

EPME SELF-STUDY/PROGRAM MANAGEMENT REVIEW CHECKLIST

SECTION A: CURRICULUM & PROGRAM ADMINISTRATION		YES	NO	N/A
A1.	<p>Does the school refrain from modifying curricula and or deviating from standard program implementation without first having an approved waiver on file? (USAF EPME Procedural Guidance, paragraph 1)</p> <p><i>EPC/DE approval is required before schools can test or implement modifications or deviations. Maintain approvals and disapprovals on file at your school. If your school established a waiver, is it current or did it expire? EPC evaluators will check EPC/DOI for approved waivers on file.</i></p>			
A2.	<p>Does the academic schedule reflect the standardized course length, academic day and instructional periods established for that level of EPME? (USAF EPME Procedural Guidance, paragraph 2)</p> <p><i>Download a copy of the master schedule and course synopsis from the appropriate Curriculum Delivery Webpage. Compare your school's academic schedule to the master schedule and course synopsis. Since you must teach some lessons/tests in a specific sequence or on a specific day of training, look for lessons scheduled out of sequence or tests on incorrect training days.</i></p>			
A3.	<p>Does the school maintain a master library of all curriculum material? Is it current? Is access limited to authorized staff members only? Are lesson plan changes on file and posted properly? (USAF EPME Procedural Guidance, paragraph 3)</p> <p><i>Check your school's master curriculum library against the latest master course index published by EPC/DOA to ensure your school has implemented the latest versions of lessons and tests and properly posted any change documents.</i></p>			
A4.	<p>Do personal copies of instructors' lesson plans reflect the most current EPME lesson plans developed by the Educational Programs Cadre? Are lesson plan changes on file and posted properly? (USAF EPME Procedural Guidance, paragraph 3)</p> <p><i>Check your school's instructor lesson plans against the latest master course index published by EPC/DOA to ensure your instructors are teaching the latest versions of lessons and tests and properly posting any change documents.</i></p>			
A5.	<p>When applicable, did/does the school follow curriculum validation implementation procedures? (USAF EPME Procedural Guidance, paragraph 4)</p> <p><i>Review specific validation implementation guidelines to ensure compliance. If feedback to EPC is required, check with EPC/DOA to verify the school adhered to feedback submission requirements.</i></p>			
A6.	<p>Does the school maintain student records per the records disposition table? Does the staff permanently maintain course graduate information? (USAF EPME Procedural Guidance, paragraph 5 and Attachment 6)</p> <p><i>As per the 15 Jul 03 CCAF PPG, schools must permanently maintain course graduate information. Review school's historical files to verify compliance.</i></p>			
A7.	<p>Do students meet eligibility requirements listed in the Education and Training Course Announcements (ETCA)? Does the school process medical profile and eligibility waiver requests per ETCA guidelines? (USAF EPME Procedural Guidance, paragraph 6)</p> <p><i>Students must meet eligibility requirements as listed in the ETCA. Verify the school's procedures for processing profiles and waiver requests.</i></p>			

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A8.	<p>Does the school maintain the ideal instructor to student ratio of 12 to 14 students per flight (unless backlog constraints have forced a larger grouping of students)? Does the school obtain waiver approval for flights larger than 16 students? Does the school avoid conducting flights with more than 20 students?</p> <p>(USAF EPME Procedural Guidance, paragraph 7)</p> <p><i>Manpower standards allow for up to 16 students per flight. For flights larger than 16 students, schools must get waiver approval from EPC/DE <u>before</u> the class start date. Under no circumstances will EPC/DE approve waivers to exceed 20 students per flight.</i></p>			
A9.	<p>Does flight composition diversity reflect the class profile?</p> <p>(USAF EPME Procedural Guidance, paragraph 7)</p> <p><i>Use gender, race, AFSC and base of assignment as parameters to diversify flight composition.</i></p>			
A10.	<p>Does the school have a process in place to familiarize students with the USAF Chief of Staff Sight Pictures <u>before the first formative objective exercise</u>? Does the school maintain at least one "Sight Picture" Binder? Do staff members update the binder as new Sight Pictures become available?</p> <p>(USAF EPME Procedural Guidance, paragraph 8)</p> <p><i>Copies of briefing slides can serve as support documentation. Review Sight Picture Binder to ensure it is current.</i></p>			
A11.	<p>Does the staff brief students on the policies concerning Academic Freedom, Nonattribution, Professional Behavior, Academic Integrity, Extenuating Circumstances and Student Responsibilities?</p> <p>(USAF EPME Procedural Guidance, paragraph 8)</p> <p><i>Copies of briefing slides can serve as support documentation.</i></p>			
A12.	<p>Do students sign a roster verifying they understand the policies cited in the PG, paragraph 8, as well as the ramifications for failing to comply?</p> <p>(USAF EPME Procedural Guidance, paragraph 8)</p> <p><i>Review rosters to ensure every student signed verifying they understood the policies and that compliance was mandatory.</i></p>			
A13.	<p>Do staff members counsel students who fail to comply with the paragraph 8 policies?</p> <p>(USAF EPME Procedural Guidance, paragraph 8)</p> <p><i>If applicable, review Letters of Counseling on file.</i></p>			
A14.	<p>Do personnel brief students on graduation criteria upon entry into the program of instruction?</p> <p>(USAF EPME Procedural Guidance, paragraph 9)</p> <p><i>Copies of briefing slides can serve as support documentation.</i></p>			

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SECTION B: DATA ANALYSIS & SURVEY PROGRAM		YES	NO	N/A
B1.	<p>Do instructors have an opportunity to submit curriculum related and test item feedback? Do all staff members understand the CEPME Form 401 submission process? (USAF EPME Procedural Guidance, paragraphs 10 and 11)</p> <p><i>Has the school submitted any CEPME Forms 401? Check with EPC/DOA to determine if the school has any open CEPME Forms 401 and get status updates.</i></p>			
B2.	<p>Do students have an opportunity to submit curriculum related and test item feedback? Do staff personnel review all student submissions for feasibility/applicability and submit properly documented CEPME Forms 401 to EPC/DOA for further review/consideration? (USAF EPME Procedural Guidance, paragraph 10)</p> <p><i>Do students have access to locally developed “Anytime” or “Instant” critique forms to provide written feedback? Does the staff provide test critique forms to students during test administration or test review sessions? Do staff personnel control completed test critique forms accordingly? Staff members are responsible for transferring feedback provided on locally developed critique/feedback forms onto CEPME Forms 401 and forwarding only the CEPME Forms 401 to EPC/DOA.</i></p>			
B3.	<p>Does the school ensure students complete web-based surveys as directed by EPC/DOA? (USAF EPME Procedural Guidance, paragraph 10)</p> <p><i>See EPC/DOA to get an update on the school’s survey reporting habits.</i></p>			
B4.	<p>Does the school perform intra-/inter-flight analysis based on test data statistics? (USAF EPME Procedural Guidance, paragraph 11)</p> <p><i>Review school’s test analysis output products.</i></p>			
B5.	<p>Does the school initiate improvement actions based on inter-/intra flight analysis or student critiques? [e.g., submitting CEPME Forms 401 or conducting In-Service Training (IST) sessions.] (USAF EPME Procedural Guidance, paragraph 11)</p> <p><i>Review copies of submitted CEPME Forms 401 or the school’s IST Logs (CEPME Forms 1098B and 1098C) to verify school engaged in improvement opportunities based on test statistics.</i></p>			
<p>Until EPC formally implements iGecko at all levels of EPME, Airman Leadership Schools must comply with the following checklist item:</p>				
B6.	<p>Does the school forward pretest, formative exercise and summative evaluation (objective and performance) results to EPC/DOA within 5 working days after each class graduates? (USAF EPME Procedural Guidance, paragraph 10)</p> <p><i>See EPC/DOA to get an update on the school’s data reporting habits.</i></p>			

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SECTION C: TEST CONTROL & ADMINISTRATION		YES	NO	N/A
C1.	<p>Are the Test Control Officer (TCO), Alternate Test Control Officer (ATCO) and authorized test administrators appointed by letter? (USAF EPME Procedural Guidance, paragraph A7-2)</p> <p><i>Review appointment letter(s) for TCO, ATCO and test administrators.</i></p>			
C2.	<p>Does the school secure all test materials in a designated control location using a double-locked system? Is access to the designated test storage area limited to authorized personnel only? (USAF EPME Procedural Guidance, paragraph A7-3)</p> <p><i>Examine test storage area to verify compliance with paragraph A7-3.</i></p>			
C3.	<p>Does the school refrain from storing electronic copies of objective exercises and evaluations on LAN connected computers? (USAF EPME Procedural Guidance, paragraph A7-3)</p> <p><i>Ensure electronic copies of any exercises/evaluations are not stored on LAN connected computers. If test materials are stored on a computer, ensure the computer is password protected and located in a locked room.</i></p>			
C4.	<p>Does the school administer the pre-test, formative exercises and summative evaluations per the master schedule? (USAF EPME Procedural Guidance, paragraph 13)</p> <p><i>Check class schedule to verify compliance. If you give the formative exercise on Friday, you may give the summative evaluation on either Monday or Tuesday.</i></p>			
C5.	<p>Are policies and procedures in place to ensure students do not keep formative exercise and summative evaluation materials after graduating or being released from the course? (USAF EPME Procedural Guidance, paragraphs 13)</p> <p><i>Schools can authorize students to keep the formative writing assignments long enough to benefit from the feedback provided in preparation for their formative briefings and summative writing assignments. However, schools must collect and account for ALL formative and summative performance assignments before students graduate or the school administratively, academically or disciplinarily releases them.</i></p>			
C6.	<p>Are students who don't achieve the EPC/DOA identified minimum passing scores for formative exercises formally counseled? (USAF EPME Procedural Guidance, paragraph 13 and Attachment 9)</p> <p><i>Review Letters of Counseling on file to validate compliance.</i></p>			
C7.	<p>Are students who don't achieve the EPC/DOA identified minimum passing scores for summative examinations individually counseled and remediated as deemed necessary? (USAF EPME Procedural Guidance, paragraph 13 and Attachment 9)</p> <p><i>Review Letters of Counseling and Memos for Record on file. Validate the school follows Remediation procedures outlined in the PG, Attachment 9.</i></p>			

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SECTION C: TEST CONTROL & ADMINISTRATION		YES	NO	N/A
C8.	<p>Does the TCO/ATCO maintain test control logs for signing-out/in test materials for use during authorized activities? (USAF EPME Procedural Guidance, paragraph A7-3 and A7-11)</p> <p><i>Review school's control logs to verify compliance with paragraphs A7-3 and A7-11.</i></p>			
C9.	<p>Does the TCO/ATCO conduct and properly document semi-annual inventories of test materials? When the school replaces the TCO/ATCO, does the current TCO/ATCO and the new TCO/ATCO conduct a joint inventory and document the test control inventory log accordingly? (USAF EPME Procedural Guidance, paragraph A7-3)</p> <p><i>Review school's test control inventory logs to verify compliance with paragraph A7-3.</i></p>			
C10.	<p>Did the school develop written executable procedures covering test material security during emergencies? (USAF EPME Procedural Guidance, paragraph A7-3)</p> <p><i>Check school-generated operating instructions for compliance with paragraph A7-3.</i></p>			
C11.	<p>Do personnel use appropriate control procedures when mailing test critiques or other test materials? (USAF EPME Procedural Guidance, paragraph A7-4)</p> <p><i>Check school-generated operating instructions for compliance with paragraph A7-4. Verify school's submission behaviors with EPC/DOA.</i></p>			
C12.	<p>If personnel use e-mail to send test critiques or other test materials, do they use WINZIP® software and password protect each file? Does the school contact EPC/DOA by phone before sending any test material feedback electronically? (USAF EPME Procedural Guidance, paragraph A7-4)</p> <p><i>Check school-generated operating instructions for compliance with paragraph A7-4. Verify school's submission behaviors with EPC/DOA.</i></p>			
C13.	<p>Does the school administer all formative objective exercises and summative objective evaluations under the direct supervision of the TCO, ATCO or a designated test administrator? (USAF EPME Procedural Guidance, paragraph A7-5)</p> <p><i>Check school-generated operating instructions for compliance with paragraph A7-5.</i></p>			
C14.	<p>When combining flights together for testing purposes, does the TCO/ATCO ensure there is one test administrator for approximately every 16 students? (USAF EPME Procedural Guidance, paragraph A7-5)</p> <p><i>Check school-generated operating instructions for compliance with paragraph A7-5. For those schools that have an approved waiver to have up to 20 students per flight, only one test administrator is required per flight.</i></p>			
C15.	<p>Does the school conduct uninterrupted sessions for all 2-hour pre-tests, formative exercises and summative examinations? (USAF EPME Procedural Guidance, paragraph A7-5)</p> <p><i>Once testing begins, test administrators will only excuse students for emergencies (fire, tornado, etc.) or bathroom breaks <u>as deemed medically necessary</u>. Check school-generated operating instructions for compliance with paragraph A7-5.</i></p>			

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SECTION C: TEST CONTROL & ADMINISTRATION		YES	NO	N/A
C16.	<p>Did the school establish written local procedures for test review sessions that provide students access to <u>only</u> their test booklets and their examination answers? Do the test administrators restrict students from taking any study notes or documenting test questions missed (e.g., tally sheets) during test review sessions?</p> <p><i>(USAF EPME Procedural Guidance, paragraph A7-9)</i></p> <p><i>Check school-generated operating instructions for compliance with paragraph A7-9.</i></p>			
C17.	<p>Does the TCO/ATCO maintain a separate Test Destruction Control Log and properly document test destruction actions?</p> <p><i>(USAF EPME Procedural Guidance, paragraph A7-12)</i></p> <p><i>Review Test Destruction Control Log for proper documentation.</i></p>			
C18.	<p>Does the staff follow procedures for reporting and investigating potential test compromises?</p> <p><i>(USAF EPME Procedural Guidance, paragraphs A7-13 through A7-15)</i></p> <p><i>Verify school's reporting and investigating behaviors with EPC/DE and EPC/DO as applicable.</i> <i>Check school-generated operating instructions to verify compliance with paragraphs A7-13 through A7-15.</i></p>			

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SECTION D: ACADEMIC REVIEW BOARD (ARB) PROCESS		YES	NO	N/A
D1.	<p>Does the school convene an ARB when a student cannot meet graduation criteria and remediation actions are unsuccessful? (USAF EPME Procedural Guidance, paragraph 15)</p> <p><i>Examine student graduation data reports and copies of past ARB proceedings.</i></p>			
<p>If the school did not have any ARB proceedings since the last PMR visit, D2-D9 are N/A. Skip to Section E.</p>				
D2.	<p>Was the ARB composed of three or more military members in a grade higher than the student? Was commandant, ALS flight chief and the student's instructor restricted from serving on the ARB panel? (USAF EPME Procedural Guidance, paragraph 15)</p> <p><i>Ensure the commandant, ALS flight and the student's instructor did not serve on any ARBs. ARB members do not have to be assigned to the school; however, they must have a clear understanding of the purpose of the review board.</i></p>			
D3.	<p>Before conducting any ARB, did the staff brief board members on the ARB's purpose, board member responsibilities, expected board member behavior, school policies/academic standards and factors to consider during the ARB investigation? (USAF EPME Procedural Guidance, paragraph 15)</p> <p><i>Review school's procedures for pre-briefing ARB members. <u>Board members must understand they are not making the decision to graduate, remediate or release the student.</u> The board members are only fulfilling investigative duties to verify if the institution and the student met their responsibilities and provide input as to the feasibility of remediation actions. If applicable, review local operating instructions for compliance with paragraph 15.</i></p>			
D4.	<p>Do ARBs convene 1 day after the staff notifies the student of the need for an ARB, unless the student consents in writing to convene the board at an earlier time? (USAF EPME Procedural Guidance, paragraph 15)</p> <p><i>When applicable, ensure a copy of the student's written consent is on file for those ARBs convening earlier than 1 day after the staff notified the student of the need for an ARB.</i></p>			
D5.	<p>Did the ARB provide the student an opportunity to make a written presentation, an oral presentation or both? If the student declined to make a written/oral presentation, did the student sign a declination statement? (USAF EPME Procedural Guidance, paragraph 15)</p> <p><i>Examine copies of past Academic Review Board proceedings. If a student elects not to make either a written or oral presentation, a written declination statement must be on file.</i></p>			
D6.	<p>Did the ARB consider all factors identified in paragraph 15 when determining if the institution and the student met their responsibilities? (USAF EPME Procedural Guidance, paragraph 15)</p> <p><i>Review school generated operating instructions (if applicable) and/or the ARB summary document on file for compliance with paragraph 15.</i></p>			

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SECTION D: ACADEMIC REVIEW BOARD (ARB) PROCESS		YES	NO	N/A
D7.	<p>Did the ARB forward a written summary document, along with all support documentation, to the commandant or ALS flight chief concluding whether the institution and the student did or did not meet their responsibilities? Did the summary document address the feasibility of further remediation action?</p> <p><i>(USAF EPME Procedural Guidance, paragraph 15)</i></p> <p><i>Examine copies of past Academic Review Board proceedings. Since the ARB is not making the graduate/release decision, the summary document will not include a recommendation statement regarding such. The summary document should only address the investigative results of the three purposes of the ARB outlined in the PG, paragraph 15.</i></p>			
D8.	<p>Did the commandant or ALS flight chief review the ARB summary document and make the final decision to continue, remediate, graduate or release the student?</p> <p><i>(USAF EPME Procedural Guidance, paragraph 15)</i></p> <p><i>Examine copies of past Academic Review Board proceedings.</i></p>			
D9.	<p>If it was determined the institution did not meet its responsibilities, did the school investigate and correct the institutional failure to prevent recurrence? Are corrective actions documented? Did the school forward a copy of the corrective action plan to CEPME/CC/CV and EPC/DE/DO/ED?</p> <p><i>(USAF EPME Procedural Guidance, paragraph 15)</i></p> <p><i>If applicable, examine copies of past Academic Review Board proceedings to verify the school implemented corrective actions and forwarded a copy of the action plan to appropriate CEPME and EPC personnel.</i></p>			

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SECTION E: DISCIPLINARY REVIEW BOARD (DRB) PROCESS		YES	NO	N/A
E1.	<p>When deemed necessary by the commandant or ALS flight chief, does the school convene a DRB when a student violates Air Force directives and/or individual school policies? (USAF EPME Procedural Guidance, paragraph 16)</p> <p><i>Examine student graduation data reports and copies of past DRB proceedings.</i></p>			
<p>If the school did not have any DRB proceedings since the last PMR visit, E2-E7 are N/A. Skip to Section F.</p>				
E2.	<p>Was the DRB composed of three or more military members in a grade higher than the student? Was commandant, ALS flight chief or the student's instructor restricted from serving on the DRB panel? (USAF EPME Procedural Guidance, paragraph 16)</p> <p><i>Ensure the commandant, ALS flight or the student's instructor did not serve on any DRBs. DRB members do not have to be assigned to the school; in fact, EPC strongly suggests that one or more of the members come from outside the EPME staff.</i></p>			
E3.	<p>Before conducting a DRB, did the staff brief board members on the DRB's purpose, board member responsibilities and factors to consider during the DRB investigation? (USAF EPME Procedural Guidance, paragraph 16)</p> <p><i>Review school's procedures for pre-briefing DRB members. <u>Board members must understand they are not making the decision to release the student.</u> Board members are only fulfilling investigative duties to verify the pertinent facts surrounding the student's behavior.</i></p>			
E4.	<p>Did the DRB provide the student an opportunity to make a written presentation, an oral presentation or both to the ARB? If the student declined to make a written/oral presentation, did the student sign a declination statement? (USAF EPME Procedural Guidance, paragraph 16)</p> <p><i>Examine copies of past Disciplinary Review Board proceedings. If a student elects not to make either a written or oral presentation, a written declination statement must be on file.</i></p>			
E5.	<p>Did the DRB forward a written summary document, along with all support documentation, to the commandant or ALS flight chief outlining all pertinent facts regarding the student's behavior? (USAF EPME Procedural Guidance, paragraph 16)</p> <p><i>Examine copies of past Disciplinary Review Board proceedings. Since the DRB is not making the graduate/release decision, the summary document will not include a recommendation statement regarding such. The summary document should only address the investigative results of DRB.</i></p>			
E6.	<p>Did the commandant or ALS flight chief review the DRB summary document and make the final decision to graduate or release the student? (USAF EPME Procedural Guidance, paragraph 16)</p> <p><i>Examine copies of past Disciplinary Review Board proceedings.</i></p>			
E7.	<p>Before disciplinarily releasing a student, did the commandant or ALS flight chief have the local staff judge advocate conduct a legal review? (USAF EPME Procedural Guidance, paragraph 16)</p> <p><i>Examine copies of past Disciplinary Review Board proceedings.</i></p>			

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SECTION F: STUDENT RELEASES		YES	NO	N/A
<p>If the school did not release any students since the last PMR visit, F1-F4 are N/A. Skip to Section G.</p>				
F1.	<p>When releasing a student, does the school update the student's status code in the applicable student management system (e.g., OTA, MILPDS) using the appropriate code? (USAF EPME Procedural Guidance, paragraph 16)</p> <p><i>Review output products for proper assignment of status codes.</i></p>			
F2.	<p>Does the staff notify the student's commander in writing of the student's type of release and the reason for the release? (USAF EPME Procedural Guidance, paragraph 16)</p> <p><i>Review support documentation on file in student's folder.</i></p>			
F3.	<p>Does the staff send a notification message (e-mail, letter or facsimile) identifying only the type of release to the student's MAJCOM DP (attention EPME MAJCOM Representative, if applicable) and the NCOA commandant's or ALS flight chief's commander? Does the staff courtesy copy the student's Wing and MAJCOM CCM on the notification message? For stateside NCO Academies and the AFSNCOA, does the staff courtesy copy the CEPME Registrar (CEPME/XPR) on the notification message? (USAF EPME Procedural Guidance, paragraph 16)</p> <p><i>Review support documentation on file in student's folder.</i></p>			
F4.	<p>Does the school maintain ARB and DRB records for 3 years? (USAF EPME Procedural Guidance, paragraphs 15 and 16)</p> <p><i>Review support documentation on file.</i></p>			

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SECTION G: AWARDS PROGRAM ADMINISTRATION		YES	NO	N/A
G1.	<p>Does the school present the mandatory John L. Levitow (most distinguished graduate), Distinguished Graduate (DG), Academic Achievement and Commandant (NCOA and AFSNCOA) or Leadership (ALS) Awards? (USAF EPME Procedural Guidance, paragraph 17)</p> <p><i>iGecko and/or Graduate Tracking System (GTS) output documents can serve as support documentation.</i></p>			
G2.	<p>If the school changed the name of any of the mandatory awards identified in G1, did personnel staff the change through HQ USAF/DPLEE and obtain official approval? (USAF EPME Procedural Guidance, paragraph 17)</p> <p><i>Review support documentation on file.</i></p>			
G3.	<p>Does the staff properly manage Instructor and Peer Leadership points? (USAF EPME Procedural Guidance, paragraph A1-2)</p> <p><i>Review iGecko and/or GTS files to verify instructors consistently issue ALL 45 points in each flight and each student is rank-ordering the top three students in his/her flight. Schools may destroy all instructor and student leadership point tally sheets upon confirmation that data processed correctly.</i></p>			
G4.	<p>Does the school counsel students who refuse to participate in awarding peer leadership points and take disciplinary action where appropriate? (USAF EPME Procedural Guidance, paragraph A1-2)</p> <p><i>Rank ordering leadership qualities is a supervisory duty/expectation that graduates will perform on a daily basis in their duty sections. Consider any failure/refusal to participate in awarding peer leadership points as a failure to fulfill supervisory duties/responsibilities and take appropriate disciplinary action. If applicable, review Letters of Counseling on file.</i></p>			
G5.	<p>Does the school use iGecko/GTS (as applicable) or Attachment 2 of the USAF EPME Procedural Guidance to calculate awards? (USAF EPME Procedural Guidance, paragraph A1-3 and A1-4)</p> <p><i>Review iGecko/GTS output documents or manually prepared awards computation worksheets.</i></p>			
G6.	<p>Are written procedures and criteria in place to break a tie for the John L. Levitow Award? (USAF EPME Procedural Guidance, paragraph 17)</p> <p><i>Review school generated operating instructions for compliance with paragraph 17.</i></p>			
G7.	<p>Are written procedures and criteria in place for determining the Commandant/Leadership Award recipient? (USAF EPME Procedural Guidance, paragraph 17)</p> <p><i>Review school generated operating instructions for compliance with paragraph 17.</i></p>			
G8.	<p>For schools using iGecko, does the staff print and review the "Missing Data" and "Redline" reports before determining award recipients? (USAF EPME Procedural Guidance, paragraph A1-4)</p> <p><i>Review support documentation on file to verify compliance with paragraph A1-4.</i></p>			

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SECTION G: AWARDS PROGRAM ADMINISTRATION		YES	NO	N/A
<p>If the school used only iGecko/GTS to calculate award recipients, G9-G11 are N/A. Skip to Section H.</p>				
G9.	<p>Are students who fail to achieve a minimum passing score on any summative objective or performance evaluation ineligible for the John L. Levitow, Distinguished Graduate and Academic Achievement Awards?</p> <p>(USAF EPME Procedural Guidance, paragraph 17)</p> <p><i>iGecko/GTS automatically eliminates students not meeting minimum standards from the awards program. However, when computing awards manually, ensure school has procedures in place to comply with paragraph 17.</i></p>			
G10.	<p>Does the school only present the Distinguished Graduate Award to the top 10 percent of the class, including the John L. Levitow award recipient (as the most Distinguished Graduate)?</p> <p>(USAF EPME Procedural Guidance, paragraph 17)</p> <p><i>iGecko/GTS automatically identifies the Distinguished Graduates. However, when computing awards manually, ensure school has procedures in place to comply with paragraph 17.</i></p>			
G11.	<p>Is the Academic Achievement Award based solely on summative objective and individual performance evaluations and given to the student with the highest academic standing (excluding the John L. Levitow recipient)?</p> <p>(USAF EPME Procedural Guidance, paragraph 17)</p> <p><i>iGecko/GTS automatically identifies the Academic Achievement Award winner. However, when computing awards manually, ensure school has procedures in place to comply with paragraph 17.</i></p>			

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SECTION H: FACULTY FOLDERS & TRAINING RECORDS		YES	NO	N/A
H1.	<p>Does the staff maintain a CFETP Master Task Listing (MTL) for each AFSC assigned to the school per AFI 36-2201 and CEPMEI 36-2232?</p> <p>(AFI 36-2201, paragraphs 4.10.9 and 4.11.1.1.2) (CEPMEI 36-2232, paragraphs 2.1.2.1 and 2.1.3)</p> <p><i>Schools must maintain a MTL for each AFSC assigned to the school. Review MTLs on file at school.</i></p>			
H2.	<p>Are all staff members qualified on the core tasks identified in their applicable Career Field Education & Training Plan (CFETP) [to include ALS flight chiefs and NCO Academy Directors of Education and Resources]?</p> <p>(USAF EPME Procedural Guidance, paragraph 18) (8T000 CFETP, paragraph 10.1.6)</p> <p><i>Check faculty CFETPs to ensure personnel are qualified on all core tasks.</i></p>			
H3.	<p>Does the school ensure all 8T000 personnel (to include ALS flight chiefs and NCO Academy Directors of Education and Resources) meet requirements outlined in the IIQT section of the 8T000 CFETP?</p> <p>(8T000 CFETP, paragraph 10.1)</p> <p><i>Consider IIQT requirements complete when personnel satisfy pre-service training, EPME Teaching Internship and core task certification requirements. Once personnel complete IIQT requirements, they should continue to pursue Lesson Qualification (LQT) requirements.</i></p>			
H4.	<p>Do 8T000 faculty members have, as a minimum, an associate degree from a regionally accredited institution? If not, are members able to complete their associate degree within 1 year of assignment as an instructor? Do non-degreed personnel sign a degree completion contract within 30 days from the date they sign into the unit?</p> <p>(USAF EPME Procedural Guidance, paragraph 18) (EPME Policies, Procedures and Guidelines, paragraph 1)</p> <p><i>Non-degreed instructors must sign a degree completion contract within 30 days from signing into their school. Review progress toward completing degree requirements. Non-degree status violations can jeopardize CCAF affiliation and reflect unfavorably on EPME. All faculty folders must have official transcripts of awarded degrees. This includes CCAF Associate Degrees and degrees from civilian institutions.</i></p>			
H5.	<p>Does the school properly maintain instructor information and faculty degree status via the web-based CCAFID? Is information in the CCAFID accurate and updated on a real-time basis?</p> <p>(EPME Policies, Procedures and Guidelines, paragraph 1)</p> <p><i>Review the CCAFID to verify accuracy of instructor information and faculty degree status.</i></p>			
H6.	<p>Does the school properly document instructor qualification and training information using the CEPME Form 10 or (once activated) the "Qualifications and Training" Section of the automated faculty folder on the CCAFID?</p> <p>(EPME Policies, Procedures and Guidelines, paragraph 7)</p> <p><i>Once CCAF fields the automated faculty folder program, the CEPME Form 10 will become obsolete. Review either the CEPME Form 10 or the CCAFID to verify accuracy of instructor qualification and training information.</i></p>			

EPME SELF-STUDY/PROGRAM MANAGEMENT REVIEW CHECKLIST

SECTION H: FACULTY FOLDERS & TRAINING RECORDS		YES	NO	N/A
H7.	<p>During a staff member's first CY of assignment, does the individual receive the designated pro-rated number of In-Service Training (IST) hours? In each subsequent CY, do faculty members receive at least 32 hours of IST? Does the staff properly document IST hours using the CEPME Forms 10A and 1098C?</p> <p><i>(EPME Policies, Procedures and Guidelines, paragraph 7 and 8)</i> <i>(8T000 CFETP, paragraph 11.1.2)</i></p> <p><i>Review copies of the CEPME Forms 10A and 1098C to verify compliance with IST requirements.</i></p>			
H8.	<p>Do all assigned 8T000 faculty members (to include ALS flight chiefs and NCO Academy Directors of Education and Resources) maintain lesson qualification requirements? Does the school properly document instructor lesson qualification using the CEPME Form 10B or (once activated) the "Lesson Qualification" Section of the automated faculty folder on the CCAFID?</p> <p><i>(USAF EPME Procedural Guidance, paragraph 18)</i> <i>(EPME Policies, Procedures and Guidelines, paragraphs 7)</i> <i>(8T000 CFETP, paragraph 6.1)</i></p> <p><i>Once CCAF fields the automated faculty folder program, the CEPME Form 10B will become obsolete. Review either the CEPME Form 10B or the CCAFID to verify accuracy of instructor lesson qualification. Match lesson publication dates listed on CEPME Form 10B or CCAFID with latest course index posted by EPC/DOA on the applicable Curriculum Delivery Webpage.</i></p>			
H9.	<p>Does the staff evaluate each non-qualified instructor (those personnel enrolled in the EPME Teaching Internship) <u>at least</u> once each class until the individual officially completes the EPME Teaching Internship?</p> <p><i>(USAF EPME Procedural Guidance, paragraph 18)</i></p> <p><i>Maintain written support documentation for instructor evaluations via CEPME Forms 620. Once CCAF fields the automated faculty folder program, document frequency requirements in the "Evaluations" Section of the automated faculty folder on the CCAFID. Continue to maintain CEPME Forms 620 in an OJT Folder to verify written feedback requirements. If a non-qualified instructor does not teach during a class due to leave, TDY or other emergency situations, place a Memo for Record in the instructor's faculty folder/OJT folder to explain missing evaluation(s).</i></p>			
H10.	<p>Does the staff evaluate each qualified instructor (those personnel who completed the EPME Teaching Internship) on a "no-notice" basis at least semi-annually?</p> <p><i>(USAF EPME Procedural Guidance, paragraph 18)</i></p> <p><i>Maintain written support documentation for instructor evaluations via CEPME Forms 620. Once CCAF fields the automated faculty folder program, document frequency requirements in the "Evaluations" Section of the automated faculty folder on the CCAFID. Continue to maintain CEPME Forms 620 in an OJT Folder to verify written feedback requirements. If a qualified instructor does not teach during a 6-month period due to TDY or other emergency situations, place a Memo for Record in the instructor's faculty folder/OJT folder to explain missing evaluation(s).</i></p>			
H11.	<p>Do evaluators ensure instructors do not receive subsequent evaluations on the same lesson unless the instructor received an overall "Needs Improvement" rating?</p> <p><i>(USAF EPME Procedural Guidance, paragraph 18)</i></p> <p><i>Review CEPME Forms 620 on file.</i></p>			

EPME SELF-STUDY/PROGRAM MANAGEMENT REVIEW CHECKLIST

SECTION H: FACULTY FOLDERS & TRAINING RECORDS		YES	NO	N/A
H12.	<p>Do evaluators provide instructors written thorough and purposeful feedback directed at improving instructor effectiveness or lesson delivery? (USAF EPME Procedural Guidance, paragraph 18)</p> <p><i>Review CEPME Forms 620 on file. At a minimum, evaluators must provide written constructive feedback on how to improve areas rated less than “Excellent” in Section I of the CEPME Form 620. Evaluators should provide specific feedback on the instructor’s guided discussion communication skills and interaction with the students in Section II of the CEPME Form 620.</i></p>			
H13.	<p>Does the school maintain 3 years worth of instructor evaluations on file? (USAF EPME Procedural Guidance, paragraph 18)</p> <p><i>Review CEPME Forms 620 on file.</i></p>			
H14.	<p>Does the school maintain a Master IST plan in a centralized binder? Does the staff properly document the CEPME Form 1098B, <i>Actual/Additional IST Log</i>, and CEPME Form 1098C, <i>IST Session Documentation Log</i>? (EPME Policies, Procedures and Guidelines, paragraph 8)</p> <p><i>Review school’s Master IST Plan Binder to verify compliance with paragraph 8 requirements.</i></p>			