—Joint Professional Military Education Level II

JCWS—Joint and Combined Warfighting School
LAF-J—Line of the Air Force – Judge Advocate General
MAJCOM—Major Command
MilPDS—Military Personnel Data System
NGB—National Guard Bureau
NSW—Naval Special Warfare
O&M—Operations and Maintenance
ODE—Officer Developmental Education
OLMP—Online Master’s Program
OPR—Office of Primary Responsibility
NGB—National Guard Bureau
OSR—Officer Selection Record
OTA—Oracle Training Administration
PDE—Primary Developmental Education
PLE—Primary Level Education
PME—Professional Military Education
PSDM—Personnel Services Delivery Memorandum
RPA—Reserve Personnel Appropriations
RSSB—Reserve School Selection Board
SDE—Senior Developmental Education
SEAL—Sea, Air, and Land
SecAF—Secretary of the Air Force
SOS—Squadron Officer School
SLE—Senior Level Education
STARCOM—Space Training and Readiness Command
TDY—Temporary Duty
TLN—Training Line Number
USMC—United States Marine Corps

Office Symbols

AF/A1—The Deputy Chief of Staff, Manpower, Personnel and Services
AF/A1D—Air Force Directorate of Force Development
AF/A1DL—Learning Division, Directorate of Force Development

AF/A1LG—Air Force General Officer Management Office
AF/A1LO—Air Force Colonel Management Office
AF/HC—Chief of Chaplains
AF/JA—Judge Advocate General
AF/RE—Chief of Air Force Reserve
AF/REI—Air Reserve Personnel Inquiries
AF/REP—Headquarters Air Force, Reserve Personnel
AF/SG—Surgeon General
AFPC/CC—Air Force Personnel Center Commander
AFPC/DP3AM—Air Force Personnel Center Directorate for Personnel Programs
AFPC/DPMN—Air Force Personnel Center Directorate of Military Operations
AFPC/DPS—Air Force Personnel Center Directorate of Personnel Services
AFRC/A1K—Air Force Reserve Command, Personnel Division
ARPC/DPA—Air Reserve Personnel Center Force Development
ARPC/DPAF—Air Reserve Personnel Center Directorate of Assignments
ARPC/REI—Air Reserve Personnel Inquiries
AU/CAO—Air University Chief Academic Officer
AU/RF—Reserve Advisor Air University Commander
AWC/DAFF—U.S. Air Force Fellows Office
ETMO—Enterprise Talent Management Office
HQ/RIO—Headquarters Readiness and Integration Organization
NGB/CF—Director, Air National Guard
NGB/HR—National Guard Bureau Human Resources Directorate
NGB/HRT—National Guard Bureau Training and Development Division
SAF/LL—Director of Legislative Liaison
SAF/MR—Assistant Secretary of the Air Force for Manpower and Reserve Affairs
SF/S1—Deputy Chief of Space Operations for Personnel
SF/S1D—Space Force Directorate of Force Development
SF/S1LO—Space Force Colonel Management Office
USAFA/RF—Reserve Advisor United States Air Force Academy Commander

Terms

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

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

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

Central Professional Military Education Board—An annual board chaired by the SF/S1 to determine in-resident ILE and SLE assignments for Space Force officers below the grade of O-6 and selected GS-15s (or equivalent).

Developmental Education Designation Board—An annual board chaired by the AF/A1 to determine in-resident IDE and SDE assignments for RegAF officers below the grade of O-6 and selected GS-15s (or equivalent).

Development Team—Provides oversight of officer and civilian development to meet both functional and AF corporate leadership requirements. Development teams are the conduit between force development systems, frameworks, and policy and translate these into career vectors for individuals.

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

Education—Process of imparting general bodies of knowledge and habits of mind applicable to a broad spectrum of endeavors to intellectually prepare individuals to deal with dynamic environments and solve ill-defined problems by using critical thought and reasoned judgment. Education programs prepare Airmen and Guardians to anticipate and successfully meet challenges across the range of military operations and build a professional corps. Further, they positively impact both recruitment and retention efforts. Education can be further defined as developing a civilian's general knowledge, capabilities and character through exposure to and learning of theories, concepts, and information. Education is traditionally delivered by an accredited institution and must relate to a current or future mission-related assignment.

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.

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

Force Development—A deliberate process of preparing Airmen and Guardians through the continuum of learning with the required competencies to meet the challenges of current and future operating environments. Institutional and joint development generally results in leadership, management, and warrior ethos proficiency. Occupational development generally results in technical skill proficiency.

Force Development Construct—A framework that links Airmen and Guardians' development needs with defined Foundational Competencies. These competencies (Organizational, People/Team, and Personal) are delivered through the continuum of learning.

Intermediate Developmental/Level Education (IDE/ILE)—Developmental education directed at the operational level of development, usually received as a field grade officer and GS 12-13 (or equivalent).

Judge Advocate—Licensed attorneys who deliver professional, candid, independent counsel and provide full spectrum legal capabilities to assist the warfighter.

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.

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 and Space Force personnel to lead, manage, and supervise.

Reserve Developmental Education Designation Board—The Reserve Developmental Education Designation Board is an annual board that convenes at Air Reserve Personnel Center to select Citizen Airmen to attend in-residence developmental education schools.

Senior Developmental/Level Education (SDE/SLE)—Developmental education directed at the strategic level of development, usually for O-5/O-6/GS-15 (and equivalent).

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.

Total Force—Organizations, units, and individuals that comprise the Department of the Air Forces' resources for meeting its mission. This includes RegAF, Space Force, Air National Guard, and Air Force Reserve military personnel, and civilian personnel.

Attachment 2**DAF FELLOWSHIPS****A2.1. Roles and Responsibilities.**

A2.1.1. (DAF) Headquarters U.S. Air Force Deputy Chief of Staff for Manpower, Personnel, and Services (AF/A1) ensures the establishment of policies and procedures to support the DAF Fellowship program and implement information and reporting processes to meet the requirements established in this instruction.

A2.1.2. (DAF) Directorate of Force Development (AF/A1D and SF/S1D) provides policy oversight for DAF Fellowship program.

A2.1.3. (DAF) Headquarters U.S. Air Force Learning Division (AF/A1DL) in coordination with SF/S1D, serves as the lead for the DAF Fellowship program policy oversight, guidance, waiver review, and quota allocations. They also review all new fellowship requests and provide a recommendation to the Officer Force Development Panel for final approval/disapproval.

A2.1.4. (DAF) U.S. Air Force Fellows Office (AWC/DAFF):

A2.1.4.1. Manage and execute the Air Force Fellowship program.

A2.1.4.2. Identify and maintain a current list of each Fellowship Program Senior Leader and/or Organizational sponsor and the OPR.

A2.1.4.3. In coordination with Fellowship sponsors and OPRs, conduct internal annual review.

A2.1.4.4. In coordination with fellowship sponsors and OPRs conduct biennial validation of existing fellowship programs and associated memorandums of agreement/understanding and submit recommendations for approval/removal to AF/A1DL and SF/S1D.

A2.1.4.5. AWC/DAFF will, at a minimum, conduct an internal annual review and validation of all DAF fellowships, and will provide an official validation report bi-annually to AF/A1D and SF/S1D.

A2.1.4.6. Support and advise organizations requesting new fellowships, to include providing the DAF fellowship request template and additional documentation as required for submission.

A2.1.4.7. Function as the centralized fellowship program request point of contact for advising and ensuring complete requests are compiled and submitted to AF/A1DL or SF/S1D for review. All requests submitted to AF/A1DL or SF/S1D must include a completed education service agreement with the partnering institution.

A2.1.5. (DAF) Air University Chief Academic Officer (AU/CAO). Reviews all current and proposed academic AF Fellowships to ensure they meet academic rigor and intent commensurate with Intermediate Developmental/Level Education (IDE/ILE) and Senior Developmental/Level Education (SDE/SLE) programs and are in accordance with this instruction.

A2.1.6. (DAF) Requesting Agency/Organization:

A2.1.6.1. Formally submit request for new Fellowships (Template at [Figure A2.1](#)), have a currently serving General Officer or SES sponsor, and follow the guidelines established in this instruction.

A2.1.6.2. Submit their formal fellowship request for review and approval for funding to include financial and Student Man Year (SMY) resourcing. In some cases, a fellowship request may meet all criteria to be established as a formal fellowship; however, the central DAF financial resourcing may be unavailable. In this instance, the requesting organization may provide the financial resourcing required to establish or maintain the fellowship program.

A2.1.6.3. Establish and maintain a point of contact to ensure transfer of funds or invoicing procedures if financial funding is maintained by the sponsoring organization, as well as to allow the DAF OPR to conduct the internal annual review.

A2.1.7. (DAF) Fellowship Owning Organization:

A2.1.7.1. Maintain a formal organizational OPR and email workflow inbox.

A2.1.7.2. Maintain operational oversight of respective fellowship attendees, program descriptions and support as required to maintain the fellowship program.

A2.1.7.3. Support internal annual fellowship review in coordination with the AWC/DAFF.

A2.1.7.4. Support biennial fellowship validation in coordination with the AWC/DAFF.

A2.1.7.5. Partner with career field managers, officer assignment teams, and developmental teams to identify follow-on utilization assignments.

A2.2. (DAF) Fellowship Assessment Criteria.

A2.2.1. All formal DAF Fellowship proposals will be assessed in accordance with the definitions identified in this instruction.

A2.2.2. Requesting organizations will ensure the following criteria are included in their Fellowship justification:

A2.2.2.1. Fellowship location

A2.2.2.2. Fellowship duration

A2.2.2.3. Direct Training Cost (Tuition, etc.)

A2.2.2.4. Indirect Training Cost (TDY, books, etc.)

A2.2.2.5. Location of Post-Utilization Tour

A2.2.2.6. Degree/Diploma/Certificate Awarded

A2.2.2.7. Communicate program rigor to include: research, formal presentations, and engagements with MAJCOM/FLDCOM or combatant command, etc.

A2.2.2.8. Relevance to National Defense Strategy (Cite page/para)

A2.2.2.9. Relevance to SecAF Priorities (Cite priority/source)

A2.2.2.10. Relevance to Chief of Staff of the Air Force or Chief of Space Operations Priorities (Cite priority/source)

A2.2.3. The DAF Fellowship Program is supported with a limited portfolio of student man-years (SMY) and resourcing. New fellowship proposals will be weighed against existing fellowships; if approved, addition of the new proposal may be delayed pending removal of an existing fellowship in order to maintain balanced portfolio funding.

A2.3. (DAF) Validation of Current DAF Fellowships.

A2.3.1. The DAF Fellowship Program validation process will include a review of all fellowships to ensure they continue to meet the intent of the fellowship program as identified in [Figure A2.1](#) of this instruction.

A2.3.2. During the validation process, if AWC/DAFF identifies fellowships that no longer meet the intent of the program as defined in this paragraph, they will forward a list of these fellowships to AF/A1DL or SF/S1D for review and coordination.

Figure A2.1. DAF New Fellowship Request.(DAF) Figure A2.1.DAF NEW FELLOWSHIP REQUEST

Proposed IDE/ILE or SDE/SLE Opportunity:
Fellowship Title

1. Instructional Program

- a. Purpose
- b. Mission
- c. Focus of Institution
- d. Duration (Calendar Weeks/Months)
- e. Class Military Rank and Years of Military Service
- f. Degree or Diploma Awarded
- g. Exercises, Field Trips, Research Required (Notional)
- h. Type and Ranking of Institution
- i. Crosstown/Cross-Center Research Activity

2. Faculty/Research

- a. Number of Teaching Faculty (Cross View of Faculty/Researchers/Fellows: Military and Civilian) (DAF Fellowship Institution program requirement)
- b. Typical Credentials of Military/Civilian Faculty (Rank, Service Affiliation, Prior Education, Service Experience)
- c. Do Faculty members teach all Courses? Do External Personnel Teach in the Program? Are Any Classes Student Led? Explain.
- d. Research Focus and Associations (DAF Fellowship Institution program requirement)

3. Curriculum

- a. Total Academic Hours (Contact hours, research, field trips, other)
- b. Description of Course (Courses should cover all core courses in the PME program being compared to; content should be the same or very similar)
- c. Military Exercises
- d. Complete Course Syllabus: Should Contain Course and Lesson Objectives, Lists of Assigned Readings, and Description of Oral and Written Assignments (If a complete course syllabus is not readily available in English, countries should provide a narrative description of the level of learning each major instructional area is designed to achieve)
- e. Description of Student Evaluations (Tests, papers, thesis, briefings, etc.)
- f. Description of Graduation/Completion Requirements (If applicable to DAF Fellows)
- g. Schedule of Events/Forums (DAF Fellowship Institution program requirement)
- h. Publications (DAF Fellowship Institution program requirement)
- i. Other Sister Service/Inter-governmental Agency/International Fellows (DAF Fellowship Institution program requirement)
- j. Revenue/Endowment/Grants/Budget (DAF Fellowship Institution program requirement)
- k. Selection Criteria (DAF Fellowship Institution program requirement)
- l. AFSC/Career Field Requirements (DAF Fellowship Institution program requirement)
- m. Projected Tuition/Institution Fees (DAF Fellowship Institution program requirement)