

**BY ORDER OF THE SECRETARY
OF THE AIR FORCE**

**DEPARTMENT OF THE AIR FORCE
INSTRUCTION 36-2685**



20 MARCH 2026

Personnel

**TOTAL FORCE ENLISTED
DEVELOPMENTAL EDUCATION**

COMPLIANCE WITH THIS PUBLICATION IS MANDATORY

ACCESSIBILITY: Publications and forms are available on the e-Publishing website at www.e-Publishing.af.mil for downloading or ordering

RELEASABILITY: There are no releasability restrictions on this publication

OPR: AF/A1D

Certified by: SAF/MR

Supersedes: DAFI36-2685, 17 July 2025

Pages: 48

This publication implements Department of the Air Force Policy Directive (DAFPD) 36-26, *Total Force Development and Management*. It establishes the roles, responsibilities, and processes for Total Force Enlisted Developmental Education, which include but is not limited to Enlisted Professional Military Education (EPME), Professional Continuing Education (PCE), Education With Industry (EWI), and advanced academic degrees. This publication applies to the entire Department of the Air Force (DAF), including all uniformed Airmen and Guardians of the Regular Air Force (RegAF), United States Space Force (USSF), Air Force Reserve (AFR) and Air National Guard (ANG), except where noted otherwise, all DAF civilian employees, and those with a contractual obligation to abide by the terms of DAF issuances. This instruction requires the collection and/or maintenance of information protected by the Privacy Act of 1974 authorized by Title 5 (USC) Section (§) 552a, *Records Maintained on Individuals*, 10 USC § 9013, *Secretary of the Air Force*, and Executive Order 13478, *Amendments to Executive Order 9397 Relating to Federal Agency Use of Social Security Numbers*. The applicable system of records notices (SORNs) F036 AF PC C, *Military Personnel Records System*; DoD-0008, *Freedom of Information Act and Privacy Act Records (FOIA/PA Records)*; F036 AF PC Q, *Personnel Data System*; DoD-0005, *Defense Training Records*; F036 AF A1 A, *Air Force Automated Education Management System*, and F036 AETC L, *Community College of the Air Force Student Transcript, Administration, and Records System* are available at: <http://dpclo.defense.gov/Privacy/SORNs.aspx>. This publication may be supplemented at any level, but all supplements must be routed to the office of primary responsibility (OPR) listed above for coordination prior to certification and approval, and all major command (MAJCOM) and field commands (FLDCOM) level supplements must be approved by the Human Resource Management Strategic Board (HSB) prior to certification and approval. Refer recommended changes and

questions about this publication to the OPR listed above using the DAF Form 847, *Recommendation for Change of Product*; route DAF Forms 847 from the field through the appropriate chain of command. The authorities to waive wing/unit 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*, Attachment 10, 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 requestor’s commander for non-tiered compliance items in coordination with the publication OPR. 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 (IAW) the Air Force Records Disposition Schedule, which is located in the Air Force Records Information Management System (AFRIMS). The use of the name or mark of any specific manufacturer, commercial product, commodity, or service in this publication does not imply endorsement by the DAF.

SUMMARY OF CHANGES

This document has been substantially revised and needs to be completely reviewed. Major changes include updates to Enlisted Professional Military Education (EPME) scheduling priorities, updates roles and responsibilities for various echelons. Authorized EPME deferments have been updated subsequent EPME deferments require NAF or equivalent signature. Requirements for utilizing Distance Learning for EPME completion are outlined for specific reasons.

Chapter 1—DEVELOPMENTAL EDUCATION OVERVIEW	5
1.1. Overview.....	5
1.2. Department of the Air Force Instruction (DAFI) Intent.	5
1.3. Leadership Support for Force Development.....	5
Chapter 2—ROLES AND RESPONSIBILITIES	6
2.1. The Assistant Secretary of the Air Force for Manpower and Reserve Affairs (SAF/MR):.....	6
2.2. The Deputy Chief of Staff, Manpower, Personnel and Services (AF/A1) and Deputy Chief of Space Operations for Personnel (SF/S1):.....	6
2.3. The Air Force Directorate of Force Development (AF/A1D) and Space Force, Directorate of Force Development (SF/S1D):	6
2.4. Department of the Air Force Chief Master Sergeant (CMSgt) Management Offices (AF/A1LE) and Space Force Senior Leader Management Office (SF/S1L):	6
2.5. Air Force Personnel Center (AFPC):.....	7
2.6. Air Education and Training Command (AETC):.....	7
2.7. Space Training and Readiness Command (STARCOM):.....	8

2.8.	Air University:	8
2.9.	Major Commands, Direct Reporting Units, and Field Operating Agency Commanders:	9
2.10.	Air Force Reserve:	10
2.11.	Air National Guard:	11
2.12.	Wing/Delta Commander or Equivalent (RegAF):	12
2.13.	Force Support Squadrons (RegAF):	12
2.14.	Unit Commander or Civilian Equivalent:	12
2.15.	Selected Individuals:	13
Chapter 3—	ENLISTED AIRMANSHIP CONTINUUM (100-900)	14
3.1.	Overview.....	14
Table 3.1.	EAC 100-900 Overview.	14
3.2.	Foundations Course Eligibility.	14
3.3.	EPME Eligibility.....	15
3.4.	Foundations Course Selection and Scheduling	16
3.5.	Foundations Course Tracking	16
3.6.	Resident EPME Selection.	16
3.7.	Resident EPME Scheduling.....	17
Table 3.2.	EPME Scheduling Priorities.	19
3.8.	EPME Declinations.....	19
3.9.	EPME Deferments.	20
3.10.	Waivers to Attend EPME.....	21
3.11.	EPME Achievement Awards.	22
3.12.	EPME Graduate Ribbon.	22
3.13.	Enlisted Professional Military Education Biennial Review.....	22
3.14.	Joint and Sister Service EPME.	23
Chapter 4—	DEVELOPMENTAL EDUCATION ACADEMIC DEGREES & PROGRAMS	26
4.1.	Overview.....	26
4.2.	Enlisted to AFIT.	26
4.3.	Enlisted EWI.....	26
4.4.	Legislative Fellows Program.	27
4.5.	Senior Leader Development Courses (SLDC).....	27

Chapter 5—AIR FORCE RESERVE ENLISTED EDUCATION	28
5.1. Overview.....	28
5.2. Miscellaneous Air Force Reserve-specific EPME policies.	28
5.3. Air Force Reserve DL.....	28
5.4. Resident AFR EPME.....	28
Chapter 6—AIR NATIONAL GUARD EPME AND DEVELOPMENT	31
6.1. Overview.....	31
6.2. EPME Expectations.	31
6.3. Miscellaneous ANG-specific EPME policies.	31
6.4. Resident EPME.....	31
Table 6.1. Authorized Grades for Resident EPME Eligibility.....	31
Chapter 7—INSTALLATION PROFESSIONAL DEVELOPMENT PROGRAMS	33
7.1. Overview.....	33
7.2. Roles and Responsibilities.	33
7.3. Development Advisors:	34
7.4. Enlisted Professional Development Programs.....	35
Table 7.1. DA Mandatory Program Guidelines.	36
7.5. Required Reports.	37
7.6. Resources.....	38
Attachment 1—GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION	39

Chapter 1

DEVELOPMENTAL EDUCATION OVERVIEW

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

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

1.3. Leadership Support for Force Development. This DAFI governs formal aspects of developmental education. Commanders, senior enlisted leaders, and civilian equivalents shall set conditions that support enlisted force development.

Chapter 2

ROLES AND RESPONSIBILITIES

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

2.2. The Deputy Chief of Staff, Manpower, Personnel and Services (AF/A1) and Deputy Chief of Space Operations for Personnel (SF/S1):

2.2.1. Provides strategic objectives and advocacy for DAF developmental education programs impacting Airmen and Guardians.

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

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

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

2.3.1. Provides policy oversight for developmental education program management, and coordinates on force development concerns affecting Airmen and Guardians as necessary.

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

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

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

2.3.5. Publish annual developmental education programming requirements, establish eligibility policy and quotas at DAF and non-DAF schools. Determines quotas in DAF PME programs for non-DAF personnel.

2.4. Department of the Air Force Chief Master Sergeant (CMSgt) Management Offices (AF/A1LE) and Space Force Senior Leader Management Office (SF/S1L):

2.4.1. AF/A1LE select and schedules eligible RegAF CMSgts for senior leader development courses with Chief Master Sergeant of the Air Force (CMSAF) approval. SF/S1L manages USSF CMSgt and Senior Master Sergeant (SMSgt) senior leader development with Chief Master Sergeant of the Space Force (CMSSF) approval.

2.4.2. The ANG will select CMSgt Leadership Course (CLC) and Senior Leader Development Course (SLDC) attendees through the process approved by the Director, Air National Guard.

2.4.3. The AFR will select and manage CLC and SLDC attendance through the process approved by the Command Chief of the Air Force Reserve.

2.5. Air Force Personnel Center (AFPC):

2.5.1. Executes DAF guidance for EPME, developmental education academic programs, joint and sister service EPME (SSEPME) programs eligibility and selection. **Note:** Selection for Airman Leadership School (ALS) and Foundations Courses (FC) are designated to the wing-level or below.

2.5.2. Coordinates with Air Force Global College Operations Support (AFGC/A3) to enroll members for appropriate EPME DL course after receiving approved deferments.

2.5.3. Determines quota allocations and distributes training line numbers (TLN) for active component DAF attendees for the Noncommissioned Officer Academies (NCOA), Senior Noncommissioned Officer Academy (SNCOA), CLC, supports AFC scheduling, and developmental education academic programs, joint and sister service EPME (SSEPME).

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

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

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

2.5.7. Provides MAJCOM A1 EPME offices with approved promotion waivers quarterly.

2.6. Air Education and Training Command (AETC):

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

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

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

2.6.2.2. Identifies, analyzes, validates, and catalogs the learning outcomes necessary to meet the strategic, operational, and tactical mission requirements of the enlisted force.

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

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

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

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

2.7. Space Training and Readiness Command (STARCOM):

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

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

2.7.3. In coordination with SF/S1, USSF, Deputy Chief of Space Operations for Intelligence, Surveillance, and Reconnaissance (SF/S2) and USSF, Deputy Chief Operating Officer (SF/S3/4/7) identifies, analyzes, validates, and catalogs the learning outcomes necessary to meet the strategic, operational, and tactical mission requirements of the enlisted force. Identifying learner requirements and advocating for the resources required to develop the enlisted force.

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

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

2.8. Air University:

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

2.8.2. Advertises eligibility, enrollment, academic and graduation criteria for DAF IR and DL programs for each developmental education level in Air University (AU) catalogs and Education and Training Course Announcement (ETCA). The ETCA SharePoint® is available on AF Portal Home under Education/Training/Force Development and Applications tab (A-Z).

2.8.3. Maintains faculties, staff, facilities, and programs funds for IR and DL enlisted developmental education programs.

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

2.8.5. Ensures, to the extent possible, DL programs are equivalent with the corresponding IR school program in terms of program outcomes and relevant competencies.

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

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

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

2.9.1. Allocate quotas to overseas NCOAs.

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

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

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

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

2.9.6. MAJCOM EPME Functional Manager:

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

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

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

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

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

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

2.10. Air Force Reserve:

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

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

2.10.3. Force Development Branch (AFRC/A1K) is the EPME Manager and:

2.10.3.1. Determines annual AFR EPME quota requirements, provides statistics regarding participation in Air Force EPME IR and DL programs, and coordinates AFR participation in SSEPME programs.

2.10.3.2. Serves as the AFR point of contact for EJPME and IR sister service academy issues.

2.10.3.3. Issues and monitors TLN, school days for enlisted students, and coordinates all courses, ensuring compliance with applicable directives.

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

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

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

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

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

2.10.6.1. Provide information on developmental education programs, including eligibility criteria, course availability, and application deadlines. Update Military Personnel Data System (MilPDS) with course completion and credit as needed.

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

2.11. Air National Guard:

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

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

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

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

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

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

2.11.3. State Headquarters distribute information for ANG developmental opportunities, to include but not limited to sister service IR EPME opportunities as published by NGB/HR. State Command Chief establishes annual process to prioritize eligible CMSgts for CLC.

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

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

2.11.5.1. Processes IR EPME student requests IAW ANG Formal School PSD Guide, this instruction and the ETCA website.

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

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

2.11.5.4. Provides enrollment information and testing support for DL developmental education programs.

2.11.5.5. Coordinates with Wing Command Chief to process members with a cancelled TLN or who were returned from training IAW annual NGB/A1D PME memo or the ANG Formal School PSD Guide.

2.12. Wing/Delta Commander or Equivalent (RegAF): Approval or disapproval authority for waivers, declinations, and initial EPME deferments. **(T-1)**

2.12.1. Ensures the assignment of additional duties, details, and exercises does not impede the program requirements for EPME faculty and DAs for uninterrupted academic instruction, instructor preparation activities, faculty evaluation of student performance, class preparation and execution, and closeout procedures. **(T-2).**

2.13. Force Support Squadrons (RegAF):

2.13.1. Ensure EPME students are selected to attend IR schools based on priority, seniority, and other considerations (deployments, retraining, mission, humanitarian, medical, etc.) IAW this instruction and the ETCA.

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

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

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

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

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

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

2.14. Unit Commander or Civilian Equivalent:

2.14.1. Ensures attendees of enlisted developmental education meet all eligibility criteria per this DAFI and outlined in the ETCA.

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

2.14.3. Counsels individuals considering declination of IR developmental education attendance.

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

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

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

2.15. Selected Individuals:

- 2.15.1. Identify mission-related, medical, humanitarian or hardship circumstances that may impact school attendance to their chain of command.
- 2.15.2. Comply with and complete all developmental education prerequisites and guidelines for school attendance.
- 2.15.3. Coordinate appropriate medical profile documentation to their respective wing-training manager and obtain approval to attend developmental education school no later than 35 calendar days prior to class start date. Provide the appropriate fitness or medical profile documentation to the respective school upon arrival.

Chapter 3

ENLISTED AIRMANSHIP CONTINUUM (100-900)

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

Table 3.1. EAC 100-900 Overview.

Basic Military Training 100 (BMT100)
Technical Training 200
Junior Enlisted Foundations Course 300 (JEFC300)
Airman Leadership School 400 (ALS400)
Noncommissioned Officer Foundations Course 500 (NCOFC500)
Noncommissioned Officer Academy 600 (NCOA600)
Senior Noncommissioned Officer Foundations Course 700 (SNCOFC700)
Senior Noncommissioned Officer Academy 800 (SNCOA800)
CMSgt Leadership Course 900 (CLC900)
Note: Both BMT100 and Technical Training 200 are managed by AETC with policy oversight within 2nd Air Force.

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

3.2.1. JEFC300 is designed to provide Airmen with the skills and knowledge needed to become highly efficient in their career field and offers guidance that empowers Airmen to reflect on their behaviors in relation to the Airmen Leadership Qualities (ALQs). Additionally, it facilitates members journey to begin developing supervisory and leaderships skills to lead individuals and teams. The target audience for this educational opportunity is Senior Airmen with 4 – 8 months' time-in-grade (TIG). **Note:** Effective 31 Dec 2025, all RegAF and AFR Airmen attending IR must complete JEFC300 prior to attending ALS (1 Oct 2026 this requirement expands to include AFR airmen attending DL ALS). For ANG members, effective 31 Dec 2026 JEFC300 must be completed prior to attending ALS.

3.2.2. NCOFC500 is designed to provide Airmen with skills and knowledge needed to lead by example and shape organizational culture. It offers guidance to empower members to reflect on their behaviors in relation to the ALQs and facilitates Airmen comprehension of techniques that contribute to establishing robust networks and to foster a culture of trust. The target audience for this educational opportunity are Staff Sergeants with 18-24 months' TIG and Technical Sergeants with 12 months TIG. **Note:** Effective 31 Dec 2025, all RegAF and AFR Airmen attending IR must complete NCOFC500 prior to attending NCOA (1 Oct 2026 this requirement expands to include AFR airmen attending DL NCOA). For ANG members, effective 31 Dec 2026 NCOFC500 must be completed prior to attending NCOA.

3.2.3. SNCOFC700 is designed to provide Airmen with the foundational skills needed to develop, advise, and lead teams successfully. Priority is placed on transitioning from front-line supervisors and trainers to team leaders and engage in strategic leadership. The target audience for this educational opportunity are Master Sergeant Selects and Master Sergeants with less than 12 months' TIG. **Note:** Effective 31 Dec 2025, all RegAF and AFR Airmen attending IR must complete SNCOFC700 prior to attending SNCOA (1 Oct 2026 this requirement expands to include AFR airmen attending DL SNCOA). For ANG members, effective 31 Dec 2026 SNCOFC700 must be completed prior to attending SNCOA.

3.2.4. Airmen are not required to complete a lower-level FC for the sole purpose of EPME prerequisite attendance if higher level FC was completed during course target audience window.

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

3.3.1. ALS prepares Airmen for positions of greater responsibility by strengthening the ability to lead, follow, and manage. It is a primary level enlisted developmental education opportunity that meets all EPME requirements. The target audience for this educational opportunity is Senior Airman and PME must be complete prior to promotion to Staff Sergeant (see AFI 36-2502, *Enlisted Airman Promotion and Demotion Programs*, Table 1.1, EPME for Promotion RegAF Airmen). **Note:** Effective 31 Dec 2025, all RegAF and AFR Airmen attending IR must complete JEFC300 prior to attending ALS (1 Oct 2026 this requirement expands to include AFR airmen attending DL ALS). For ANG members, effective 31 Dec 2026 JEFC300 must be completed prior to attending ALS.

3.3.2. NCOA educates Noncommissioned Officers to manage and lead innovative professionals. It is a primary level enlisted force development opportunity. The target audience for this educational opportunity is Technical Sergeant, EPME must be completed prior to promotion to Master Sergeant (see AFI 36-2502, Table 1.1, EPME for Promotion RegAF Airmen). **Note:** Effective 31 Dec 2025, all RegAF and AFR Airmen attending IR must complete NCOFC500 prior to attending NCOA (1 Oct 2026 this requirement expands to include AFR airmen attending DL NCOA). For ANG members, effective 31 Dec 2026 NCOFC500 must be completed prior to attending NCOA.

3.3.3. SNCOA prepares SNCOs to lead the enlisted force in the employment of air and space power in support of national security objectives. The target audience for this educational opportunity is Master Sergeant, PME must be completed prior to promotion to Senior Master Sergeant (see AFI 36-2502, Table 1.1, EPME for Promotion RegAF Airmen). **Note:** SNCOs who complete an IR sister service equivalent course or Joint Special Operations Forces Senior Enlisted Academy (JSOFSEA) receive EPME credit for completing IR SNCOA. Graduates of sister service and joint equivalent courses may opt to attend Air Force SNCOA based on their priority level and on a space-available basis. **Note:** Effective 31 Dec 2025, all RegAF and AFR Airmen attending IR must complete SNCOFC700 prior to attending SNCOA (1 Oct 2026 this requirement expands to include AFR airmen attending DL SNCOA). For ANG members, effective 31 Dec 2026 SNCOFC700 must be completed prior to attending SNCOA.

3.3.4. CLC is a senior level force development opportunity and is required for newly selected RegAF CMSgt, before 12 months TIG. This course is optional for AFR/ANG CMSgts.

3.4. Foundations Course Selection and Scheduling.

3.4.1. Force Support Squadron (FSS) representatives from the Military Personnel Flight (MPF) will provide Development Advisors (DAs) rosters for eligible Airmen assigned to their respective installation. Airmen will be notified of the annual FC schedule and will self-register utilizing the local process. Note: ARC wing Command Chiefs will serve as the OPR and identify the appropriate member or position to manage these courses for their wing.

3.4.2. The DAs will conduct enough FC offerings to accommodate EPME prerequisite requirements for the installation and associated Geographically Separated Units (GSU) population. **(T-1)**

3.4.3. The DAs will execute FCs through IR or virtual IR synchronous delivery. Asynchronous training or DL does not meet the intent for the FC curriculum.

3.5. Foundations Course Tracking.

3.5.1. DAs will maintain student graduation rosters for a minimum of twelve months. DAs may provide certificates annotated with FC course codes and course title.

3.5.2. DAs will update Airmen's FC completion in the Oracle Training Application (OTA) system of record based on local operating procedures. This requires access to OTA MilPDS with AFPC/DPOBS.

3.6. Resident EPME Selection.

3.6.1. FSS Commanders and Directors ensure individual names are entered and confirmed for IR PME schools no later than 45 calendar days before the class start date (unless managed by AFPC's Directorate of Personnel Support (AFPC/DPS)).

3.6.2. Selection for active component DAF Airmen for IR EPME attendance is based on grade, priority, date of rank, and eligibility.

3.6.3. Airmen selected for IR EPME must formally accept, decline, or request deferment within 5 duty days of notification. **(T-3)**

3.6.4. Once notified of selection, Airmen are required to attend IR EPME. Airmen may defer attendance for valid mission, medical, humanitarian or hardship reasons. Deferment requests require justification, wing command chief concurrence and wing commander (or equivalent) approval with a courtesy copy to the MAJCOM EPME Functional Manager. **(T-2)**

3.6.5. If selected, Airmen serving in overseas assignments of 15 months or less will be deferred from IR EPME attendance until tour completion. With unit commander approval, Airmen serving in overseas assignments of 16 months or longer may attend IR EPME if they have at least 120 calendar days remaining in the overseas area upon graduation. Air Force Personnel Center Workforce Development Branch (AFPC/DPPDW) may waive these requirements if the unit commander and MAJCOM EPME Functional Managers approve. **(T-1)** **Note:** Guardians serving overseas follow SF/S1 guidance for IR EPME attendance.

3.6.6. RegAF attending IR EPME will have 6-months retainability for ALS and 1-year retainability for NCOA, SNCOA, CLC (or USSF equivalent). **(T-3)**

3.7. Resident EPME Scheduling.

3.7.1. The BCEE provides AFPC/DPPDW with an EPME class schedule no later than 31 May of each year. OCONUS MAJCOM's submit schedules for their EPME centers to BCEE prior to this date. BCEE then submits those MAJCOM's inputs directly to AFPC/DPPDW without alteration. The schedule accommodates the established Total Force production targets that ensure a deliberate and methodical process to schedule Airmen to meet current and future mission demands.

3.7.2. Selection and scheduling EPME for DAF personnel is a responsibility of AFPC/DPMLW at the direction of AFPC/DPPDW, unless otherwise noted.

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

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

3.7.3.2. Priority 2: E-4 with an Enlisted Performance Brief (EPB) rating of Promote Now recommendation statement.

3.7.3.3. Priority 3: E-4 with an Enlisted Performance Brief (EPB) rating of Must Promote recommendation statement.

3.7.3.4. Priority 4: Remaining E-4 with the most time in grade (TIG) and selected for deployments and short-tour and/or remote assignments.

3.7.3.5. Priority 5: Eligible DAF, Department of Defense (DoD), and other civilians, sister service, and approved international students. DoD civilians may take EPME IAW the DAF civilian development policy in DAFI 36-2687, *Civilian Development*. **(T-1)**

3.7.3.6. To the extent possible, distribute priority 2 and 3 students throughout the year to maximize year groups and Services in the classroom.

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

3.7.4.1. Priority 1: E-7 with approved waivers and E-6 selected to promotion to E-7.

3.7.4.2. Priority 2: E-6 with an EPB rating of Promote Now recommendation statement.

3.7.4.3. Priority 3: E-6 with an EPB rating of Must Promote recommendation statement.

3.7.4.4. Priority 4: Remaining E-6 with most TIG, eligible DAF, DoD, and other civilians, sister service, and approved international students per the Program Requirement Document (PRD).

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

3.7.5.1. Priority 1: E-8 with approved waivers and E-7 selected for promotion to E-8

3.7.5.2. Priority 2: E-7 with Top 10% stratification on EPB by TIG

3.7.5.3. Priority 3: E-7 with Top 25% stratification on EBP by TIG

3.7.5.4. Priority 4: Remaining E-7 with most TIG, eligible DAF, DoD, and other civilians, sister service, and approved international students per the PRD.

3.7.6. CLC. Selection and scheduling are based on grade, priority and eligibility and are driven by the E-9 promotion release. Members with an approved retirement date will not be scheduled for CLC.

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

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

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

Table 3.2. EPME Scheduling Priorities.

School	Priority	Ranks
ALS	1	E-5 with approved waivers, E-5 selects
	2	E-4 with Promote Now promotion recommendation statement
	3	E-4 with Must Promote promotion recommendation statement
	4	Remaining E-4 with most TIG and pending assignment or deployment ahead of others
	5	Eligible DAF, DoD & other civ, sister service, approved international students
NCOA	1	E-7 with approved waivers, E-7 Selects
	2	E-6 with Promote Now promotion recommendation statement
	3	E-6 with Must Promote promotion recommendation statement
	4	Remaining E-6, eligible DAF, DoD & other civ, sister service, approved international students per the PRD
SNCOA	1	E-8 with approved waivers, E-8 Selects
	2	E-7 with Top 10% stratification by Time in Grade
	3	E-7 with Top 25% stratifications by Time in Grade
	4	Remaining E-7 with most TIG, eligible DAF, DoD & other civ, sister service, approved international students per the PRD
CLC	1	E-9 by seniority (based on date of rank and total active federal military service date).
	2	E-9 selects
	3	Eligible DAF, DoD & other civ, sister service, approved international students per the PRD

3.8. EPME Declinations.

3.8.1. When selected for IR EPME, active component DAF Airmen can decline attendance. Commanders should emphasize the positive benefit of completing IR developmental education and implications of declining. Eligible service members should contact their local MPF and DA before submitting a declination request. **Note:** Guardians should reference SF/S1 guidance for EPME declinations.

3.8.2. Airmen who decline IR EPME:

3.8.2.1. Become ineligible for promotion IAW AFI 36-2502 *Enlisted Airman Promotion and Demotion Programs*, paragraph 1.9 and Table 1.2., *Determining Ineligibility for Promotion for RegAF Airmen*. **(T-2)**

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

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

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

3.9. EPME Deferments.

3.9.1. Service members selected for IR EPME may defer attendance (or be non-recommended) for compelling non-routine mission, humanitarian, medical or hardship reasons upon approval of the member’s wing commander (or equivalent). Initial deferment requires wing command chief concurrence, and wing commander (or equivalent) approval. Subsequent deferments require Numbered Air Force (NAF) command chief (or equivalent) concurrence, and NAF/CC (or equivalent) approval. If an airman receives two deferments (medical or humanitarian) within any 12-month period or if one deferment (medical or humanitarian) removes an airman’s availability for consideration to complete IR within the remaining 12-month period due to the nature of the deferment, they will complete the respective DL course, offered by the AFGC. Access to DL courses will be coordinated with AFPC/DPMLW. **(T-2)** **Note:** Guardians coordinate EPME deferment requests through respective chain of command and reference SF/S1 guidance for additional deferment coordination.

3.9.1.1. Mission Deferments are appropriate when the member is indispensable to mission requirements, and the mission will be severely degraded without their presence. No other individual could stand in or temporarily replace the selected Airman. Selected rank is required for garrison or deployed position.

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

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

3.9.1.4. Hardship Deferments are appropriate when a unit commander determines a member’s attendance at in-residence PME would cause significant undue hardship. This should be reserved for extenuating circumstances only, and not limited to but including significant financial loss, family emergency to include death, significant legal challenges, etc.

3.9.1.5. Non-recommendation deferments provide unit commanders with the option to defer a member for IR PME due to performance or other related concerns. Examples may include poor duty performance (not covered under control roster actions but detrimental to the academic environment), poor fitness standards or military image, pending disciplinary action, under investigation, etc.

3.9.2. Deferment Coordination.

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

3.9.2.2. NCOA and SNCOA deferments. Send approved deferments for IR courses to AFPC/DPMLW (with a copy to the member's MAJCOM EPME Functional Manager) as soon as possible, but not later than 5 duty days prior to the class start date unless extenuating circumstances exist.

3.9.2.3. CLC deferments. Send approved deferments for IR courses to AFPC/DPMLW (with a copy to the member's MAJCOM EPME Functional Manager) as soon as possible, but not later than 5 duty days prior to the class start date unless extenuating circumstances exist.

3.10. Waivers to Attend EPME.

3.10.1. Airmen and Guardians who do not meet all eligibility requirements may attend IR EPME if one or more of the following applies:

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

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

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

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

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

3.11. EPME Achievement Awards.

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

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

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

3.11.2. Authorized EPME Awards include:

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

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

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

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

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

3.12. EPME Graduate Ribbon.

3.12.1. Graduates from IR ALS, NCOA, SNCOA, CLC and Vosler Fellowship I, II, III earn the Air and Space Forces Enlisted Professional Military Education Graduate Ribbon. This extends to all IR courses to include approved sister service equivalent EPME courses. An oak leaf cluster is added to the basic ribbon for additional IR EPME completion.

3.12.2. ARC Airmen are authorized the Air and Space Forces Enlisted Professional Military Education Graduate Ribbon for completion of equivalent DL or IR EPME courses, but not more than one ribbon for each EPME opportunity (e.g., for ALS, only one ribbon will be awarded for completion of DL or IR EPME).

3.13. Enlisted Professional Military Education Biennial Review.

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

3.13.2. Biennial Review Committee:

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

3.13.2.2. Membership consists of the co-chairs along with SF/S1D, AF/A1DL, Air Education and Training Command Chief (AETC/CCC), AU Command Chief (AU/CCC), and representative MAJCOM Command Chiefs (MAJCOM/CCCs), STARCOM SEL, ARC Command Chiefs (ARC/CCCs), BCEE Senior Enlisted Leader (BCEE/SEL) and AFGC SEL. Subject matter experts are invited as required.

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

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

3.13.3. AF/A1DL roles and responsibilities:

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

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

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

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

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

3.14. Joint and Sister Service EPME.

3.14.1. EJPME.

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

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

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

3.14.1.4. GATEWAY reinforces joint perspectives while preparing select E-6s to E-8s for enhanced joint leadership opportunities at the operational level. This course provides service members the opportunity to elevate tactical and operational leadership experience in a joint learning environment. The Senior Enlisted Advisor to the Chairman (SEAC) of the Joint Chiefs of Staff and the Service Senior Enlisted Advisors have sponsored the need to provide substantive EJPME earlier in the leadership development continuum of select enlisted members to meet the demands of emerging and future operating environments

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

3.14.2.1. SSEPME opportunities include:

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

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

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

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

3.14.2.1.5. Joint Special Operations Forces Senior Enlisted Academy (Course JSOFSEA SOE 3600 1M3). Equivalent to SNCOA. Located at MacDill Air Force Base, Florida. Joint Special Operations Forces Senior Enlisted Academy uses a blended learning approach divided into two phases. Phase I (DL) is a Blackboard-facilitated learning environment. Phase II (IR) is a seminar-based instruction conducted at MacDill Air Force Base. Service members must be an E-8–E-8-select, who must pin-on prior to the IR phase start date. **(T-0)**

3.14.2.1.6. United States Space Force Vosler Fellowship III (USSF VFIII) Equivalent to SNCOA. Located at Peterson SFB, Colorado. Service members must be E7–E8s. **(T-0)**

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

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

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

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

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

Chapter 4

DEVELOPMENTAL EDUCATION ACADEMIC DEGREES & PROGRAMS

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

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

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

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

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

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

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

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

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

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

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

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

4.2.2. Air Force Career Field Managers (AFCFM) maintain management of graduate education programs and will provide the program manager updates at least annually. **(T-1)** Reports will include, at a minimum, the selection process, mission requirements, utilization rates and a history of attendees. **(T-1)**

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

4.4. Legislative Fellows Program. The Legislative Fellows Program provides officers, enlisted, and civilians possessing proven leadership potential with in-depth exposure to the processes, procedures, and culture of the United States Congress. This 3-phase program allows participants to develop an enhanced perspective of the legislative process on a wide range of issues, while at the same time providing Congress, Air Force and defense expertise at the staff level. For additional information refer to DAFI 36-2658, *Legislative Fellows Program*.

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

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

Chapter 5

AIR FORCE RESERVE ENLISTED EDUCATION

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

5.2. Miscellaneous Air Force Reserve-specific EPME policies.

5.2.1. Excluding the CMSgt Orientation Course and the CLC, AFR Airmen may complete all levels of EPME through either IR attendance or DL.

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

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

5.2.4. When eliminating or disenrolling an AFR member from a developmental education school for any reason, the procedures outlined in the ETCA will be utilized. The school sends a copy of the faculty board proceedings to Headquarters Readiness and Integration Organization (RIO) for Individual Reservists, unit assigned Airmen and Active Guard Reservists to Air Force Reserve Command, Force Development Branch (AFRC/A1K).

5.3. Air Force Reserve DL.

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

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

5.3.3. NCOA DL Course. AFR Airmen who do not complete the NCOA DL Course within 12 months can receive an automatic six-month extension. If the program is not completed within the up to 18-month timeframe, the student will be suspended. Reinstatement requires a commander's letter and failure to complete after reinstatement results in disenrollment. Disenrolled students must reapply and start over with no transfer credits.

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

5.4.1. AFRC/A1K obtains annual developmental education quotas from AF/A1DL. Quotas are reviewed and AFR/EFD and AFRC/BCEE Chief.

5.4.2. Resident EPME Scheduling.

5.4.2.1. Eligible AFR Airmen are scheduled in coordination with AFRC/A1K EPME managers and are considered priority 1 within the allocations provided by AF/A1DL.

5.4.3. School-specific guidance.

5.4.3.1. ALS. Staff Sergeants who enter AFR with more than 9 years in sister service are not required complete ALS.

5.4.3.2. NCOA. Quotas are centrally managed through the AFRC/A1K EPME manager and will be advertised based on the current automated system.

5.4.3.3. SNCOA. Airmen who enter the AFR in the grades of E-7 and E-8, who have completed an equivalent SSEPME will not be required to complete SNCOA. Upon accession to the AFR, appropriate documentation will be required to ensure EPME completion is reflected in the human resource system. After Air Force Recruiting Information Support System (AFRISS) gain actions have been completed, members are responsible for providing servicing FSS official documentation of for update. Those who have not completed SSEPME will be required to complete SNCOA as soon as possible after enlistment in the AFR. Note: DL is the only requirement for completion.

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

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

5.4.4.1. Medical Deferment. AFR Airmen and Guardians with physical profile restrictions must send a copy of the AF Form 422 or AF Form 469, *Duty Limiting Condition Report* to their EPME manager 45 days prior to class start date. The AFRC/A1K EPME manager will coordinate with the applicable school to determine approval or disapproval for attendance and notify the unit of decision. Airmen and Guardians are not authorized to report to IR EPME without approval notification. **(T-1)**

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

5.4.5. AFR Resident EPME Attendance.

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

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

5.4.5.3. AFR Airmen must have a passing Air Force fitness assessment that is current through completion of the school tour. Airmen on a profile must coordinate the AF Forms 422/469 through AFRC/A1K at least 45 days prior to class start date for coordination and approval from the applicable schoolhouse. **(T-1)**

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

5.4.5.5. SSEPME. AFR Airmen who wish to attend SSEPME must be boarded and selected through their respective component.

Chapter 6

AIR NATIONAL GUARD EPME AND DEVELOPMENT

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

6.2. EPME Expectations. ANG Airmen may complete ALS, NCOA, and SNCOA EPME requirements through DL and are highly encouraged to attend IR EPME

6.3. Miscellaneous ANG-specific EPME policies.

6.3.1. ANG Airmen receive retirement points for completing DL (IAW DoDI 1215.07).

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

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

6.3.4. Airmen in the grade of E-6 assessed in the ANG from a sister service must complete the NCOA IR course or DL course. **(T-1)**. NGB/A1D will consider an exception to policy on a case-by-case basis.

6.4. Resident EPME.

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

6.4.2. Resident EPME eligibility requirements include:

6.4.2.1. Authorized grades are outlined in **Table 6.1**.

Table 6.1. Authorized Grades for Resident EPME Eligibility.

School	Authorized Grades
Airman Leadership School	E-4s and prior service E-5s
Noncommissioned Officer Academy	E-6
Senior Noncommissioned Officer Academy	E-7 and E-8
CMSgt Leadership Academy (Note 1)	E-9 (See Note 2)
Note 1: ANG CMSgts are not required to attend the CLC. Note 2: ANG E-9s must complete ANG CMSgt Orientation Course (CMSOC) prior to attending CLC and be stratified by their State Command Chief.	

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

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

Chapter 7

INSTALLATION PROFESSIONAL DEVELOPMENT PROGRAMS

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

7.2. Roles and Responsibilities.

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

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

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

7.2.4. 8TX AFCFM oversees the development and execution of career field policy, plans, training, and programs and fulfills duties assigned to AFCFMs as outlined in DAFI 36-2670. Maintains the applicable centralized career field management and information site, and the DA portions of the Air Force Retrieval Applications Website (RAW) or applicable systems of record. Access to the sites must be coordinated through MAJCOM EPME Function Manager.

7.2.5. BCEE:

7.2.5.1. Conducts DA track in EPMEIC for initial skills training, continuation training, and coordinates with MAJCOMs EPME Functional Managers to schedule new DAs for training. Assigned DAs must attend and complete initial training within six months of assignment to position. **(T-1)**

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

7.2.6. MAJCOM Directorates of Manpower, Personnel and Services designate a point of contact to liaise directly with the 8TX AFCFM and provide advice to installation leadership and DAs within the MAJCOM. Coordinates with BCEE to schedule DAs for the initial training course. Note: OCONUS MFMs serve as the assignment functional manager for short tour locations

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

7.2.8. Host Wing Command Chiefs serve as a key advisor in the nomination and selection process for the installation DA. Coordinates with MAJCOM, AFPC Developmental Duty Assignments (AFPC/DPMOS) and 8TX AFCFM for the removal of service members who no longer meet eligibility requirements IAW DAFECD. **(T-2)**

7.2.8.1. Works with commanders, superintendents and mission partner CCMs to deliberately support DA programs, FC requirements and development of Airmen.

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

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

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

7.3. Development Advisors:

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

7.3.1.1. Advise commanders, CCM, SELs, and supervisors on enlisted force management concerns to include force shaping matters and career opportunities. DAs must familiarize themselves with current information on force management, force shaping, entitlements, benefits, and other challenges of importance to support critical decision points for Airmen and Guardians. **(T-1)**

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

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

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

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

7.3.3. Assignments.

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

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

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

7.3.3.4. Extensions. The wing commander/senior rater through the command chief/SEL can approve of a one-year special duty tour length extension by coordinating with the DAs primary Air Force Specialty Code (PAFSC) assignment functional, the MAJCOM EPME Functional Manager, 8TX AFCFM, and AFPC/DPMOS. If approved, AFPC/DPMOS extends the assignment availability code 43 expiration date (not to exceed 12 months).

7.3.3.5. Upon release from DA duty, airmen will return to their PAFSC for local utilization or will compete for a subsequent assignment. **(T-1)**

7.4. Enlisted Professional Development Programs.

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

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

7.4.3. DAs will develop and manage installation level curriculum for all other voluntary enlisted development programs.

7.4.4. FTEC, IDS, FCs, and other voluntary enlisted development programs will be delivered by DAs, subject matter experts, and local facilitators. DAs can guide facilitation training and will schedule facilitators for each course.

7.4.5. When funds do not exist to send service members from geographically separated or total force integrated units to in-person courses or seminars, alternative virtual delivery methods will be utilized to ensure attendance of professional enhancement programs, including FCs. **(T-3)**

7.4.6. DAs must offer the mandatory programs outlined in [Table 7.1](#). **(T-1)** Additional information for FCs is available in [Chapter 3](#).

Table 7.1. DA Mandatory Program Guidelines.

Mandatory Programs	Required Attendees	Course Length	Course Requirements and Guidance Provided By:
IDS	All first and second term Airmen and Guardians must attend IDS 12-15 months prior to the member's date of separation regardless of reenlistment intent	Up to six hours, in-person or virtual delivery methods	Local level determined force management priorities
FTEC	All first term Airmen and Guardians attend as soon as possible, but no later than 45 calendar days after arriving on station. Notes 1, 2, & 3	Not less than 3 calendar days, in-person or virtual to support GSUs.	AF/A1D
JEFC300	Target audience is SrA with 4-8 months' TIG. Note: By 31 Dec 2025 (31 Dec 2026 for ANG), JEFC300 must be completed prior to attending ALS.	Four days BCEE curriculum + 1 MAJCOM Day, in-person or virtual to support GSUs.	BCEE and MAJCOM/local level
NCOFC500	Target audience are SSgts with 18-24 months' TIG and TSgts with 12 months TIG. Note: By 31 Dec 2025 (31 Dec 2026 for ANG), NCOFC500 must be completed prior to attending NCOA. Note 3 & 4	Four days BCEE curriculum + 1 MAJCOM Day, in-person or virtual to support GSUs.	BCEE and MAJCOM/local level
SNCOFC700	Target audience are MSgt-selects and MSgts with less than 12 months' TIG. Note: By 31 Dec 2025 (31 Dec 2026 for ANG), SNCOFC700 must be completed prior to attending SNCOA. Note 3 & 4	Four days BCEE curriculum + 1 MAJCOM Day, in-person or virtual to support GSUs.	BCEE and MAJCOM/local level
Notes: 1. Unit commanders must provide memorandum for record to the DA for Airmen and Guardians that do not complete FTEC within 45 calendar days. Justification for the delay will be included. This memorandum does not excuse completion of FTEC at earliest availability of the Airmen or Guardians. (T-2) 2. Extending FTEC to include activities unrelated to training (e.g., details, self-help projects, leisure activities, community involvement, etc.) is not authorized. (T-3) 3. Supervisors must ensure service members are not scheduled for other appointments or assigned any additional duties while attending any of the mandatory programs. (T-3) 4. Completion of a lower-level FC for the sole purpose of EPME prerequisite attendance is not required if higher-level FC previously completed during course target audience window.			

7.4.7. IDS is an educational experience specifically designed to enhance one's knowledge of DAF benefits, highlighted programs and processes. The goal is to ensure personnel obtain the necessary information to make the best decision for them, their family, and their subordinates as they approach the end of their enlistment period. All first and second term Airmen and Guardians are required to attend 12-15 months prior to their date of separation unless pending involuntary separation.

7.4.7.1. DAs at every installation will publicize and conduct enough IDSs to meet the needs of the installation's populace regardless of unit of assignment (including all tenant units). **(T-3)** IDS should cover education on topics to include but not limited to education benefits, Skillbridge, financial readiness, Veteran Affairs, career development opportunities and transition briefings.

7.4.7.2. DAs will coordinate with AFR and ANG counterparts and In Service Recruiters to advertise and explain benefits and opportunities of Air Force Reserve and Air National Guard service upon separation from RegAF duty.

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

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

7.4.8. FTEC provides a structured first duty station foundation designed to transition service members from a training mindset to the mission-oriented and operational environment. FTEC reinforces lessons learned in BMT100 and Technical Training 200 to prepare service members for their role in supporting their organization's mission along with developing their warrior ethos and expeditionary mindset. FTEC is separate from the base-level newcomer's orientation and the FCs. Supervisor support and involvement is critical for service members attending FTEC to ensure their future success.

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

7.4.8.2. A minimum of one FTEC must be provided per month at each installation unless a variance has been submitted for record to the MAJCOM EPME Functional Manager. **(T-1)** Upon receipt of the variance notification, the 8TX AFCFM will acknowledge the memorandum to document the variance. **(T-1)**

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

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

7.4.8.5. If mission dictates, the DAs can hire a Professional Development or FTEC NCOICs (9F000) from their installation. The selected member should be an E-5–E-6 and follow hiring requirements from the Department of the Air Force Enlisted Classification Directory (DAFECD). Professional Development or FTEC NCOICs assist with, coordinate, and administer professional development courses and FTEC as applicable.

7.5. Required Reports.

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

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

7.5.3. RAW or applicable systems of record will be used to document the completion of FTEC and IDS. OTA MilPDS will be used to document the completion of FCs. DAs must update the attendance database to ensure historical attendance data is available. **(T-1)**

7.5.4. Annual Fiscal Year Report. Deputy 8TX AFCFM will request information pertinent to the programs from all DAs no later than 30 September each year. The request will identify the required topics and data for the report. DAs will provide annual reports no later than 1 November to assist AF/A1DL in effectively gauging the compliance of DA program requirements. **(T-3)** At a minimum, the report must address the following categories:

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

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

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

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

7.6. Resources.

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

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

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

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

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

7.6.3.3. A reference list of local points of contact and subject matter experts for FTECs, IDS, and FCs subject matter. **(T-3)**

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

BRIAN L. SCARLETT, SES, DAF
Principal Deputy Assistant Secretary of the
Air Force for Manpower and Reserve Affairs

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

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

10 USC § 9013, *Secretary of the Air Force*

32 USC, *National Guard*

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

5 CFR, *Administrative Personnel*

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

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

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

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

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

AFI 36-2502, *Enlisted Airman Promotion and Demotion Programs*, 26 September 2024

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

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

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

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

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

DAFMAN 36-2689, *Training Program*, 31 March 2023

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

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

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

SPFH 1-1, *Guardian Spirit*, 3 Apr 2023

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

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

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

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

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

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

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

Prescribed Forms

None

Adopted Forms

DAF Form 847, *Recommendation for Change of Publication*

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

AF Form 469, *Duty Limiting Condition Report*

DAF Form 964, *PCS, TDY, Deployments, or Training Declination Statement*

Abbreviations and Acronyms

AAD—Advanced Academic Degree

AFDD—Air Force Doctrine Document

AFGC—Air Force Global College

AFI—Air Force Instruction

AFIT—Air Force Institute of Technology

AFPC—Air Force Personnel Center

AFR—Air Force Reserve

AFSC—Air Force specialty code

ALQ—Airmen Leadership Qualities

ALS—Airman Leadership School

ANG—Air National Guard

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

ARPC—Air Reserve Personnel Center

AFRC—Air Force Reserve Command

AU—Air University

BCEE—Barnes Center for Enlisted Education

CJCSI—Chairman of the Joint Chiefs of Staff Instruction

CLA—CMSgt Leadership Academy

CLC—Chief Master Sergeant Leadership Course

CMSAF—Chief Master Sergeant of the Air Force

CMSOC—Chief Master Sergeant Orientation Course

CMSSF—Chief Master Sergeant of the Space Force

CONUS—Continental United States
CSEL—Command Senior Enlisted Leaders
DA—Development Advisor
DAF—Department of the Air Force
DAFH—Department of the Air Force Handbook
DAFI—Department of the Air Force Instruction
DAFMAN—Department of the Air Force Manual
DAFPD—Air Force Policy Directive
DEROS—Date Estimated to Return from Overseas
DoD—Department of Defense
DoDI—Department of Defense Instruction
EAC—Enlisted Airmanship Continuum
ECI—Extension Course Institute
EDLA—Enlisted Desired Leader Attributes
EJPME—Enlisted Joint Professional Military Education
EPME—Enlisted Professional Military Education
EPMEIC—Enlisted Professional Military Education Instructor Course
ETCA—Education and Training Course Announcement
EWI—Enlisted Education with Industry
FA—Fitness Assessment
FC—Foundations Courses
FOA—Field Operating Agencies
FSS—Force Support Squadron
FTEC—First Term Enlisted Course
HQ USAF—Headquarters United States Air Force
HSB—Human Resource Management Strategic Board
IAW—in accordance with
IDS—Informed Decision Seminar
IST—Inter-Service Transfer
JCWS—Joint and Combined Warfighting School
JEFC300—Junior Enlisted Foundations Course
JOM—Joint Operation Module

JPME—Joint Professional Military Education
JSOFSEA SOE 3600 1M3—Joint Special Operations Forces Senior Enlisted Academy
MAJCOMs—Major Commands
MPF—Military Personnel Flight
NCO—Noncommissioned Officer
NCOAs—Noncommissioned Officer Academies
NCOIC—Noncommissioned Officer In charge
NCOFC500—Noncommissioned Officer Foundations Course
OCONUS—Outside the Continental United States
PCE—Professional Continuing Education
PME—Professional Military Education
PSD—Personnel Systems Delivery
RAW—Retrieval Applications Website
RegAF—Regular Air Force
RIO—Readiness and Integration Organization
SES—Senior Executive Service
SLDC—Senior Leader Development Courses
SNCO—Senior Noncommissioned Officer
SNCOA—Senior Noncommissioned Officer Academy
SNCOFC700—Senior Noncommissioned Officer Foundations Course
SORN—System of Records Notice
SSEPME—Sister Service Enlisted Professional Military Education
TAFMS—Total Active Federal Military Service
TDY—Temporary Duty Location
TF—Total Force
TIG—Time and Grade
TLN—Training Line Number
TOS—Time on Station
U.S.—United States
USC—United States Code
USAF—United States Air Force
USMC—United States Marine Corps

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

USNSEA 100—U.S. Navy Senior Enlisted Academy

USSF—United States Space Force

Office Symbols

AETC/CCC—Air Education and Training Command Chief

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

AF/A1D—Air Force Directorate of Force Development

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

AF/A1LE—Air Force Chief Master Sergeant Management Office

AF/A1P—Directorate of Military Force Management Policy

AF/RE—Office of Air Force Reserve

AF/REP—Directorate of Personnel

AFPC/DPMOSS—AFPC Developmental Special Duty Assignments Branch

AFPC/DPS—AFPC's Directorate of Personnel Support

AFPC/DPPDW—Air Force Personnel Center Policy Workforce Development Branch

AFPC/DPMLW—Air Force Personnel Center Workforce Development Branch

AFRC/CCC—Air Force Reserve Command Chief

AFRC/A1—Directorate of Manpower, Personnel and Services

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

AFR/EFD—Chief Enlisted Force Development

ARC/CCC—Air Reserve Component Command Chief

ARPC/DPA—Air Reserve Personnel Center Directorate of Assignments

AU/CCC—Air University Command Chief

BCEE/AFR—Barnes Center for Enlisted Education Reserve Advisor

BCEE/SEL—Barnes Center for Enlisted Education Senior Enlisted Leader

FSS/FSD—Air National Guard Force Development Office

FSS/FSDE—Force Support Squadron/Education and Training

MAJCOM/CCC—Major Command/Command Chief

NGB/A1D—National Guard Bureau Training and Development Division

NGB/HR—National Guard Bureau Human Resources

RIO/DET CC—Readiness and Integration Organization detachment commander

SAF/AQ—Secretary of the Air Force for Acquisitions

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

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

SF/S3/4/7—United States Space Force, Deputy Chief Operating Officer

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

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

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

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

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

Terms

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

First Term Airmen—Individuals who are on their:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Occupational Competencies—Required by an individual to successfully execute a mission, role, function, job, task, or duty within a designated or specified workforce category or group of functions requiring similar work (e.g., aircraft maintenance, civil engineering, and nursing).

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

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

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

Professional Military Education—Critical subset of developmental education that:

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

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

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

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

Space Force Handbook 1-1—This handbook formalizes the USSF values and supports the institutionalization of those values as expressed in the Guardian Commitment. This guidance applies to all USSF Guardians, whether civilian or military.

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

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

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