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SDI 8T000/8T100 Professional Military Education

CAREER FIELD EDUCATION AND TRAINING PLAN

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PROFESSIONAL MILITARY EDUCATION
SDI 8T000/8T100
CAREER FIELD EDUCATION AND TRAINING PLAN

Part I

Preface

1. The success of Enlisted Professional Military Education (EPME) requires vision, preparation, and attention to ensure faculty and support personnel have the right knowledge, skills and abilities to develop and deliver a responsive and relevant continuum of enlisted education to prepare USAF Airmen, Sister Service, and civilians to meet the challenges our Air Force confronts, both at home and abroad. Declining Air Force resources, expanding diversity of mission, and ever-changing technologies are impacting the availability and capability of our most valuable resource--people. These factors will continue to exist in the future, making it essential for the EPME workforce to be effectively and efficiently trained to perform duties required within this Special Duty Identifier (SDI) career field. To meet the challenges of tomorrow, the Air Force must continue to place a great emphasis on education and training.

2. This Career Field Education and Training Plan (CFETP) is a comprehensive document that identifies life-cycle education/training requirements, training support resources, and minimum core task requirements for this SDI. The CFETP provides personnel a clear path to success and makes SDI training identifiable, measurable, and resource defensible.

3. The CFETP consists of two parts. Supervisors use both parts in conjunction with the current 8T training database to plan, manage, and control training within the SDI.

3.1. Part I provides information necessary for overall management of training in the specialty. Section A explains how everyone will use the plan; Section B identifies career progression information, selection criteria, and Community College of the Air Force (CCAF) information. Section C illustrates SDI training requirements; and Section D indicates resource constraints (e.g., funds, manpower, equipment, facilities).

3.2. Part II includes the following: Section A identifies the Specialty Training Standard (STS) and includes duties, tasks, technical references (TR) to support training, Air Education and Training Command (AETC)-conducted training, core task, and correspondence course requirements. Section B and Section C are not used. Section D identifies training courses available to the SDI 8T000/8T100; Section E is not used.

4. Using guidance provided in the CFETP ensures individuals in this SDI receive effective and efficient training. At the unit level, supervisors, and trainers use Part II to identify, plan, and conduct training commensurate with the rank, position, and experience of the member and IAW current training database.

ABBREVIATIONS/TERMS EXPLAINED

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

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

Affiliated School Liaison (ASL). An individual assigned to each EPME school responsible for management of EPME electronic faculty folders, reporting faculty credentialing information in Student Transcript Administration Record System-Faculty Database (STARS-FD), and any requirements levied on EPME schools by CCAF.

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

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

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

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

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

Air Reserve Component (ARC). The forces of Air National Guard (HQ ANG) and Air Force Reserve Command (HQ AFRC).

Air University Student Management System (AUSMS). AUSMS is a web-based Student Management System exclusive to PME used to support daily operations related to the administration and execution of PME resident courses. It also serves as a repository of individual student and course data for internal analysis, program management, and internal reporting, review/retrieval in special circumstances such as investigations, and provides graduate record information.

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

Barnes Center for Enlisted Education. Established in 2009, the Barnes Center discharges AU's responsibility for educating enlisted leaders throughout the Air Force.

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

Barnes Center/CCC. Barnes Center Command Chief Master Sergeant.

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

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

Commandant (CO). An individual who is responsible for all aspects of school operations and provides leadership, guidance and direction to the faculty, support staff, and students.

Community College of the Air Force (CCAF). The CCAF is a multi-campus, federally chartered institution. CCAF awards the associate in applied science degree as part of AU, which is accredited through the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

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

CCAF Policies, Procedures and Guidance (PPG). The document that familiarizes affiliated school faculty and staff members with CCAF's academic mission, general organization, and policies and procedures applicable to schools affiliated with the college. It also assists faculty and staff members with understanding how their duties and responsibilities fit within the larger organization-of-context of CCAF and its accreditation as a part of Air University through the accrediting body.

Center for Faculty and Staff Development and Enrichment. Responsible for administering the Enlisted Professional Military Education Instructor Course (EPMEIC) and other associated faculty development initiatives.

Continuum of Education (CoE). Continuum of Learning consists of three developmental areas: education, training, and experience. The CoE is the education component; the formulation of an educational paradigm that presents a steady and continuous growth of Airmen's cognitive abilities over the span of their careers. It both supports and is supported by training and experience.

Chief Master Sergeant (CMSgt) Leadership Academy (CLA). The fourth level of Air Force EPME.

Chief of Operations. Manages student operations at SNCOA.

Chief of Resources. Performs the resource management function at SNCOA.

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

Course Manager. Directs CMSgt Leadership Academy courses (i.e., Chief Leadership Course, Strategic Leader Course, and Group Senior Enlisted Leader Course).

Distance Learning (DL). The process when the majority of the course instruction occurs when students and instructors are not at the same location.

Developmental Special Duty (DSD). Program that manages enlisted developmental positions with unique leadership roles and responsibilities. Airmen are nominated by commanders to fill critical positions while providing a developmental career path. This program focuses on nominations for Staff Sergeant, Technical Sergeant and Master Sergeant.

Electronic Faculty Folder. An electronic record of the teaching faculty's credentials and qualifications maintained in STARS-FD. The primary source of instructor qualification documentation for EPME instructors.

Enlisted Heritage Research Institute (EHRI). Used to educate and motivate visitors by researching, preserving, and showcasing to the world our Air Force enlisted history, heritage, and their resulting contributions to air power.

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

EPME, Dean (EPME/DE). The Dean develops policies and procedures governing USAF EPME programs; performs duties as required as the Director of Education to the Commander, Barnes Center; manages the cadre that provides program management/develops curriculum for all levels of EPME; manages activities that integrate/synchronize/support the EPME continuum/enlisted force development (EFD); ensures curricula hours address AU's CoE and align with AF and joint competencies/learning areas; promulgates EPME at DoD, USAF, joint, and AU venues; and hosts info exchange meetings w/international allies.

EPME Course Application Toolkit. A suite of applications developed by HQ Barnes Center for Enlisted Education to support dynamic curriculum activities, centralized academy-based tools, and any on-demand software development required to execute the EPME mission.

Enlisted PME Instructor Course (EPMEIC). Pre-service education required prior to instructing or developing EPME curriculum. Mandatory for all assigned 8T instructors, curriculum designers, and other selected personnel who have not completed an approved methodology through CCAF.

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

Faculty Rank. A certificate of recognition that is in line with Air University (AU) and civilian institutions of higher education, full-time faculty members will hold one of the academic ranks as defined by AUI 36-2602. Academic rank is based on an individual's qualifications and performance, and will supplement but not replace official duty titles. Promotion and tenure shall be based solely on individual merit, regardless of distribution of faculty by rank within an organization or AU. Refer to guide or the Center for Faculty and Staff for additional details.

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

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

Group Senior Enlisted Leader Course. Course offered by CLA in partnership with Ira C. Eaker Center to prepare CMSgts to lead at the Group level

HQ USAF/A1DLE. The office symbol for the Chief, AF Enlisted Developmental Education who is the AFCFM for the SDI 8T000/8T100 (EPME).

Initial Instructor Qualification Training (IIQT). Mandatory training requirements that include pre-service education, teaching internship requirements, core task certification, and oral and written proficiency.

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

Instructional System Administrator (ISA). Designated individual(s) responsible for the daily administration of the Learning Management System/Student Information System and other applicable systems. ISAs at the individual school/academy are the primary interface with the Barnes Center's Technology Integration Section for implementation of instructional technology systems (ITS) in their various forms. In addition, ISAs serve as the primary focal point for problem resolution/escalation with regards to faculty/student usage of course based ITS.

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

Instructor (ALS, NCOA, AFSNCOA, CLA, EPMEIC). A faculty member teaching EPME courses that has met the degree requirements IAW approved AF DSD guidance; completed 3 semester hours of CCAF-approved instructor methodology; completed a 12 semester hour CCAF-approved teaching internship course, completed IIQT/LQT, received annual instructor evaluations; and has been subject-matter qualified.

Instructor Candidate (IC). An assigned faculty member prior to EPMEIC completion. Instructor candidates cannot be used for any instructor duties, but they may start core task certification on tasks that do not involve student contact to include lesson plan preparation and subject matter testing.

Instructor Supervisor (IS). Serves as subject matter expert for maintaining proficiency of assigned duties, while maintaining qualifications to perform instructor duties. Performs instructional duties in a flight based on mission needs. Provides instructor training and mentorship on Train-For-Success principles and strategies, to develop instructor core competencies; and ensures adherence to CCAF PPG and BCI/LP directives. Supports and advocates use of feedback programs. May perform duties as supervisor/reporting official (rater) for other instructors.

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

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

Learning Management System (LMS). Web-based content management system used to support daily operations related to the administration and execution of academic courses. It may also serve as a repository of individual student and course data for internal analysis, program management, and internal reporting, review/retrieval of data used in special circumstances such as investigations, and provide graduate record information.

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

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

Noncommissioned Officer Academy (NCOA). Second level of Air Force EPME.

PME Center. A facility where the ALS and NCOA are collocated. The academic programs may be taught either simultaneously by separate instructor cadres, or alternately by dual-qualified instructors. This also includes Inter-American Air Forces Academy (IAAFA) and Inter-European Air Forces Academy (IEAFA).

Pre-service Education. A requirement for all EPME instructors that must be met prior to teaching in an EPME classroom in order to meet the accreditation criteria set by SACSCOC. This requirement is met through the EPMEIC. Commandants can initiate the EPMEIC waiver process through Barnes Center Academic Affairs, for previously qualified CCAF instructors. Instructors must have completed a CCAF approved methodology, CCAF Internship and time removed from CCAF classroom is less than 5 years.

Professional Development (PD). Within the 8T000/8T100 SDI, education, training, and experience beyond qualification, certification, and in-service training that supports the AU mission through maintaining/expanding expertise in academic disciplines taught.

Program Management Review (PMR). Periodic evaluation conducted by Barnes Center personnel either by virtual PMR or on-site PMR method to evaluate EPME program management effectiveness, assess curriculum effectiveness, provide faculty assistance, and support the ISD process.

Program Requirements Document (PRD). Validates the Department of the Air Force's (DAF) resident officer and enlisted Developmental Education (DE) requirements for the Project Objective Memorandum (POM) submission for active duty, Guard, and Reserve components. It identifies requirements based on succession planning, current DAF inventory, promotion rates, attrition rates, end strength, and policy.

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

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

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

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The regional body for the accreditation of degree-granting higher education institutions that accredits AU, CCAF, and all EPME schools with the exception of CLA.

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

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

Specialty Training Standard (STS). An Air Force publication that describes an Air Force specialty in terms of tasks and knowledge that an Airman in that specialty may be expected to perform or to know on the job. It also identifies the training provided to achieve a 3, 5, or 7- skill level within an enlisted Air Force Specialty. It further serves as a contract between AETC and the functional user to show which of the overall training requirements for an AFSC are taught in formal schools and correspondence courses. The 8T AFSC uses the STS as a tool to establish tasks and knowledge to perform on the job requirements, not to establish 3, 5, or 7-skill level.

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

Strategic Leader Course. Course offered by the CLA to prepare CMSgts to lead at the strategic level (i.e., MAJCOM, Air and Joint Staff).
Student Transcript, Administration, and Record System – Faculty Database (STARS-FD). A web-based system providing real-time CCAF faculty data. ASLs ensure all required faculty credentialing information is entered into STARS-FD.

Student Information System (SIS)/Student Management System (SMS). The general terms used to describe a system that provides capabilities for registering students in courses, documenting grade transcripts and results of student tests and other assessment scores, build student schedules, track student attendance, and manage many other student-related data needs. A SIS/SMS should not be confused with a learning management system where course materials, assignments, and assessment tests can be published electronically.

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

Superintendent of Operations. Manages student operations at NCOA and AFSNCOA.

Superintendent of Resources/NCOIC Resources. Performs the resource management function at the NCOA and AFSNCOA.

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

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

Trainer. A trained and qualified person who teaches personnel to perform specific tasks through on-the-job training (OJT) methods.

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

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

Vice Commandant. Leads faculty development, oversees course curriculum, and manages instructor hiring, training, and qualification at NCOAs and SNCOA.

Section A - General Information

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

1.1. Establishes baseline training requirements for initial qualification for SDI 8T000/8T100 duties.

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

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

1.4. Identifies opportunities within the EPME SDI and describes the duty requirements for each major position within EPME.

1.5. Identifies requirements for the ITMS Degree.

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

2. Uses.

2.1. Managers in all EPME programs use this CFETP to develop qualified faculty who are able to meet the unique requirements of each teaching, management, or support position.

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

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

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

3. Coordination and Approval.

3.1. The AFCFM is the approval authority. The Barnes Center EPME Academic Affairs serves as the Office of Primary Responsibility (OPR) for the CFETP, hosts the 8T000/8T100 U&TWs as directed by the AFCFM to determine 8T000/8T100 training requirements and revises/develops an effective CFETP. The Barnes Center will maintain the CFETP, suggest necessary revisions, and submit new or revised CFETP versions to the AFCFM for action.

3.2. The AFCFM will initiate an annual review of the CFETP in accordance with AFI 36-2670.

Section B – Career Field Progression and Information

4. Specialty Descriptions.

4.1. Special Duty Summary. Develops and conducts professional military education programs for Airmen, noncommissioned officers (NCO), and senior noncommissioned officers (SNCO); provides management consultant services.

4.2 Duties and Responsibilities:

4.2.1. Instructs EPME subjects. Instructs both indoors and outdoors, using informal lectures, case studies, teaching interviews, guided discussions, and a variety of other teaching methods. Uses computers, software applications, audiovisual equipment, and multi-media tools in support of educational goals.

4.2.2. Plans, organizes, and directs EPME programs and activities. Plans and organizes EPME requirements for education, facilities, space, equipment, visual aids, and supplies. Develops and revises curriculum materials. Conducts needs analysis.

4.2.3. Monitors entire education program. Plans and organizes phases of education, student flow, and class schedules consistent with production goals and available resources.

4.2.4. Inspects and evaluates EPME activities, personnel, and facilities. Conducts periodic inspection of school activities and assists schools in deficiency corrections. Evaluates student performance. Counsels and advises individuals on academic and nonacademic issues impacting student performance. Monitors and ensures facilities support educational mission.

4.2.5. Prepares and maintains files and records pertinent to EPME matters. Prepares and maintains administrative records on each student. Prepares statistical reports and records about student performance. Maintains completed school record files for historical review.

4.2.6. Provides management consultant services. Conducts and administers symposiums, workshops, or conferences; interprets organizational surveys; evaluates program management effectiveness and provides feedback.

4.3. Skills and Career Progression. The 8T AFSC utilizes a Faculty Development Diagram (Figure 1.1).

4.3.1. Instruction. This area contains: Student Instructor, Instructor, and Master Instructor.

4.3.1.1. Student Instructor. This member has completed EPMEIC or approved CCAF methodology and is assigned to a course at an EPME school. They are a student instructor until they have completed their internship and all requirements outlined in the CCAF PPG.

4.3.1.2. Instructor. This position is held by an instructor who has completed all internship requirements to become a fully qualified instructor. This is required to be completed within 12 months of Date Assigned Instructor Duty (DAID). A qualified instructor has various development opportunities as shown in Figure 1.1.

4.3.1.3. Master Instructor. This qualification is held by an instructor who has completed the AETC/BCEE Master Instructor Badge requirements. These requirements include: 600 podium hours (300 podium hours for returning instructors), led two 60 minute or longer ISTs, 90 hours of PD or 6 semester hours of college/university education, 3 overall Excellent ratings (90 or above) on Evaluations, and 50 hours/points on a professional project. Requirements are also outlined in Figure 1.1.

4.3.2. Authorized duty titles. IAW AFH 36-2618, *The Enlisted Force Structure*, Superintendent duty titles may only be held by SNCOs.

4.3.2.1. ALS is authorized to use Commandant, Instructor Supervisor, and Instructor.

4.3.2.2. NCOAs and PME Centers are authorized to use Commandant, Vice Commandant, Superintendent of Operations, Superintendent of Resources/NCOIC, Superintendent of Faculty Development/NCOIC, Instructor Supervisor, and Instructor.

4.3.2.3. Authorized SNCOA duty positions. Commandant, Vice Commandant, Chief of Operations, Chief of Resources, Superintendent of Faculty Development, Instructor Supervisor, and Instructor.

4.3.2.4. Authorized CLA duty positions. Commandant, Instructor, and Course Manager.

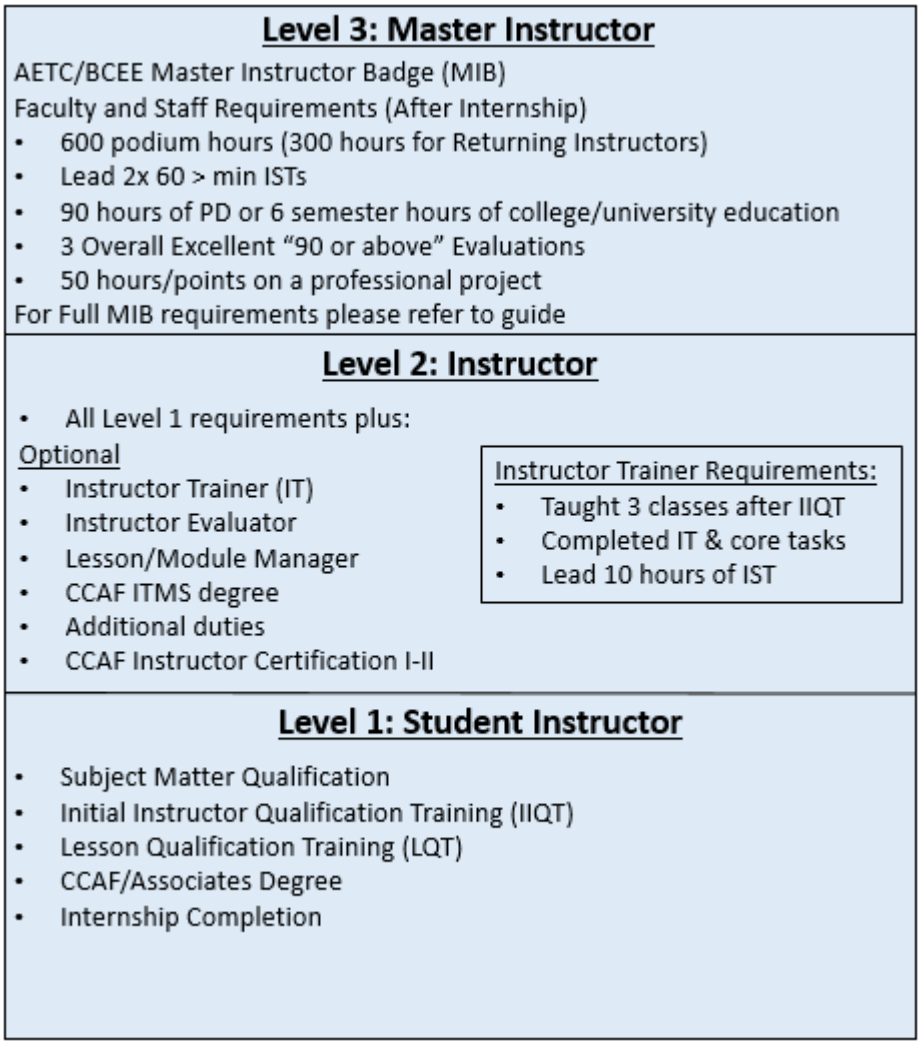
4.3.3. Support. This area contains non-8T000 personnel assigned to an EPME schoolhouse and Barnes Center Academic Affairs faculty that are not assigned to an EPME schoolhouse.

4.4. EPME positions are controlled special duty tours, temporary in nature, and performed by Airmen for a period of up to 3 years. Based on the needs of the Air Force, extensions will be approved on a case by case basis. Duty descriptions, **not the title/position**, may be modified to meet the EPME level, unique local conditions or additional duties. DSD qualifications are outlined in the SPECAT.

4.5. Optional Duty Titles: Commandants will **not** establish additional positions for individuals whose duty is accurately described by one of the duty titles identified in 4.3.2 through 4.3.2.4.

8T Faculty Development Diagram

Figure 1.1. Faculty Development Diagram.



5. Selection Criteria.

5.1. Active Duty. Due to the unique leadership role and responsibility of EPME personnel to mentor and mold future leaders, only the highest quality Airmen are assigned to the 8T000/8T100 SDI.

5.1.2. 8T000/8T1000 are selected through a nominative process to vector and select the best of the best in the Air Force for enlisted developmental positions.

5.1.3. Airmen should contact their supporting Military Personnel Section (MPS) and/or Career Assistance Advisor for information on the DSD process or applying for EPME instructor duty.

5.1.4. DSD qualifications are outlined in the SPECAT guide.

5.1.5. 8T100 positions will be advertised on EQUAL Plus. These positions require current or previous 8T000 qualification and serve as policy managers, instructional systems developers, instructional systems analysts, educational technologists, and student support specialists.

5.2. Air National Guard. The selection criteria and information for available positions are located at https://intelshare.intelink.gov/sites/ngbhr/careers/SitePages/Home.aspx.

5.3. Reserve. The qualification requirements for Reservists are similar to the 8T qualification requirements listed in the SPECAT.

6. Manpower. Contact the local manpower office for specific organization to verify unique requirements and availability at that organization. (References: 82B1 ALS, 82B2 NCOA, 82B3 AFSNCOA).

7. Training Decisions. This CFETP was developed to encapsulate an entire spectrum of training requirements and opportunities for the 8T000/8T100 career fields, using a building block approach (simple to complex).

8. Community College of the Air Force (CCAF). CCAF is one of several federally chartered degree-granting institutions; however, it is the only two-year institution exclusively serving military enlisted personnel. The college is regionally accredited through Air University by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award AAS degrees designed for specific Air Force occupational specialties and is the largest multi-campus community college in the world. Upon completion of basic military training and assignment to an AF career field, all enlisted personnel are registered in a CCAF degree program and are afforded the opportunity to obtain an AAS degree. In order to be awarded, degree requirements must be successfully completed before the student separates from the Air Force, retires, or is commissioned as an officer. See the CCAF website for details regarding the AAS degree programs at https://www.airuniversity.af.edu/Barnes/CCAF/.

8.1. CCAF Degree Requirements. All enlisted Airmen are automatically entered into the CCAF program. Prior to completing an associate degree, the 5-level must be awarded and the following requirements must be met:

	Semester Hours
Technical Education	24
Leadership, Management, and Military Studies	6
General Education	15
Program Elective	15
Total:	60

Attaining the journeyman (5) level is waived for students in occupational specialties that do not have journeyman levels (3N2X1, 3S1X1, 3S3X1, 7S0X1).

8.1.1. **Technical Education** (24 Semester Hours): Completion of the career field apprentice course satisfies some semester hours of the technical education requirements. A minimum of 24 semester hours of Technical Core subjects/courses must be applied and the remaining semester hours applied from Technical Core/Technical Elective courses. Some academic degree programs have specific technical education requirements. Refer to the CCAF General Catalog for specific degree requirements for your specialty.

8.1.2. **Leadership, Management, and Military Studies** (6 Semester Hours): Enlisted Professional Military Education (EPME) and/or civilian management courses.

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

8.1.4. **Program Elective** (15 Semester Hours): Satisfied with applicable Technical Education; Leadership, Management, and Military Studies; or General Education subjects/courses, including natural science courses meeting GER application criteria. A maximum of nine semester hours of CCAF degree applicable technical credit otherwise not applicable to the program of enrollment may be applied. See the CCAF General Catalog for details regarding the AAS degree for this specialty.

8.2. Professional Certifications. Certifications assist the professional development of our Airmen by broadening their knowledge and skills. Additionally, specific certifications may award collegiate credit by CCAF and civilian colleges, saving time and AF tuition assistance funds. It also helps Airmen to be better prepared for transition to civilian life. To learn more about professional certifications and certification programs offered by CCAF, visit https://www.airuniversity.af.edu/Barnes/CCAF/. In addition to its associate degree program, CCAF offers the following certification programs and resources:

8.2.1. **CCAF Instructor Certification (CIC) Program.** CCAF offers the three-tiered CIC Program for qualified instructors teaching at CCAF affiliated schools who have demonstrated a high level of professional accomplishment. The CIC is a professional credential that recognizes the instructor's extensive faculty development training, education and qualification required to teach a CCAF course, and formally acknowledges the instructor's practical teaching experience. Information on the program is located in the CCAF PPG.

8.2.2. **CCAF Instructional Systems Development (ISD) Certification Program.** CCAF offers the ISD Certification Program for qualified curriculum developers and managers who are formally assigned at CCAF affiliated schools to develop and manage CCAF collegiate courses. The ISD Certification is a professional credential that recognizes the curriculum developer's or manager's extensive training, education, qualifications, and experience required to develop and manage CCAF courses. The certification also recognizes the individual's ISD qualifications and experience in planning, developing, implementing, and managing instructional systems.

8.3. Air Force Credentialing Opportunities On-Line (AF COOL). The AF COOL Program is managed by CCAF and provides a research tool designed to increase an Airman's awareness of national professional credentialing and funding opportunities available for all Air Force occupational specialties. AF COOL also provides information on specific occupational specialties, civilian occupational equivalencies, AFSC-related national professional credentials, credentialing agencies, and professional organizations. AF COOL contains a variety of information about credentialing and licensing and can be used to:

- Get background information about civilian licensure and certification in general and specific information on individual credentials including eligibility requirements and resources to prepare for an exam.
- Identify licenses and certifications relevant to an AFSC.
- Learn how to fill gaps between Air Force training and experience and civilian credentialing requirements.
- Get information on funding opportunities to pay for credentialing exams and associated fees.
- Learn about resources available to Airmen that can help them gain civilian job credentials.

To learn more about AF COOL and funding processes, visit https://afvec.us.af.mil/afvec/af-cool/welcome.

Section C - 8T000 Training Requirements

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

9.1. Special Duty Qualification Requirements.

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

9.3. Education. For entry into this SDI, applicants must follow the requirements IAW section 3.2 in the most current AFECD.

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

9.4.1. Completion of a certified resident EPME course is mandatory.

9.4.1.1. EPME Instructors: Completion of a certified resident EPME course is mandatory for the SDI 8T000 duty. The course must be equal to or higher than the course in which the member is assigned duty IAW section 3.3.1 in the most current AFECD.

9.4.1.2. EPME Academic Affairs Management/Support: Completion of a certified resident EPME course is mandatory. The course must be equal to or higher than the highest course over which member is assigned oversight or curriculum development duties IAW section 3.3.1 in the most current AFECD.

9.4.2. Completion of EPMEIC: Required for those personnel who will instruct, design and develop, or supervise instruction of EPME courses and have not previously attended an approved CCAF methodology. EPMEIC can be waived by school commandant if an instructor has previously completed an approved CCAF methodology. **Optional for NCOA, SNCOA, and CLA Commandants.**

9.4.3. Completion of Initial Instructor Qualification Training (IIQT), Lesson Qualification Training (LQT), and internship IAW BCI 36-2670 and the CCAF PPG. These are required for EPME instructors assigned to teach an EPME course. See both references for specific information to meet these requirements.

9.5. Experience. For entry into this SDI, prior qualification in any AFSC at the 5-skill level or higher (3-skill level if no 5-skill level exists) is mandatory.

9.6. Returning CCAF Instructors. Reference BCI 36-2670, 5.8.4.

9.7. Other. For entry into this SDI, applicants must follow the requirements IAW section 3.5 in the most current AFECD.

9.8. Training Sources.
AFECD, *Enlisted Classification Directory*
AFH 33-337, *Tongue and Quill*
AFH 36-2235V2, *Information for Designers of Instructional Systems ISD Automated Tools*
AFH 36-2235V3, *Information for Designers of Instructional Systems*
AFH 36-2235V5, *Information for Designers of Instructional Systems Advanced Distributed Learning: Instructional Technology and Distance Learning*
AFH 36-2235V10, *Information for Designers of Instructional Systems Application to Education*
AFH 36-2618, *Enlisted Force Structure*
AFI 23-101, *Air Force Material Management*
AFI 33-360, *Publications and Forms Management*
AFI 34-104, *Services Marketing and Publicity Program*
AFI 36-2502, *Airman Promotion/Demotion Programs*
AFI 36-2605, *Air Force Military Personnel Testing System*
AFI 36-2670, *Total Force Development*
AFI 38-201, *Management of Manpower Requirements and Authorizations*
AFMAN 36-2234, *Instructional System Development*
DAFI 36-2110, *Assignments*
PSDM 13-62, *Developmental Special Duty (DSD) Nomination and Selection Process*
Air Force Personnel Center, *Special Duty Catalog (SPECAT)*
Barnes Center Instruction 36-2670, *USAF EPME Procedural Guidance*
CCAF, *Campus Affiliations Policies, Procedures and Guidelines (PPG)*

Section D – Resource Constraints

10. Purpose. This section identifies known resource constraints that preclude optimal/desired training from being developed or conducted as needed to effectively conduct EPME.

10.1. Manpower. EPME requires a selectively-manned controlled duty assignment in accordance with Air Force DSD policies, the enlisted classification guide and the SPECAT guide. Additionally, EPME requires skilled management and support personnel to develop, produce, deliver and administer resident and DL course materials and software. The SDI 8T000 does not delineate between instructors, managers or support personnel in the current DSD selection process. However, EPME Academic Affairs requires the ability to selectively hire previously qualified EPME faculty personnel (8T100) outside the DSD process to fill positions as policy managers, instructional systems developers, instructional systems analysts, educational technologists, and student support specialists.

10.2. Training. EPME requires mandatory training to gain fully qualified proficiency status.

10.3. Facilities. EPME requires dedicated facilities and support infrastructure to support EPME production requirements.

Part II

Section A – Specialty Training Standard

1. Implementation. This Specialty Training Standard (STS) is for use by personnel who possess Special Duty Identifiers (SDI) 8T000 and 8T100, and is also mandatory for those performing in instruction, management, or support duties within the EPME program. An STS and an AF Form 797, *Job Qualification Standard* (JQS) Continuation Sheet will be maintained locally for all 8T000 and 8T100 personnel regardless of rank.

2. Purpose. As prescribed in AFI 36-2670, *Total Force Development* this STS:

2.1. Provides documented certification for on-the-job training (OJT).

2.1.1. Column 1, *Task and Technical References* lists the most common tasks and technical references (TR) necessary for Airmen to perform duties in the SDI 8T000 or 8T100. Current duty position requirements are identified in the current 8T training database. All tasks not identified are deferred. To identify additional 8T000 or 8T100 requirements, create an entry or entries on an AF Form 797. Defer tasks when they are not applicable to the current job assignment.

2.1.2. Column 2, *Core Tasks* are identified with an (*), are SDI 8T000 or 8T100-wide training requirements applicable to all personnel regardless of duty position.

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

2.2. The STS becomes a Job Qualification Standard (JQS) for on-the-job training when established in 8T training database or placed in AF Form 623, *On-The-Job Training Record*, and used according to AFI 36-2670, *Total Force Development*. When used as a JQS, the following requirements apply:

2.2.1. Documentation; transcribing from old to new CFETP; and decertification and recertification. Documentation procedures, to include transcription, decertification, and recertification are provided in AFI 36-2670, *Total Force Development*. To avoid duplication and to prevent confusion due to AFI changes, use documentation procedures as described in the current instruction.

NOTE: Training records are required for 8T000/8T100 SMSgts and below with the exception of non-faculty assigned 8T's.

2.2.2. Performance Standard. Tasks are trained and qualified to the "*GO"* level. "*GO"* indicates the individual can perform the task without assistance and meet local demands for accuracy, timeliness, and correct use of procedures.

2.2.3. Automation Authorization. 8T training database will be implemented and utilized by 8T000 personnel as directed by the 8T000 AFCFM. 8T SNCOs are able to maintain their records locally. Utilization of any replacement system will be at the direction of the 8T000 AFCFM.

BY ORDER OF THE SECRETARY OF THE AIR FORCE OFFICIAL

BRIAN T. KELLY
Lieutenant General, USAF
DCS, Manpower, Personnel and Services

2 Attachments:
1. Qualitative Requirements for AFSC 8T000/8T100 STS
2. Specialty Training Standard (STS) 8T000/8T100

Attachment 1, Qualitative Requirements for AFSC 8T000/8T100 STS

This Block Is For Identification Purposes Only		
Name Of Trainee:		
Printed Name (*Last, First, Middle Initial*):	**Initials (Written*):***	**SSAN (Last Four)**
Printed Name of Certifying Official and Written Initials:		
N/I	*N/I*	
N/I	*N/I*	
N/I	*N/I*	
N/I	*N/I*	
N/I	*N/I*	
N/I	*N/I*	
N/I	*N/I*	
N/I	*N/I*	
N/I	*N/I*	

8T000 SPECIALTY TRAINING STANDARD					
	CERTIFICATION				
TASKS AND TECHNICAL REFERENCES	CORE TASKS	START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS
1. GENERAL					
1.1. ADMINISTRATION TR: AFI 36-2670 AFI 33-360V1, AFH 33-337; Local Directives					
1.1.1. **Read and Understand Air Force, MAJCOM and local regulations and directives:**					
1.1.1.1. AFI 36-2670, *Total Force Development*	*				
1.1.1.2. 8T000/8T100, *Career Field Education and Training Plan*	*				
1.1.1.3. AUI 36-2602, *Academic Freedom*	*				
1.1.1.4. AUI 36-2602, *Academic Integrity*	*				
1.1.1.5. AETCI 36-2909, *Recruiting, Education and Training Standards of Conduct*	*				
1.1.1.6. BCI 36-2670, *USAF EPME Procedural Guidance*	*				
1.1.1.7. CCAF Policies, Procedures and Guidelines	*				
1.1.2. Document Current 8T Training database	*				
1.1.3. Develop operating instructions					
1.1.4. Prepare general correspondence	*				
1.2. EDUCATIONAL TECHNOLOGIES TR: Local Directives					
1.2.1. Operate equipment	*				
1.2.2. Perform basic equipment maintenance	*				
1.3. RESOURCE MANAGEMENT TR: AFI 23-101,AFMAN 23-1222, AFH 23-123					
1.3.1. Course Materials TR: Local Directives					
1.3.1.1. Review, organize, and control course-related materials (handouts, student guides and visual aids)					
1.3.1.2. Prepare course materials for distribution					
1.3.2. Budget TR: Resource Manager's Handbook; LocalDirectives					
1.3.2.1. Prepare and execute annual budget					
1.3.2.2. Prepare and execute unfunded requirements					
1.3.2.3. Plan/budget for technology upgrades					
1.3.2.4. Plan/budget for facility improvements					
1.3.3. Personnel Management TR: AFI 38-201					
1.3.3.1. Assess, review, and manage manpower					
1.3.3.2. Use Unit Manpower Document (UMD)					
1.3.3.3. Use Unit Personnel Management Roster (UPMR)					
1.3.4.4. Forecast manpower requirements					
1.3.4.5. Explain SPECAT requirements					
1.3.4.6. Explain selection/hiring process (DSD, EQUAL-plus or ANG MVA)					
1.4. STAFF and FACULTY					
1.4.1. Supervision TR: Local directives					
1.4.1.1. Plan orientation of new personnel					
1.4.1.2. Explain policies, procedures, and other directives to peers and subordinates					
1.4.1.3. Analyze work					
1.4.1.4. Prioritize work					
1.4.1.5. Establish work methods					
1.4.1.6. Establish performance standards					
1.4.1.7. Plan work assignments					
1.4.1.8. Supervise personnel activities					
1.4.1.9. Evaluate individual performance					
1.4.1.10. Complete performance evaluation					

8T000 SPECIALTY TRAINING STANDARD					
	CERTIFICATION				
TASKS AND TECHNICAL REFERENCES	CORE TASKS	START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS
1.4.2. Faculty Development TR: AFI 36-2670; 8T000/8T100 CFETP; CCAF PPG; BCI 36-2670					
1.4.2.1. Identify training requirements					
1.4.2.2. Affiliate School Liaison Requirements TR: STARS users guide ; CCAF PPG					
1.4.2.2.1. Maintain Points of Contact Page					
1.4.2.2.2. Update Dates of Assignment					
1.4.2.2.3. Manage Instructor Degree Completion Plans					
1.4.2.2.4. Assign roles/permissions					
1.4.2.2.5. Add/ Remove and Assign Instructors					
1.4.2.2.6. Maintain Instructor Tab					
1.4.2.2.7. Maintain PD Tab					
1.4.2.2.8. Maintain SMT Tab					
1.4.2.2.9. Maintain Evaluations Tab					
1.4.2.2.10. Maintain Experience Log Tab					
1.4.2.2.11. Maintain Teaching Internship					
1.4.2.2.12. Update Graduate Reporting					
1.4.2.2.13. Coordinate CIC certification programs					
1.4.3. Determine Individual Training Needs TR: 8T000/8T100 CFETP; BCI 36-2670; CCAF PPG; Local					
1.4.3.1. Evaluate skills/qualifications					
1.4.3.2. Schedule personnel for training					
1.4.3.3. Develop training objectives					
1.4.3.4. Develop training plans					
1.4.3.5. Select qualified trainers					
1.4.3.6. Counsel trainees on training progress					
1.4.3.7. Monitor effectiveness of training					
1.4.3.8. Complete IIQT documentation					
1.4.3.9. Complete LQT documentation					
2. INSTRUCTION					
2.1. INSTRUCTOR TRAINING					
2.1.1. Certify instructor training completion TR: 8T000/8T100 CFETP; BCI 36-2670; AFI 36-2670; CCAF PPG					
2.1.1.1. Explain IIQT process					
2.1.1.2. Certify EPME teaching internship completion					
2.1.1.3. Conduct/document In-Service Training (IST)					
2.1.1.4. Conduct evaluations using EPME Instructor Rubric and Instructor Rubric guide					
2.1.1.5. Maintain instructor training records.					
2.2. INSTRUCTOR METHODOLOGIES TR: 8T000/8T100 CFETP; BCI 36-2670					
2.2.1. Present an informal lecture	*				
2.2.2. Conduct a guided discussion	*				
2.2.3. Conduct/administer experiential exercises/activities	*				
2.2.4. Conduct/administer leadership immersion lab/Capstone	*				
2.2.5. Observe, record, provide feedback on student behaviors	*				

8T000 SPECIALTY TRAINING STANDARD					
	CERTIFICATION				
TASKS AND TECHNICAL REFERENCES	CORE TASKS	START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS
2.3. CURRICULUM TR: 8T000/8T100 CFETP; BCI 36-2670					
2.3.1. Personalize academic environment (lesson, learning styles, experiences, student diversity, etc.) relevant to content	*				
2.3.2. Develop, organize, and review visual aids	*				
2.3.3. Post curriculum changes	*				
2.3.4. Maintain current course index	*				
2.3.5. Ensure existing course publication date matches appropriate course index	*				
2.4. CLASSROOM MANAGEMENT TR: Local Directives					
2.4.1. Introduce guest speakers					
2.4.2. Maintain classroom control	*				
2.4.3. Prepare classroom(s) for instruction	*				
2.4.4. Maintain conduct/professionalism IAW AF/DoD directives	*				
2.5. COUNSELING TR: BCI 36-2670; Local Directives					
2.5.1. Counsel students on course matters	*				
2.5.2. Counsel students on personal matters	*				
2.5.3. Document student counseling on appropriate form	*				
2.6. STUDENT EVALUATION					
2.6.1. Performance Evaluations TR: BCI 36-2670; Local Directives					
2.6.1.1. Conduct performance evaluations	*				
2.6.1.2. Grade performance evaluations	*				
2.6.1.3. Conduct performance evaluation feedback	*				
2.6.1.4. Conduct performance re-evaluation	*				
2.7. STUDENT MANAGEMENT TR: BCI 36-2670; Local					
2.7.1. Conduct student in/out processing	*				
2.7.2. Explain student awards program	*				
2.7.3. Evaluate each student's behavior and provide performance feedback as required	*				
2.7.4. Student Discipline TR: AFH 36-2618; Core Values					
2.7.4.1. Evaluate student participation, attitude, and conduct feedback	*				
2.7.4.2. Identify and correct inappropriate student behavior pertaining to participation, attitude, and conduct feedback	*				
2.8. STUDENT MANAGEMENT SYSTEMS TR: BCI 36-2670					
2.8.1. SMS TR: BCI 36-2670:					
2.8.1.1. Instructional System Administrator/Registrar					
2.8.1.1.1. Check students in					
2.8.1.1.2. Add/edit student information					
2.8.1.1.3. Reset user password					
2.8.1.1.4. Synchronize grades from LMS					
2.8.1.1.5. Place students on academic probation					
2.8.1.1.6. Verify academic awards					
2.8.1.1.7. Run Reports					
2.8.1.1.8. Add/edit faculty information					
2.8.1.1.9. Assign/Edit class lineup					
2.8.1.1.10. Load class roster					
2.8.1.1.11. Run Reports					

8T000 SPECIALTY TRAINING STANDARD					
	CERTIFICATION				
TASKS AND TECHNICAL REFERENCES	CORE TASKS	START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS
2.8.1.1.12. Verify academic awards					
2.8.1.1.13. Close-out class					
2.8.1.1.14. Coordinate attendance for ARC					
2.8.1.1.15. Coordinate attendance for Sister Service students					
2.8.1.1.16. Coordinate attendance for International Students					
2.8.1.1.17. Coordinate attendance for Civilian Students					
2.8.1.1.18. Load OTA/MILPDS/CITRIX File					
2.8.1.1.19. Review summary data prior to graduation					
2.8.1.1.20. Sort Distinguished Graduate scores					
2.8.1.1.21. Report student graduations using applicable data management system					
2.8.2. SMS TR: BCI 36-2670:					
2.8.2.1. Instructor Tasks					
2.8.2.1.1. Load student evaluation/assignment scores	*				
2.8.2.1.2. Verify/retrieve student assessments	*				
2.8.2.1.3. Execute redline action					
2.8.1.1.4. Activate peer/instructor leadership point function	*				
2.8.1.1.5. Activate lesson surveys	*				
2.8.3. LMS TR: BCI 36-2670:					
2.8.3.1. Instructor Tasks					
2.8.3.1.1. Verify course structure/material	*				
2.8.3.1.2. Verify student enrollment	*				
2.8.3.1.3. Manage course workgroups	*				
2.8.3.1.4. Add announcements	*				
2.8.3.1.5. Verify assignment due dates	*				
2.8.3.1.6. Verify item visibility dates	*				
2.8.3.1.7. Grade assignments	*				
2.8.3.1.8. Manage student grades (refire, ignore, delete, manual override)	*				
2.8.3.1.9 Conduct online testing					
2.8.2.1.10. Utilize available course tools (seating charts, plagiarism checker, etc.)	*				
2.8.2.1.11. Verify course creation					
2.8.2.1.12. Verify faculty enrollment					
2.8.2.1.13. Setup/validate assignment due dates					
2.8.2.1.14. Setup/validate item visibility dates					
2.8.2.1.15. Verify functionality of available course tools (ECAT, seating charts, etc.)					
2.9. COURSE MANAGEMENT TR: AFI36-2205; BCI36-2670; Internal Evaluation Guide, Local Directives					
2.9.1. Develop fiscal year schedule					
2.9.2. Understand PRD					
2.9.3. Develop academic class schedules					
2.9.4. Plan and conduct graduation activities					
2.9.5. Maintain student administrative records					
2.9.6. Determine training quota allocations					
2.9.7. Manage course documents					
2.9.8. EPME Policy Actions					
2.9.8.1. Access designated websites					
2.9.8.2. Download materials					
2.9.8.3. Submit EPME Policy/Curriculum/Test Change Request					

8T000 SPECIALTY TRAINING STANDARD					
	CERTIFICATION				
TASK AND TECHNICAL REFERENCES	CORE TASKS	START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS
2.9.8.4. Identify and schedule guest speakers or subject matter experts					
2.9.8.5. Submit a legal request for review					
2.9.8.6. Perform student release actions					
2.9.8.7. Provide student Release Notification					
2.9.8.8. Provide student Release Appeal Process as applicable.					
2.9.8.9. Notify student/school's leadership					
2.9.8.10. Administer student awards program					
2.9.8.11. Maintain curriculum reference materials					
2.9.8.12. Monitor/coordinate billeting/travel arrangements					
2.9.8.13. Perform data analysis IAW IE					
2.9.8.14. Prepare and submit annual CCAF report					
2.9.8.15. Upload required documents to virtual Program Management Review SharePoint site					
2.9.8.16. Retrieve end-of-course survey results					
2.9.8.17. Analyze and implement changes based on end-of-course data					

8T100 SPECIALTY TRAINING STANDARD					
	CERTIFICATION				
TASKS AND TECHNICAL REFERENCES	CORE TASKS	START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS
1. GENERAL					
1.1. ADMINISTRATION TR: AFI 36-2670 AFI 33-360V1, AFH 33-337; Local Directives					
1.1.1. Read and understand CJCSI, Air Force and local regulations and directives:					
1.1.1.1 CJCSI 1805.01C *Enlisted Professional Military Education Policy*	*				
1.1.1.2. AFI 36-2670, *Total Force Development*	*				
1.1.1.3. 8T000/8T100, *Career Field Education andTraining Plan*	*				
1.1.1.4. AUI 36-2602, *Command, Governance and Administration Policy*	*				
1.1.1.5. CCAF Policies, Procedures and Guidelines	*				
1.1.1.6. BCI 36-2670, *USAF EPME Procedural Guidance*	*				
1.2. EPME POLICY INTERPRETION TR: AUI 36-2602					
1.2.3.1. Analyze and explain CJCSI, Air Force and local regulations and directives	*				
1.2.3.1.1. CJCSI 1805.01C *Enlisted Professional Military Education Policy*	*				
1.2.3.1.2. AFI 36-2670, *Total Force Development*	*				
1.2.3.1.3. 8T000/8T100, *Career Field Education andTraining Plan*	*				
1.2.3.1.4. AUI 36-2602, *Command, Governance and Administration Policy*	*				
1.2.3.1.5. CCAF Policies, Procedures and Guidelines	*				
1.2.3.1.6. BCI 36-2670, *USAF EPME Procedural Guidance*	*				
2. CURRICULUM DEVELOPMENT TR: AFH 36-2235V10; BCI 36-2670; Local Directives					
2.1. ANALYSIS FOR CURRICULUM TR: AFH 36-2235V10					
2.1.1. Identify education requirements (DoDIs and AFIs)	*				
2.1.2. Identify education requirements based on needs analysis	*				
2.1.3. Perform learner analysis	*				
2.1.4. Determine level of instruction based on learner analysis	*				
2.2. DESIGN CURRICULUM TR: AFH 36-2235V10					
2.2.1. Develop learning objectives	*				
2.2.2. Develop sequence and structure of lessons and topics	*				
2.2.3. Determine lesson time and timing	*				
2.2.4. Select instructional media/methods	*				
2.2.5. Develop assessment strategy for objectives	*				
2.2.6. Write Course Design Document	*				
2.3 DEVELOP CURRICULUM TR: AFH 36-2235V10					
2.3.1. Develop lesson plans					
2.3.1.1. Determine and organize lesson references	*				
2.3.1.2. Develop main points to support leaning objectives	*				
2.3.1.1. Develop guided discussion questions	*				
2.3.1.2. Develop experiential learning activities	*				
2.3.2. Determine and organize lesson references	*				
2.3.3. Determine instructor preparation requirements	*				
2.3.4. Determine main point and lesson time requirements	*				
2.3.5. Determine lesson title	*				
2.3.6 Format lesson plan (headers/footers, tables, Figures, endnotes, etc.)	*				
2.3.7. Develop student participant material	*				
2.3.8. Develop audio/visual aids	*				
2.3.9. Develop assessment/evaluation instruments (rubrics, rating scales, go/no-go checklists, etc.)	*				
2.3.10. Develop student reading	*				

2.3.11. Develop course master schedule	*				
2.3.12. Develop Course Index	*				
2.3.13. Create Learning Management Systems materials	*				
2.3.14. Write Course Syllabus	*				

8T100 SPECIALTY TRAINING STANDARD					
	CERTIFICATION				
TASKS AND TECHNICAL REFERENCES	**CORE TASKS**	**START DATE**	**COMP DATE**	**TRAINEE INITIALS**	**TRAINER INITIALS**
2.3.15. Write Course Synopsis	*				
2.3.16. Coordinate AU Course Catalog Update					
2.3.17. Coordinate CCAF Course Credit Hour Assessment					
2.4. IMPLEMENTATION OF CURRICULUM TR: AFH 36-2235V10					
2.4.1. Develop instructor lesson qualification plan					
2.4.2. Develop instructor qualification log					
2.4.3. Coordinate beta-test					
2.4.4. Coordinate initial lesson instructor qualification training with schools					
2.4. EPME INSTITUTIONAL EFFECTIVENESS/ASSESSMENTS TR: AUI 36-2602					
2.4.1. Design post course survey strategy: End of Course, Supervisor and follow up surveys					
2.4.2. Analyze post course survey information: End of Course, Supervisor and follow up surveys	*				
2.4.3. Identify post course survey trends: End of Course, Supervisor and follow up surveys	*				
2.4.4. Communicate post-course surveys trends with BCEE and schools					
2.4.5. Coordinate Total Force Needs Analysis					
2.4.6. Communicate Needs Analysis trends with Curriculum Developers					
2.4.7. Utilize student feedback to improve curriculum material					
3. RESOURCE MANAGEMENT TR: AFI 38-201					
3.1. EPME Personnel Management TR: AFI 38-201					
3.1.1. Assess, review, and manage manpower					
3.1.2. Use Unit Manpower Document (UMD)					
3.1.3. Use Unit Personnel Management Roster (UPMR)					
3.1.4. Forecast manpower requirements					
3.2. EPME REGISTRAR MANAGEMENT TR: AUI 36-2602					
3.2.1. Review and use Enlisted PME Program Requirement Document	*				
3.2.2. Synchronize school FY schedules with PRD					
3.2.3. Manage centralized EPME schedule					
3.2.4. Prepare production briefings					
3.2.5. Publish schedules with AU, BCEE, and schools					
3.2.6. Coordinate schedules with AFPC					
3.2.7. Enter students into program status in applicable databases					
3.2.8. Process early removals of students in student information system					
3.2.9. Record awards in student records					
3.2.10. Graduate students in applicable databases					
3.3 EPME Program Management Review: AUI 36-2602. CCAF PPG					
3.3.1. Determine Faculty Evaluation process	*				
3.3.2. Manage Faculty Evaluations: initial, annual, etc	*				
3.3.3. Perform Program Management Reviews					
3.3.4. Coordinate Affiliate School Liaison training					
3.3.5. Maintain Affiliate School Liaison programs					

Section B - Course Objective List

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

Section C - Support Material

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

Section D - Training Course Index

1. Purpose. This section of the CFETP identifies training courses available for the SDI8T000/8T100.

2. Air Force Resident Courses.

Course Number	Title	Location
01 5 PME 8T000 000	EPME Instructor Course	Maxwell AFB, Gunter Annex

Section E - MAJCOM Unique Requirements

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