

## ENLISTED PROFESSIONAL MILITARY EDUCATION POLICIES, PROCEDURES AND GUIDELINES

**COMPLIANCE WITH THIS PUBLICATION IS MANDATORY**

---

**NOTE: The OPR, EPC/DO, must approve any proposed supplements to this publication. Send any suggested changes or improvements to policy contained in this document to EPC/DO with full justification for the recommended action.**

---

OPR: EPC/DO (CMSgt Susan Barnes)

Certified by: EPC/DE  
(Dr. Doug Savell)

Supersedes EPME Policies, Procedures and Guidelines dated 15 April 2003

Pages: 27

Distribution: X

---

This publication applies to all schools implementing Enlisted Professional Military Education (EPME) curricula. Published as a supplement to the Community College of the Air Force (CCAF) Campus Relations' *Policies, Procedures and Guidelines*, it prescribes criteria, policies and procedures for maintaining standards that support CCAF affiliation and accreditation requirements. Schools not meeting affiliation requirements are subject to CCAF sanctions that could lead to disaffiliation. Commandants and ALS flight chiefs will administer their EPME programs per this directive.

### **SUMMARY OF REVISIONS:**

Overall, streamlined verbiage and reformatted document to eliminate ambiguity and make publication easier to read and implement. Changed all references regarding the Student Teaching Course (STC) to reflect the EPME Teaching Internship. Added information on CCAF automated faculty folder program as well as Paragraph 8 outlining OFT folder requirements. Revised all standardized CEPME Forms to eliminate non value-added administrative requirements and incorporate new CCAF requirements.

**Note:** The  symbol identifies revised paragraphs. However, review this entire document. If you are unsure of any guidance or have questions, contact EPC/DOX.

**Table of Contents:**

<b><u>Paragraph</u></b>	<b><u>Title</u></b>	<b><u>Page</u></b>
1	Faculty Credentials _____	3
2	Requesting Official Transcripts _____	3
3	AF Form 623 and Master Task Listing (MTL) Requirements _____	4
4	EPME Student Teaching Course (STC) _____	4
5	Instructors with a Previously Completed STC or Practicum _____	6
6	Occupational Instructor Certification (OIC) Program _____	7
7	Faculty Folders _____	7
8	OJT Folders _____	9
9	Master IST Plan _____	9
10	Guest Lecturers, Subject Matter Experts and Speakers of Opportunity _____	9
11	CCAF Annual Report _____	10

<b><u>Attachments</u></b>	<b><u>Title</u></b>	<b><u>Page</u></b>
1	Degree Completion Contract _____	11
2	Academic Transcript Request Form _____	12
3	EPME Teaching Internship Completion E-mail Format _____	13
4	CEPME Form 10 _____	14
5	CEPME Form 10A _____	16
6	CEPME Form 10B _____	18
7	CEPME Form 620 _____	19
8	EPME Instructor Teaching Competencies _____	21
9	CEPME Form 10C _____	23
10	CEPME Form 1098B _____	25
11	CEPME Form 1098C _____	26

☑1. **Faculty Credentials.** Per CCAF guidelines, all 8T000 personnel must possess, as a minimum, an associate degree from a regionally or nationally accredited post secondary institution. Comply with CCAF criteria for reporting and maintaining faculty credentials. Hire a non-degreed faculty member only when there isn't an equally qualified, degreed candidate. Non-degreed faculty members must sign a Degree Completion Contract (see Attachment 1) within 30 days from the date they sign into the unit and complete a minimum of an Associate degree within 1 year from date of assignment. Report new instructor faculty credentials as follows:

- **HQ CEPME Schools (Conus NCOAs and the AFSNCOA).** Send a notification message (e-mail, letter or fax) to EPC/DOX identifying the following:

<u>SSAN</u>	<u>Name (Last, First, MI)</u>	<u>Rank</u>	<u>Highest Degree Earned</u>	<u>College</u>	<u>Academic Major</u>	<u>Date Assigned School</u>
-------------	-------------------------------	-------------	------------------------------	----------------	-----------------------	-----------------------------

For CCAF purposes, EPC/DOX maintains instructor credentialing information on the web-based CCAF Instructor Database (CCAFID). EPC/DOX must update this database on a real-time basis. As instructors' ranks and degree levels change or instructors PCS, schools must notify EPC/DOX via e-mail, letter or fax so EPC/DOX can update the CCAFID accordingly.

**Note:** Once CCAF fields the automated faculty folder program, HQ CEPME schools will be responsible for their own CCAFID inputs. Schools will identify a CCAFID point of contact (POC), and that person will be responsible for inputting staff additions, updates and deletions as they happen to maintain real-time accuracy of database information.

- **All ALSs and Overseas NCOAs.** Report instructor information directly to CCAF using the web-based CCAFID. Do staff additions, updates and deletions as they happen to maintain real-time accuracy of database information. MAJCOM EPME Representatives can access the CCAFID to verify instructor status at their schools.

☑2. **Requesting Official Transcripts.** CCAF must have on file an official transcript reflecting the highest degree awarded to an individual, as well as an official CCAF transcript. Request civilian transcripts only from the college of the highest degree earned. For example, if a newly assigned instructor completed a master degree, request a transcript for the master degree only. Do not request a baccalaureate degree transcript. If an instructor is currently working on an advanced degree, do not request a transcript until the school awards the degree. Request CCAF and civilian transcripts as follows:

- **CCAF Transcripts.** Conus NCOAs and the AFSNCOA send a transcript request message (e-mail, letter or fax) to EPC/DOX, who in turn will complete your request and have CCAF mail the transcript directly to your school. All ALSs and overseas NCOAs request transcripts via the web-based CCAFID for direct mailing to their school.

**Note:** Once CCAF fields the automated faculty folder program, HQ CEPME schools will be responsible for ordering their own CCAF transcripts via the CCAFID.

- **Civilian Transcripts.** All schools are responsible for funding and ordering civilian transcripts for instructor personnel. CCAF POCs can print an academic transcript request form from the CCAFID (see Attachment 2). Instructors should contact the specific university to verify the proper ordering procedures (some colleges will allow faxed submissions) and the transcript cost. University registrars must send the official transcripts directly to CCAF for processing and imaging onto the CCAFID. Use the following address at CCAF:

Community College of the Air Force  
ATTN: DFCA (Instructor Records)  
130 West Maxwell Boulevard  
Maxwell AFB AL 36112-6613

Once CCAF receives the transcript and images it to the CCAFID, schools can view the transcript on the CCAFID. Once processed, CCAF will forward the original transcript on to the individual instructor.

- ☑3. **AF Form 623 and Master Task Listing (MTL) Requirements.** Keep the *8T000 Career Field Education and Training Plan (CFETP)* in an AF Form 623, not in an instructor's faculty folder. AFI 36-2201V3, *Air Force Training Program On The Job Training Administration*, requires you to keep an AF Form 623 for personnel through the rank of technical sergeant. Master sergeants and above must keep an AF Form 623 and *8T000 CFETP* only while completing the core task qualification training phase of the Initial Instructor Qualification Training (IIQT) program. Once master sergeants and above complete IIQT requirements, maintaining an AF Form 623 is an option, not a requirement. Additionally, AFI 36-2201V3 and CEPMEI 36-2232, *College for Enlisted Professional Military Education Training Program*, require you to keep a Master Task Listing (MTL) for each AFSC assigned to your work center. Your MTL will designate position specific training requirements and training timelines. Schools with 3A0XX personnel must keep a separate 3A0XX CFETP and MTL. In the case of 3A0XX personnel, your MTL must identify 3A0XX task trainers/certifiers.
- ☑4. **EPME Teaching Internship [formerly known as Student Teaching Course (STC)].** Newly assigned instructors who have not completed a previous teaching internship, STC or practicum awarded 12 CCAF credit hours must complete the EPME Teaching Internship. The *8T000 CFETP* outlines the standardized teaching internship requirements. Per CCAF guidelines, maximum internship enrollment time is 12 months. EPC/DOX and CCAF will address enrollment extensions on a case-by-case basis. The process for completing and documenting the EPME Teaching Internship is as follows:
- **EPME Teaching Internship Enrollment.** You may enroll instructors in the teaching internship on the first day they sign into the unit. Instructors may start core task certification and fulfilling "Required Training" minimum hour requirements to include lesson plan preparation, academic counseling of students, instructor performance feedback and subject matter testing. New instructors may observe lessons, but under no circumstances will they teach any lessons until completing the EPME Instructor Course (EPMEIC). This requirement is not waiverable. After completing EPMEIC, instructors may start fulfilling internship practice teaching hour requirements. However, before teaching any class, instructors must read the CCAF Campus Relations' *Policies, Procedures and Guidelines*, the CCAF Policy Statement and Academic Freedom & Responsibility statement and sign off on the CEPME Form 10C, *EPME Student Teaching Course Completion Checklist* accordingly.

- **Core Task Certification.** All assigned 8T000 personnel (to include ALS flight chiefs and Academy Directors of Education and Resources) must meet core task certification requirements outlined in the *8T000 CFETP*. Use the 8T000 Specialty Training Standard and any locally developed AF Forms 797, *Job Qualification Standard Continuation/Command JQS*, to track core task certification progress and completion.
- **CEPME Form 10C Documentation.** Annotate internship progress/completion on the CEPME Form 10C, and file the form in Section 3 of the instructor's faculty folder. Once CCAF fields the automated faculty folder program, file the CEPME Form 10C in the instructor's OJT folder.

**Note:** As instructors complete subject matter testing requirements, schools must use AF Form 623A entries to document individual exercise/evaluation scores. Once instructors demonstrate a minimum of 90% on all objectively evaluated exercises and evaluations, sign them off on "Instructor Subject Matter Testing" on the CEPME Form 10C. If newly hired instructors recently graduated from the level of EPME they will be teaching, you may use their previous objective evaluation scores if all of the following conditions are met:

- Instructor graduated within the last 6 months.
  - Instructor's Formative and Summative scores were 90% or better.
  - EPC has not revised the course exercises/examinations.
- **CCAF Notification of EPME Teaching Internship Completion.** When an instructor meets all internship requirements as defined in the *8T000 CFETP*, the school will report the instructor's internship completion to CCAF via e-mail (see Attachment 3). Send the email to CCAF/DFCA and courtesy copy EPC/DOX. Ensure you include the following information:

- Instructor's full name
- Rank
- Social Security Number
- EPME Teaching Internship start date (DDMMYY)
- EPME Teaching Internship completion date (DDMMYY)

You can combine teaching internship information for multiple instructors on the same e-mail message. File a copy of the e-mail message in Section 3 of the instructor's faculty folder (behind the CEPME Form 10C). Once CCAF fields the automated faculty folder program, file the copy of the e-mail message in the instructor's OJT folder.

Follow-up to verify CCAF/RR posted the STC completion to the instructor's CCAF transcript.

- **IMPORTANT:** At this point, these instructors have met IIQT requirements only. They must continue to complete all Lesson Qualification Training (LQT) requirements specified in the *8T000 CFETP*. Document lesson qualification using the CEPME Form 10B, *Individual Instructor Lesson Qualification Log*.

☑5. **Instructors with a Previously Completed Teaching Internship, STC or Practicum.** Newly assigned instructors who have completed a previous internship, STC or practicum awarded 12 credit hours (review individual's CCAF transcript to verify completion) only complete the following portions of the EPME Teaching Internship:

- **CCAF PPG.** Before teaching any class, instructors must read the CCAF Campus Relations' *Policies, Procedures and Guidelines*, the CCAF Policy Statement and Academic Freedom & Responsibility statement and sign off on the CEPME Form 10C accordingly.
- **Subject Matter Testing.** EPME instructors must score a minimum of 90% on all objectively evaluated exercises and evaluations. MAJCOM EPME representatives, commandants and ALS flight chiefs may increase this percentage if so desired.

**Note:** As instructors complete subject matter testing requirements, schools must use AF Form 623A entries to document individual exercise/evaluation scores. Once instructors demonstrate a minimum of 90% on all objectively evaluated exercises and evaluations, sign them off on "Instructor Subject Matter Testing" on the CEPME Form 10C. If newly hired instructors recently graduated from the level of EPME they will be teaching, you may use their previous objective evaluation scores if all of the following conditions are met:

- Instructor graduated within the last 6 months.
  - Instructor's Formative and Summative scores were 90% or better.
  - EPC has not revised the course exercises/examinations.
- **Core Task Certification.** All assigned 8T000 instructors (to include ALS flight chiefs and Academy Directors of Education and Resources) must meet core task certification requirements outlined in the *8T000 CFETP*. Use the 8T000 Specialty Training Standard and any locally developed AF Forms 797, *Job Qualification Standard Continuation/Command JQS*, to track core task certification progress and completion.
  - **CEPME Form 10C Documentation.** To complete the CEPME Form 10C, fill in the appropriate information on the top three lines of the form using the instructor's previous enrollment and completion dates. In the "Required Training" section, identify the date the individual completed EPME subject matter testing requirements. As noted above, have the instructor sign and date the two signature lines on the bottom of the form indicating receipt of required CCAF information. File the CEPME Form 10C in Section 3 of the instructor's faculty folder. Once CCAF fields the automated faculty folder program, file the CEPME Form 10C in the instructor's OJT folder.
  - **EPME Teaching Internship Completion Letter.** Once instructors meet subject matter testing and core task certification requirements, they have met all EPME Teaching Internship requirements. Since CCAF only awards credit hours for completion of the instructor's first internship, STC or practicum, do not send an internship completion e-mail message to CCAF or EPC.
  - **IMPORTANT:** At this point, these instructors have met IIQT requirements only. They must continue to complete all LQT requirements specified in the *8T000 CFETP*. Document lesson qualification using the CEPME Form 10B, *Individual Instructor Lesson Qualification Log*.

- ☑6. **Occupational Instructor Certification (OIC) Program.** This certification program formally acknowledges instructor qualification and teaching experience. The CCAF *Policies, Procedures and Guidelines* outlines all the eligibility requirements. The affiliated school CCAF POC is the focal point for submitting OIC nominations on behalf of the school's commandant or ALS flight chief. The POC will process approved nominations electronically using the CCAFID.

Direct all questions concerning the OIC to the CCAF program manager at [ccaf.dfal@maxwell.af.mil](mailto:ccaf.dfal@maxwell.af.mil).

- ☑7. **Faculty Folders.** Maintain a standardized faculty folder for all assigned 8T000 instructors (to include ALS flight chiefs and Academy Directors of Education and Resources). Once CCAF fields the automated faculty folder program, maintain the required hard-copy documentation of instructor credentialing information in the instructor's OJT file (See Paragraph 8).

Attach a privacy act statement to the front of each faculty folder. Separate folders into three labeled sections (Sections 1 through 3) and organize each section as follows:

- **SECTION 1.** In this section, keep all documentation referencing instructor's credential record, In-Service Training and lesson qualification. Retain the following forms in the order listed:
  - **CEPME Form 10, *Faculty and Staff Credential Record* (see Attachment 4).** Document all identification data, related military and civilian education and training, academic or educational awards and recognition, post secondary education and non-degreed instructor status.
  - **CEPME Form 10A, *Instructor In-Service Training (IST) & Professional Development (PD) Log* (see Attachment 5).** All 8T000 personnel (to include ALS flight chiefs and Academy Directors of Education and Resources) must receive, at a minimum, 32 hours of IST per calendar year (CY). Document IST hours on the CEPME Form 10A and retain 3 years worth of IST documentation in each faculty folder. Use a new CEPME Form 10A each CY. The documentation of PD hours is optional. Schools may use this area of the form to track PD for EPR and AF Form 1206 purposes.

**Note:** During an instructor's first CY of assignment, pro-rate the required IST hours using the following table:

MONTH SIGNED INTO UNIT	IST Hours	MONTH SIGNED INTO UNIT	IST Hours
January	32.00	July	16.00
February	29.00	August	13.00
March	27.00	September	11.00
April	24.00	October	8.00
May	21.00	November	5.00
June	19.00	December	3.00

- **CEPME Form 10B, *Instructor Lesson Qualification Log* (see Attachment 6).** Document all lessons an instructor is qualified to teach on the CEPME Form 10B. There are three methods to qualify instructors: direct observation, formal IST and one-on-one IST with another instructor qualified on that lesson. The CEPME Form 10B is a living document. As EPC introduces new lessons into the curriculum, add them to the form. When EPC revises lessons, update the publication dates on the CEPME Form 10B. ALS flight chiefs and Directors of Education will decide if instructors need to re-qualify on the lessons. Base this decision on the size or extent of the lesson change and instructor experience. Continuously compare lesson publication dates listed on the CEPME Form 10B with the course index for your level of EPME to ensure accurate documentation of lesson qualification.
- **SECTION 2.** In this section, keep the last 3 years worth of instructor evaluation forms.
  - **CEPME Form 620, *EPME Instructor Evaluation Checklist* (see Attachment 7).** Use the CEPME Form 620 to document all instructor evaluations. Fill in all applicable areas on the form. Use Section II of the form to provide instructors constructive feedback regarding their skills associated with presenting a guided discussion lesson and interaction with the students. Ensure your written feedback in Section IV is thorough, purposeful and directed at improving instructor effectiveness or lesson delivery, especially for those items marked less than “Excellent” in Section I of the form. When determining your overall rating, use the instructor competencies outlined in Attachment 8.
- **SECTION 3.** In this section, keep verification of EPME Teaching Internship progress/completion, a copy of the internship completion e-mail message to CCAF/DFCA and, if applicable, a copy of the instructor’s degree completion contract.
  - **CEPME Form 10C, *EPME Teaching Internship Completion Checklist* (see Attachment 9).** Use the CEPME Form 10C to document the instructor’s progress toward completion of all EPME Teaching Internship requirements. If a new instructor completed a previous internship, STC or practicum, fill out the CEPME Form 10C as specified in Paragraph 5.
  - **EPME Teaching Internship Completion E-mail.** File a copy of the e-mail message you sent to CCAF/DFCA (and courtesy copied to EPC/DOX) verifying the instructor’s internship completion information.
  - **Degree Completion Contract for Non-Degreed Instructors.** Complete and file this contract within 30 days from the date the instructor signs into the unit. If circumstances require an instructor to extend the degree completion date noted on the contract, the instructor’s supervisor and commander must review and sign a new degree completion contract. When the instructor completes degree requirements, remove this contract from the folder.

**Note:** HQ CEPME units must notify EPC/DOX of any degree completion contract extensions at least 30 duty days before the original contract expires.

☑8. **OJT Folders.** Once CCAF fields the automated faculty folder program, EPC will no longer require EPME schools to maintain hard-copy folders. However, schools must establish instructor OJT files to maintain certain credentialing requirements that CCAF cannot maintain on the CCAFID. Schools must maintain the following documents in each OJT folder:

- CEPME Form 10A, *Instructor In-Service Training (IST) & Professional Development (PD) Log* (see Attachment 5).
- CEPME Form 10B, *Instructor Lesson Qualification Log* (see Attachment 6).
- CEPME Forms 620, *EPME Instructor Evaluation Checklist* (see Attachment 7).
- CEPME Form 10C, *EPME Teaching Internship Completion Checklist* (see Attachment 9).
- Copy of Teaching Internship Completion e-mail (see Attachment 3)
- Degree Completion Contract for Non-Degreed Instructors (see Attachment 1).

☑9. **Master IST Plan.** Keep a Master IST Plan in a centralized binder and maintain 3 years worth of IST documentation on file. Organize each section as follows:

- **SECTION 1 – Actual/Additional IST Log.** Use the CEPME Form 1098B, *Calendar Year (CY) IST Log* (see Attachment 10), to list all IST sessions conducted during the CY. Consistently perform test data analysis reviews to identify teaching strengths and weaknesses and schedule IST sessions accordingly. Use the findings to drive IST improvement actions and support submissions of CEPME Forms 401, *EPME Curriculum/Test Change Request*. Ensure each instructor meets the minimum hourly requirements for IST defined in Paragraph 8.
- **SECTION 2 – IST Documentation.** Use the CEPME Form 1098C, *IST Session Documentation Log* (see Attachment 11), to create a historical record of each IST session. Thoroughly document sessions to include the IST title or subject, number of hours, reason for topic selection, staff members present/absent and a detailed account of the main points/sub points discussed. Use Section IV, *IST Follow-Up*, to document any after action plans and schedule follow-up IST sessions to ensure you achieve your expected results.

10. **Guest Lecturers, Subject Matter Experts and Speakers of Opportunity.** The use of guest lecturers, subject matter experts or speakers of opportunity are an integral part of EPME. However, only CCAF faculty members can assume ultimate responsibility for meeting instructional objectives in a CCAF course. Therefore, anytime non-faculty members present any EPME lesson plan material, a qualified EPME faculty member must be present during the entire presentation. Guest lecturers, subject matter experts or speakers of opportunity (guest speakers and panelists) may present a portion of a lesson but not the entire lesson. At a minimum, an EPME faculty member will conduct the lesson introduction and conclusion to ensure students can meet educational objectives and measurable samples of behavior. Schools can use any of these types of speakers for Commandant and ALS Flight Chief hours to enhance the overall experience of EPME students.

**EXCEPTION:** The AFSNCOA can use guest lecturers or subject matter experts to present an **entire** lesson. Since there is only one school at this EPME level, all students will receive a standardized course of instruction. However, the AFSNCOA must maintain a Résumé and Feedback Folder outlining the presenter's qualifications (education, experience, etc.) and a qualified instructor must be present during the entire presentation.

- 11. CCAF Annual Report.** Provide an annual report to CCAF Campus Relations (CCAF/SL) by 15 December each calendar year. Use the annual report format specified in CCAF Campus Relations' *Policies Procedures and Guidelines*. EPC/DOX will compile and document annual report requirements from all CONUS NCOAs and the AFSNCOA and submit one comprehensive report on behalf of HQ CEPME directly to CCAF/SL. HQ CEPME schools must submit their inputs to EPC/DOX NLT 30 November each year. All ALSs and overseas NCOAs will compile and document their own annual report requirements and send separate, individual reports directly to CCAF/SL and courtesy copy their EPME MAJCOM Representative.

// SIGNED //

ALBERT J. BOWLEY, JR., Colonel, USAF  
Commander

### Degree Completion Contract

Name \_\_\_\_\_ Date Assigned \_\_\_\_\_

Position \_\_\_\_\_

1. I expect to complete my degree by within 1 year of assignment. The Education Services Office reviewed my records, and I need to complete the following courses to satisfy my degree requirements:

**Required Courses:**

_____	_____
_____	_____
_____	_____

2. Before attending college courses and receiving tuition assistance, I will take the following tests:

<b>CLEP/DANTES Tests:</b>	<b>Date Scheduled:</b>	<b>Results: (P/F: Post when notified)</b>
---------------------------	------------------------	---

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. If I don't pass the required CLEP/DANTES tests, I will complete the required courses through a local college according to the following schedule:

<b>Required Courses:</b>	<b>Start Date:</b>	<b>End Date:</b>	<b>Grade: (Post when notified)</b>
--------------------------	--------------------	------------------	------------------------------------

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

4. Based on the Education Services Office evaluation, I expect to complete my degree by \_\_\_\_\_.

5. If I ever need to change or update this contract, I will notify my supervisor (\_\_\_\_\_) and commander (\_\_\_\_\_).

\_\_\_\_\_  
Instructor Signature/Rank//Date

\_\_\_\_\_  
Supervisor Signature/Rank//Date

\_\_\_\_\_  
Commander Signature/Rank//Date

**Note: If the degree completion date is extended, the supervisor and commander must review and sign a new contract.**

### Academic Transcript Request Form

To: Office of the Registrar

\_\_\_\_\_ (Name of Institution)  
 \_\_\_\_\_ (Address)  
 \_\_\_\_\_ (City/ST/Zip)

\*\*\*An official transcript is one mailed directly from institution to institution. It may take several weeks for all transcripts to arrive. Since most schools, colleges and universities require a fee for this service, you will need to contact each institution to include the appropriate amount and type (check, credit card, etc) of fee with this form. You should also request information on their transcript ordering process as they may allow Internet or fax orders. Otherwise, this form must contain your original signature and the form must be mailed to the university for processing\*\*\*

Please send an official copy of my academic transcript to the Community College of the Air Force, the address listed at the bottom of the page. My student information follows.

\_\_\_\_\_ (Current Name)  
 \_\_\_\_\_ (Current Address)  
 \_\_\_\_\_ (City/St/Zip)  
 \_\_\_\_\_ (Telephone)  
 \_\_\_\_\_ (Name While Attending)  
 \_\_\_\_\_ (Social Security Number)  
 \_\_\_\_\_ (Dates of Attendance)

Signature \_\_\_\_\_ Today's Date \_\_\_\_\_

### Send official Transcript(s) to:

**Community College of the Air Force  
 ATTN: DFCA (Instructor Records)  
 130 West Maxwell Boulevard  
 Maxwell AFB AL 36112-6613**

## Sample Internship E-mail Message

**To:** CCAF/DFCA

**CC:** [James.Drake@maxwell.af.mil](mailto:James.Drake@maxwell.af.mil) (EPC/DOX)

**Subject:** EPME Teaching Internship Completion

**Importance:** High

To Whom It May Concern,

Please process EPME Teaching Internship completion actions for the following individuals who have completed all 383AIR3S200-036 teaching internship requirements as outlined in the *CCAF Campus Relations' Policies, Procedures and Guidelines*:

- RANK/GRADE: E07
- NAME: Paul Bearer
- SSAN: 123-45-6789
- STC Start Date: 31 Jul 03
- STC Completion Date: 18 May 04
  
- RANK/GRADE: E06
- NAME: Trish Stratus
- SSAN: 111-22-3333
- STC Start Date: 8 Oct 03
- STC Completion Date: 12 Feb 04

Thanks for your help and support.

V/r,

***James B. Drake***

JAMES B. DRAKE, MSgt, USAF  
Supt, Plans and Programs  
Maxwell AFB - Gunter Annex, AL 36114-3107  
DSN 596-1630 Comm (334) 416-1630

"Under the Privacy Act of 1974, you must safeguard all information reflected on this E-mail and, if applicable, all attachments. Disclosure of information is IAW AFI 33-119, AFI 33-127, AFI 33-129, AFI 37-132 and Public Law 93-579, and it is For Official Use Only."

FACULTY AND STAFF CREDENTIAL RECORD				
SECTION I		IDENTIFICATION DATA		
NAME (Last, First, MI)		RANK	ORGANIZATION	
EPME DATE:	DATE ASSIGNED SCHOOL:	EPMEIC COMPLETION DATE:	TEACHING INTERNSHIP ENROLLMENT DATE:	TEACHING INTERNSHIP COMPLETION DATE
SECTION II EPME RELATED MILITARY EDUCATION & TRAINING (Continued on Reverse)				
COURSE TITLE		COURSE NUMBER	COURSE LENGTH (Hrs)	DATE COMPLETED
Your EPME DATE is the date you were assigned to your initial EPME duty (this date <b>never</b> changes). The date you were assigned to your current EPME job goes in the DATE ASSIGNED SCHOOL block.				
In Section II, EPME RELATED MILITARY EDUCATION & TRAINING, list all military training <b>related to areas taught in EPME</b> (e.g., EPME courses attended, the USAF Effective Writing Course, etc.). Do not list <b>all</b> military education. Since there are separate blocks for the EPMEIC and the EPME Teaching Internship enrollment/completion dates in Section I, do not list these courses in Section II.				
SECTION III EPME RELATED CIVILIAN EDUCATION AND TRAINING (Continued on Reverse)				
COURSE TITLE		COURSE NUMBER	COURSE LENGTH (Hrs)	DATE COMPLETED
In Section III, EPME RELATED CIVILIAN EDUCATION & TRAINING, list all civilian training <b>related to areas taught in EPME</b> (e.g., English, Speech, Management college classes etc). Do not list <b>all</b> civilian education.				
SECTION IV EPME ACADEMIC OR EDUCATIONAL AWARDS & RECOGNITION (Continued on Reverse)				
TYPE OF AWARD OR RECOGNITION		INSTITUTION OR LOCATION		DATE AWARDED
In Section IV, EPME ACADEMIC OR EDUCATIONAL AWARDS & RECOGNITION, list only <b>EPME academic or educational awards and recognition</b> (e.g., EPME Instructor of the Year, EPME Manager of the Year, CCAF Occupational Instructor Certification, etc.) Do not list NCO of the Quarter, SNCO of the Year, 12 OAY, etc.				
SECTION V POST-SECONDARY EDUCATION				
DEGREE LEVEL	INSTITUTION			DATE AWARDED
In Section V, POST-SECONDARY EDUCATION, list all advanced degrees. If an individual completed a CCAF degree, a CCAF transcript must be on file in the CCAFID. For bachelor, master and doctor degrees, an official transcript for the <b>highest</b> degree awarded must be on file in the CCAFID.				
SECTION VI NON-DEGREED INSTRUCTORS				
INSTITUTION			DATE ENROLLED	COMPLETION DATE (EST)
Non-Degreed Instructors must have a Degree Completion Contract on file in Section 3 of the faculty/OJT folder.				



## INSTRUCTOR IN-SERVICE TRAINING (IST) & PROFESSIONAL DEVELOPMENT (PD) LOG

NAME (Last, First, MI):

RANK

ORGANIZATION

Calendar Year (CY):

**NOTE:** EPC bases the Training Year on the calendar year (CY). Pro-rate new instructors' IST hour requirements during their first CY of assignment.

### IN-SERVICE TRAINING LOG

IST DATE	IST NUMBER	IST TITLE OR SUBJECT	HOURS
----------	------------	----------------------	-------

Until EPC merges this form into the iGecko program, schools must develop their own automated system to duplicate the form or manually complete each form.

Information in the blocks for IST DATE, IST NUMBER, IST TITLE OR SUBJECT and HOURS must match the information on the forms filed in the centralized Master IST Plan (CEPME Forms 1098B and 1098C).

Use the chart below to prorate their IST hour requirements for new instructors during their first CY of assignment.

MONTH SIGNED INTO UNIT	IST Hours	MONTH SIGNED INTO UNIT	IST Hours
January	32.00	July	16.00
February	29.00	August	13.00
March	27.00	September	11.00
April	24.00	October	8.00
May	21.00	November	5.00
June	19.00	December	3.00

**Note:** Even though you have a centralized Master IST Plan, you **must** document IST hours in **each instructor's** faculty folder. This is a CCAF and SACS requirement to meet accreditation criteria.



<b>INSTRUCTOR LESSON QUALIFICATION (LQ) LOG</b>		
NAME (Last, First, MI)	RANK	ORGANIZATION
LESSON NUMBER & TITLE	LESSON PUBLICATION DATE	DATE QUALIFIED BY: (1) DIRECT OBSERVATION (2) FORMAL IST or (3) INFORMAL IST
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>The LESSON PUBLICATION DATE block must reflect the published date on the Lesson Plan (LP) the instructor is qualified to teach.</p> <p>When EPC revises a current lesson plan with a new publication date, the Director of Education or ALS flight chief will determine if re-qualification is necessary. Base this decision on the size or extent of the changes, as well as instructor experience.</p> <p><b>IMPORTANT NOTE:</b> Regardless of whether or not re-qualification is deemed necessary, ensure you document the lesson's new publication date to indicate the instructor is qualified on the revised version of the lesson.</p> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>In the DATE QUALIFIED BY block, enter one of the following:</p> <ol style="list-style-type: none"> <li>(1) The date another staff member (qualified on the lesson) directly observed the individual teach the lesson.</li> <li>(2) The date the individual attended a formal IST dedicated to teaching that lesson.</li> <li>(3) The date the individual had a one-on-one informal IST with another instructor (qualified to teach that lesson).</li> </ol> <p>Whenever possible, qualify instructors using the direct observation method. Use the IST qualification method if observation of the instructor is not possible due to the introduction of a new lesson, manning shortages or other limiting factors.</p> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>If a trainer or supervisor determines an instructor is no longer qualified to teach a lesson or multiple lessons, decertify the instructor by drawing a line through the lesson or lessons on the CEPME Form 10B. To re-qualify the instructor, you must use the observation method of qualification to ensure the instructor corrected any previously noted deficiencies. When the instructor is re-qualified, add the lesson on the CEPME Form 10B as a new line item and annotate the re-qualification date.</p> </div>
<div style="border: 1px solid black; padding: 5px;"> <p>Document <b>all</b> lessons an instructor is qualified to teach on the CEPME Form 10B. As EPC introduces new lessons into the curriculum, add the new lessons to the running list of lessons the instructor is qualified to teach. The CEPME Form 10B is a living document; it represents a running total of lessons the instructor is qualified on, not just the lessons currently in the course index.</p> <p><b>NOTE:</b> If an instructor was assigned before the release of this guidance and is qualified on numerous lessons using other forms of documentation, do not remove those forms. Keep the previous documentation on file and begin documenting all future lesson qualification using this form as of the mandatory date indicated at the bottom of this form.</p> </div>		

EPME INSTRUCTOR EVALUATION CHECKLIST		DATE	TIME STARTED	TIME STOPPED
NAME OF INSTRUCTOR (Last, First, MI)		RANK	EPME COURSE & CLASS NUMBER (Enter class # in appropriate blank) ALS _____ NCOA _____ AFSNCOA _____	
NAME OF EVALUATOR (Last, First, MI)		RANK	IN-SERVICE TRAINING (Has instructor attended an IST on this lesson?) YES <input type="checkbox"/> NO <input type="checkbox"/> (Required if "NI" Overall Performance Rating)	
LESSON: CLASS NUMBER consists of the 2-digit FY, a hyphen and the numerical class number (e.g., 05-1 for the first class of FY 05).		REASON FOR EVALUATION (Check one) QUALIFICATION <input type="checkbox"/> FOLLOW-UP <input type="checkbox"/> NO-NOTICE <input type="checkbox"/>		

**INSTRUCTIONS: Rate each item in Section I as: E – Excellent; S – Satisfactory; NI – Needs Improvement; NA – Not Applicable.** Ratings less than "E" require thorough and purposeful written feedback in Section IV, "Comments" informing the instructor how to improve that item (Reference "ITEM" number). "NA" applies to items that are not applicable to the lesson presented. **A rating of "NI" in Section III, "Overall Performance Rating" requires a follow-up evaluation on this lesson the next time the evaluated instructor teaches it.**

SECTION I. RATINGS									
ITEM	E	S	NI	NA	ITEM	E	S	NI	NA
1. ATTENTION STEP					10. REMOTIVATION / CLOSURE <i>(Tie to previous lessons, assignment)</i>				
2. MOTIVATION					11. LESSON PLAN PREPARATION & USE <i>(Current, personalized)</i>				
3. OVERVIEW					12. KNOWLEDGE <i>(Mastery of subject)</i>				
4. CONTROL OF DISCUSSION					13. TIME MANAGEMENT <i>(Flow, schedule)</i>				
5. INTERIM SUMMARIES					14. COMMUNICATIVE SKILLS <i>(Eye contact, voice)</i>				
6. TRANSITIONS					15. DELIVERY SKILLS <i>(Gestures, movement)</i>				
7. QUESTION & ANSWER TECHNIQUES <i>(Overhead, direct, relay, and answers)</i>					16. VISUAL AIDS <i>(Effective use, handouts, AV equipment)</i>				
8. LESSON CONTENT <i>(Main points covered, met objectives)</i>					17. PERSONAL QUALITIES <i>(Appearance, rapport)</i>				
9. SUMMARY <i>(Review main points and tie to objectives)</i>					18. CONDITION OF CLASSROOM <i>(Appearance, distractions, comfort)</i>				

SECTION II. SOCIOGRAM (Mandatory for Guided Discussion lessons)	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin-bottom: 10px;"></div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="display: flex; flex-direction: column; gap: 10px;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <div style="display: flex; flex-direction: column; gap: 10px;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> </div> <div style="display: flex; justify-content: center; gap: 20px; margin-top: 10px;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>	<p>FEEDBACK ON SOCIOGRAM (Draw an "X" in blocks representing empty seats)</p> <p>FACILITATION: YOU _____% STUDENTS _____%</p> <div style="border: 2px solid black; padding: 5px; margin-top: 5px;"> <p>Place the approximate percentage of the lesson facilitated by the instructor and the students in the areas above.</p> <p><b>IMPORTANT NOTE:</b> Reserve this section of the form for comments directly relating to the instructor's guided discussion communication skills and interaction with the students. Record comments concerning the overall lesson presentation in Section IV on the back of this form.</p> <p>See example/non-example of appropriate facilitation by the instructor as indicated in the sociograms on the next page.</p> </div>

SECTION III. OVERALL PERFORMANCE RATING	
Based on the ratings noted in Section I, check the appropriate block below. If you only observe a portion of the lesson, pro-rate the following requirements accordingly.	
<input type="checkbox"/> OUTSTANDING	– 16 or more items (or pro-rated amount) rated "Excellent." <b>No items</b> rated "Needs Improvement."
<input type="checkbox"/> EXCELLENT	– 13 –15 items (or pro-rated amount) rated "Excellent." <b>No more than 2 items</b> rated "Needs Improvement."
<input type="checkbox"/> SATISFACTORY	– 13 or more items (or pro-rated amount) rated "Satisfactory" or higher. <b>No more than 4 items</b> rated "Needs Improvement."
<input type="checkbox"/> NEEDS IMPROVEMENT	– <b>5 or more items</b> (or pro-rated amount) rated "Needs Improvement." <b>Follow-up evaluation required.</b>

**SECTION IV. COMMENTS**

The arrows in the sociogram shown below indicate the instructor facilitated the discussion more like an informal lecture than a guided discussion or case study.

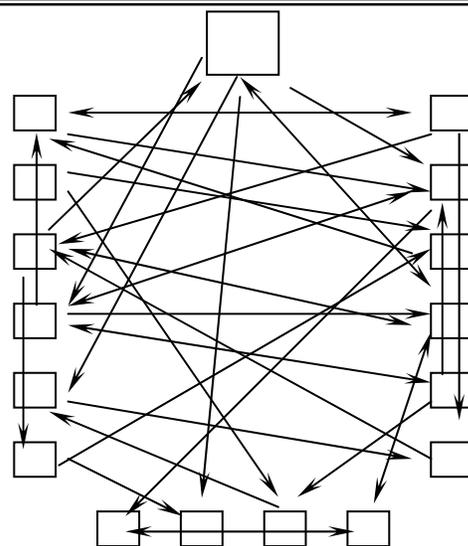
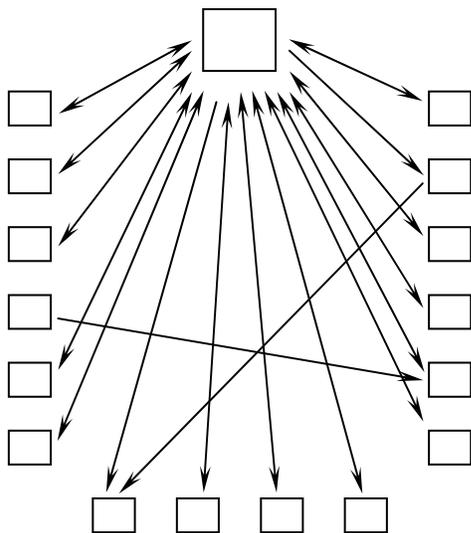
Most of the feedback is between the instructor and students with relatively little feedback between the students themselves.

Consider this type of interaction as “Needs Improvement” for a guided discussion or case study.

The arrows in the sociogram shown below indicate the instructor properly facilitated the discussion as a guided discussion or case study.

Most of the feedback is between the students themselves with relatively little feedback between the instructor and students.

Depending on the amount of feedback between students and whether or not the instructor involved all the students, consider this type of interaction “Excellent” or “Outstanding” for a guided discussion or case study.



Per the *USAF EPME Procedural Guidance*, instructor evaluation feedback must be thorough, purposeful and directed at improving instructor effectiveness or lesson delivery. At a minimum, evaluators must provide constructive written feedback in Section IV, “Comments,” on how to improve any subject area rated less than “Excellent” in Section I of this form.

To maximize the effectiveness of your comments, highlight three major areas when developing your written comments. Focus on “Instructional Strengths,” “Areas for Improvement” and “Action Plans” for achieving any necessary improvements.

**SECTION V. ACKNOWLEDGEMENT OF EVALUATION FEEDBACK**

SIGNATURE OF INSTRUCTOR EVALUATED

DATE OF FEEDBACK

SIGNATURE OF

The instructor’s supervisor must review the form and sign this block, unless the supervisor performed the evaluation. ALS flight chiefs will have their Reporting Official sign this block.

SIGNATURE OF INSTRUCTOR’S SUPERVISOR (NA if evaluator was instructor’s supervisor)

DATE OF REVIEW (If required)

## EPME Instructor Evaluation Teaching Competencies

**NOTE:** Use the following competency examples to help you determine your rating for each area. Do NOT circle examples to insert in faculty folder as part of the evaluation in place of written comments on the CEPME Form 620. Write comments for each area on the CEPME Form 620 and review during your evaluation feedback session with instructor.

ITEM	RATING		
	Needs Improvement	Satisfactory	Excellent
1. Attention Step	Missing / None used.	Focused on topic. Related to topic. Got students' attention.	Creatively got students' attention. Invoked student response.
2. Motivation	Missing / None used.	Generalized explanation of how information is useful to student.	Specifically, personally appealed to students. Audience centered.
3. Overview	Missing / None used.	Main points listed and lesson objective read aloud.	Comprehensive. Lesson objectives expanded and sub points listed. Reading assignments tied in.
4. Control of Discussion	No attempt made to bring students back on track. Abrupt or disruptive manner of handling group. Instructor lost control of discussion and students were "in charge."	Majority of time focused on lesson objectives. Did not stray from topic for prolonged periods. Brought discussion back on track as necessary. Sometimes cut students off in an abrupt manner.	Entire time focused on lesson objectives. Instructor smoothly related any comments or straying from topic back to lesson objectives. Immediately brought discussion back on track when students strayed from the topic.
5. Interim Summaries	Missing / None used.	Interim summaries used at applicable level to support lesson objectives.	Assessed student comprehension and tied in student comments to help summarize.
6. Transitions	Missing / None used.	Transitions got students from one point to the next. Transitions used between main points.	Transitions looked ahead and behind to tie lesson objectives together.
7. Question & Answer Techniques (Overhead, direct, relay, and answers)	Mostly lecture. Used wrong type of questions to stimulate discussion. No participation encouraged.	Open-ended questions used. Instructor waited for a response. Questions usually suitable for level of learning. Encouraged most students to participate.	Questions spurred discussion between students. Students were the ones discussing lesson objectives. Expertly used questioning techniques with a good balance of question types. Encouraged all students to participate.
8. Lesson Content (Main points covered, met objectives)	Not all main points covered. Most students are "lost" at end of lesson. Failed to recognize need to alter or combine sequence based on student input. Did not adapt to student comments during discussion.	All main points covered. Used lesson plan to ensure all main points were covered, to include case studies where applicable. Most students understood the concept of each main point and how it related to the lesson.	Main points tied in other lessons, past examples or discussions, and case studies to make lesson relevant to students. Recognizes need to alter or combine sequence based on student input. Adapted to student comments during discussion.
9. Summary (Review main points and tie to objectives)	Laundry list. Did not tie main points to objectives.	Covered main points and sub points. Tied main points to objectives.	Used student comments and examples to cover main points and sub points.
10. Remotivation/Closure (Tie to previous lessons, assignment)	Missing / None used. No relationships to other lessons or modules given. Inappropriate or irrelevant.	Generalized to group. Objectives used to highlight usefulness of lesson. Showed relationships to other lessons or modules. Left students with a sense of completion. Appropriate and relevant.	Audience centered. Touched students by using their specific comments and examples. Showed relationships by involving students; achieved proper level of learning. Tied back to attention step.

### EPME Instructor Evaluation Teaching Competencies (Continued)

ITEM	RATING		
	Needs Improvement	Satisfactory	Excellent
11. Lesson Plan Preparation & Use (Current, personalized)	Lesson plan not current. Personalization focused on test questions.	Lesson plan current. Some personal examples general or vague.	Lesson plan current. Consistently used in-depth, relevant personal examples to emphasize/clarify subject matter.
12. Knowledge (Mastery of subject)	Seemed confused at times. Couldn't always answer basic questions about the subject.	Demonstrated a mastery of the subject. Answered all basic, and most in-depth, questions about the subject.	Demonstrated an in-depth mastery of the subject. Answered all basic and in-depth questions about the subject.
13. Time Management (Flow, schedule)	Start and finish was not according to scheduled time. Was not aware of time when covering each main point.	Start and finish was according to scheduled time. Was aware of time when covering each main point.	Was well aware of time — equitably distributed to allow full development when covering each main point.
14. Communicative Skills (Eye contact, voice)	Did not include each student. Favored portions of the class throughout discussion. Focused on students dominating discussion. Monotone. Read lesson plan. Excessive verbal pauses. Mispronunciation of words or terminology.	Included each student. Impartial — included all students equally. Used voice to emphasize key points. Verbal pauses did not distract. Easily understood.	Used eye contact to control group and facilitate discussion. Volume used to control group. Enthusiasm and sincerity evident throughout discussion. Verbal pauses minimal or non-existent. Pronounced all words or terminology properly.
15. Delivery Skills (Gestures, movement)	Stiff, awkward, distracting, lifeless or slouching. Stood too much, keeping students focused on instructor. Too many gestures or too much movement; distracted from presentation. No gestures/movement; lacked emphasis.	Natural. Emphasized discussion or lesson content. Appropriate for method of instruction. Gestures/Movement well timed and purposeful.	Enhanced discussion and helped ensure comprehension. Adjusted gestures and movement based on students and discussion.
16. Visual Aids (Effective use, handouts, AV equipment)	Poor quality, unreadable or unprofessional. Inappropriate or irrelevant. Timing out of synch with actual presentation.	Good quality, readable and professional. Appropriate and relevant.	Creative and thought provoking. Enhanced understanding of lesson.
17. Personal Qualities (Appearance, rapport)	Poor appearance. Uniform out of standards. Minimal rapport with students.	Good appearance. Uniform met standards. Good rapport with students was evident.	Sharp appearance. Uniform exceeded standards. Excellent rapport with students.
18. Condition of Classroom (Appearance, distractions, comfort)	Classroom appearance was below standards. Decorations were too distracting. Layout of room was uncomfortable for some students.	Classroom appearance met all standards. Decorations were professional. Layout of room was comfortable for all students.	Classroom appearance exceeded standards. Decorations added to atmosphere. Layout of room facilitated inclusion of all students in discussions.

<b>EPME TEACHING INTERNSHIP COMPLETION CHECKLIST</b>		
NAME (Last, First, MI)	These dates must match the dates recorded on the instructor's CEPME Form 10 and the EPME Teaching Internship completion e-mail.	RANK
ORGANIZATION		SSAN
EPME TEACHING INTERNSHIP ENROLLMENT DATE		EPME TEACHING INTERNSHIP COMPLETION DATE
REQUIRED TRAINING (Minimum Hours)		COMPLETION DATE
LESSON PLAN PREPARATION (Including preparing audiovisual aids)	30	
STUDENT TEST ADMINISTRATION AND REVIEW	Any Combination of hours that total 30 Hours	
ACADEMIC COUNSELING OF STUDENTS		
INSTRUCTOR PERFORMANCE FEEDBACK		
INSTRUCTOR SUBJECT-MATTER TESTING (Minimum Score 90%)		
INSTRUCTOR EVALUATIONS AND RATINGS		
EVALUATION DATE	RATING	METHOD
EVALUATION DATE	RATING	METHOD
EVALUATION DATE	RATING	METHOD
REQUIRED INSTRUCTOR INFORMATION		DATE RECEIVED
INSTRUCTOR SUBJECT MATTER TESTING PROCESS		
SUPERVISION AND EVALUATION PROGRAM PROCEDURES		
DOCUMENTS USED TO TRACKING FACULTY QUALIFICATION TRAINING		
PROCESS FOR COMPLETING EPME STUDENT TEACHING COURSE		
<b>IMPORTANT: Document practice teaching hours on the back of this form. Post this form in the Instructor Faculty Folder, Section 1 or OJT Folder (as applicable).</b>		
SIGNATURE OF FACULTY MEMBER ACKNOWLEDGING ACCESS TO AND HAS READ CCAF's <i>Campus Relations Policies, Procedures, and Guidelines</i>		DATE
SIGNATURE OF FACULTY MEMBER ACKNOWLEDGING ACCESS TO AND HAS READ CCAF's <i>Employment Policies and Academic Freedom &amp; Responsibility Statement</i>		DATE
SIGNATURE OF QUALIFIED FACULTY MEMBER VERIFYING INSTRUCTOR'S COMPLETION OF EPME TEACHING INTERNSHIP REQUIREMENTS AND 8T000 CFETP CORE TASK REQUIREMENTS		DATE
SIGNATURE OF SCHOOL COMMANDER/COMMANDANT/ALS FLIGHT CHIEF VERIFYING COMPLETION OF STUDENT TEACHING COURSE AND 8T000 CFETP CORE TASK REQUIREMENTS		DATE





<b>IST SESSION DOCUMENTATION LOG</b>			
IST DATE	IST NUMBER	IST TITLE OR SUBJECT	HOURS
NAME OF PRESENTER (Last, First, Middle Initial)		FOLLOW UP (If follow-up action is necessary, annotate the projected follow-up date)	
<div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p>Ensure the IST NUMBER annotated in this block matches the number annotated on the CEPME Form 1098B, as well as the CEPME Forms 10A filed in each instructor's faculty/OJT folder.</p> </div>			
<b>SECTION I. STAFF MEMBERS PRESENT</b>			
<del>SSgt Adams, Troy</del>	<del>TSgt Johnson, Mary</del>	SSgt Turner, Frank	
<div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p>Record the names of those staff members present at the IST session, as well as those staff members absent.</p> </div>			
<b>SECTION II. STAFF MEMBERS ABSENT</b>			
SSgt Bond-Smith, Gloria			
<b>SECTION III. MAIN POINTS OF DISCUSSION (Continued on back of form)</b>			
<div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p>Use Section III, MAIN POINTS OF DISCUSSION, to detail the main points/sub points of the IST session. Consider this section as the formal recording of the minutes of your meeting. Be thorough and specific; you may need to reference subjects discussed during this meeting again in the future.</p> </div>			

**SECTION III. MAIN POINTS OF DISCUSSION (Continued from front of form)****SECTION IV. IST FOLLOW-UP (Results and/or improvements based on IST session – continue on bond paper if necessary)**

Use Section IV, IST FOLLOW-UP, to document any after action plans and schedule follow-up IST sessions to ensure you achieve expected results.