

USAF ENLISTED PROFESSIONAL MILITARY EDUCATION PROCEDURAL GUIDANCE

COMPLIANCE WITH THIS PUBLICATION IS MANDATORY

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

OPR: EPC/DO (CMSgt Phillip Bunch)

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

Supersedes USAF EPME Procedural Guidance, 15 April 2003

Pages: 39

Distribution: X

This publication applies to the Educational Programs Cadre (EPC) and all schools implementing Enlisted Professional Military Education (EPME) curricula. Published under the authority of AFI 36-2301, *Professional Military Education*, it prescribes criteria, policies and procedures for managing Air Force EPME programs of instruction, as well program philosophy, implementation instructions and evaluation procedures.

SUMMARY OF REVISIONS:

This document contains numerous changes. 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

Paragraph	Title	Page
1	Purpose	3
2	Schedule of EPME Courses	3
3	Curriculum Updates	3
4	EPME Curriculum Validation	4
5	Records Management	4
6	Student Eligibility Requirements	4
7	Flight Room Parameters	4
8	Mandatory Student Briefings	4
9	EPC Graduation Criteria	6
10	Course Feedback	6
11	Internal Instructional Evaluations	7
12	Test Control	7
13	Academic Exercises/Evaluations	8
14	Grammar Programmed Texts	8
15	Academic Review Boards	8
16	Student Releases	11
17	Awards Program	13
18	Faculty Qualification Requirements	14
19	Program Management Reviews	15
20	Non-Resident Course Eligibility Requirements	15

Attachments	Title	Page
1	Awards Criteria	16
2	Manual Awards Calculation Worksheets	19
3	EPME Curriculum/Test Change Request	22
4	Glossary of Abbreviations and Acronyms	24
5	List of References	25
6	Table of Disposition for Student Records	26
7	Test Control Procedures	27
8	Curriculum Change Process	34
9	Remediation Process	36

- ☑1. **Purpose.** This directive prescribes how Enlisted Professional Military Education (EPME) will function. It ensures a standard EPME experience for all airmen. Commandants and ALS flight chiefs will administer their EPME programs per this directive. In the absence of specific guidance from this and other EPME related instructions, use judgment, experience and training to make the best decision. If you are unsure of any guidance or have questions, call the appropriate EPC office for assistance. Before deviating from any aspect of this directive, submit a written request (e-mail, letter or FAX) with rationale to:

EPC/DE
550 McDonald St
Maxwell AFB, Gunter Annex, AL 36114-3107

Typically, EPC/DE will approve a request when local situations prevent instructors from delivering curriculum as designed or prevent schools from complying with EPME policy. You must have an approved waiver on file from EPC/DE before implementing any change to policy.

- ☑2. **Schedule of EPME Courses.** Each level of EPME (ALS, NCOA and AFSNCOA) will consist of the appropriate number of academic days to deliver the curriculum as developed/approved by EPC/DE. An academic day will normally consist of no more than 8 hours of academics/instruction. Each instructional hour will consist of 45 minutes of activity and a 15-minute break (plus or minus 5 minutes) unless otherwise indicated in the lesson plan. Administer all instruction per the EPME master schedule guidelines. You may rearrange lessons within modules, as long as you meet module objectives and don't violate master schedule prerequisites. Never deviate from the scheduled administration of formative exercises and summative evaluations. You may rearrange test review hours (e.g., schedule a commandant/flight chief hour between test administration and test review periods to allow staff members time to review and interpret test statistics). Adhere to lesson plan strategies; EPC will specifically identify informal lecture lessons suitable for the auditorium. Always teach guided discussion lessons in an approved seminar setting.

- ☑3. **Curriculum Updates.** Curriculum for each EPME program (ALS, NCOA and AFSNCOA) resides on a dedicated Curriculum Delivery Website (CDW). Although informal communication (e-mails, phone calls, etc.) may occasionally take between EPC and schools in the field regarding input/feedback on EPME curriculum, the CDW is the sole source for approved curriculum taught in any EPME classroom. These sites are reserved for school faculty and require a password to access. EPC/DOA will issue passwords and assist with any access or downloading problems. Direct questions on curriculum change or content to the appropriate EPC curriculum team. Access the main password page of the CDW on the first duty day of each week to check for curriculum updates. Compare the "Current Index Date" to your most recent copy of the course index. If the dates match, there are no changes, and you must then check the "Hot Topics" for other EPC updates. If the index dates are different, download the new index, find the bolded files and download those files. If you select a button and receive an error message, contact EPC/DOA to have the files re-posted. Post curriculum changes per Attachment 8, and implement curriculum revisions within prescribed timelines. Maintain a master library of all curriculum material. A shared drive, computer disk, CD-ROM or hard copies are all acceptable methods for maintaining your library. Limit access to the master library to authorized staff members only.

Note: EPC develops curriculum exclusively for presentation at EPME schools. Individuals or organizations requesting access to or use of our curriculum outside the EPME academic environment must send a written request with justification to EPC/DE.

4. **EPME Curriculum Validation.** Follow curriculum validation implementation procedures per the guidance provided during validation periods. When EPC implements curriculum changes, EPC/DE will establish specific validation procedures. When EPC revises objective exercises or evaluations, EPC/ED will coordinate with EPC/DOA to determine which test questions, if any, not to use in calculating student test scores. EPC/DOA will, in turn, notify EPME schools as necessary. Do not brief students about specific curriculum areas under validation unless directed otherwise.
5. **Records Management.** Maintain all school records per AFMAN 37-139, *Records Disposition*, unless specified otherwise (See Attachment 6).
6. **Student Eligibility Requirements.** Students must meet eligibility requirements listed in the Education and Training Course Announcements (ETCA) [<https://etca.randolph.af.mil>]. Process all medical profile or eligibility waivers per ETCA guidelines.
- Note:** To access specific ETCA's, go to <https://etca.randolph.af.mil>. From the home page, go to the "AETC" link. This will open up a search screen. On the "Training Organization" line, scroll down to "Air University" and click once. In the "Title Keyword" line, type in either "NCO" or "Airman" and click on the "Go" button. This will take you the applicable ETCA listing.
7. **Flight Room Parameters.** While the ideal student-to-instructor ratio is 12-14 students per instructor, you have the autonomy to assign up to 16 students per flight. Coordinate waiver requests for flights larger than 16 students through your MAJCOM EPME Manager to EPC/DE. Under no circumstances will flight size exceed 20 students. In multiple flight schools, use gender, race, AFSC and base location as parameters to achieve diversity in flight composition.
8. **Mandatory Student Briefings.** Your school must have some type of process that ensures every EPME student is aware of the expectation to review (or receive a briefing on) the USAF Chief of Staff Sight Pictures, the Secretary of the Air Force Vectors and the CMSAF Perspectives. Complete the review/briefing before the first formative objective exercise. Additionally, you must ensure students have access to these items. At a minimum, provide students the web link to these items (<http://www.af.mil/viewpoint/index.shtml>). At least one hard copy of each of these products needs to be available in each school in a "Sight Picture" binder. As new sight pictures become available, add them to your binder.

Brief your students on each of the following policies and that policy violation could lead to disciplinary release. Have your students sign a roster verifying they understand these policies, and formally counsel student failures to comply.

Academic Freedom. Academic freedom is the privilege of debate with discretion on any subject related to EPME curricula. Encourage visiting lecturers, faculty and students to express their opinions and support subject matter while pursuing knowledge of the military profession. Students may engage in responsible classroom discussion of controversial issues; however, this policy does not authorize the use of offensive remarks, irresponsible statements (e.g., sexist comments, ethnic slurs, etc.) or profanity. Temper academic freedom with good judgment to ensure no one makes offensive or disparaging remarks.

☑**Nonattribution.** Nonattribution is the treatment of statements made in a school forum as privileged information; do not reference statements to a specific individual. Safeguard statements, disagreements and other comments made by guest speakers, instructors or students through nonattribution. You may say “a previous speaker” or “in our flight we discussed,” but do not identify the speaker by name. Obtain permission from speakers and the school before releasing or discussing remarks outside the academic forum. This includes references made in student Communication Skills assignments. With the exception of those curriculum areas that require videotaping (e.g., student presentations), students **WILL NOT** use any type of personal recording device (e.g. cameras, tape recorders) in the classroom/auditorium. Ensure you brief students during orientation on this restriction.

Professional Behavior. Faculty and staff members must use judgment and common sense in avoiding unprofessional relationships with students in the EPME environment. EPME personnel will not develop or attempt to develop a close personal social relationship with any student. Students will abide by the same standards of behavior.

Academic Integrity. Academic integrity is the uncompromising adherence to a code of ethics, morality, conduct, scholarship and other values related to academic activity. Individuals who violate academic integrity standards of conduct are subject to administrative action and prosecution under the *Uniform Code of Military Justice*, Article 92. Violations include, but are not limited to, cheating, plagiarism and misrepresentation. Cheating is the act of giving or receiving improper assistance (e.g., gaining unauthorized access to faculty materials not intended for student use, copying answers from another’s examination, claiming another’s homework as one’s own or using student notes from previous classes). Plagiarism is the act of passing off the literary ideas and work of others as the product of one’s own mind (e.g., copying a literary work verbatim without using quotation marks). Misrepresentation is the act of making a written or verbal statement intended to intentionally deceive or mislead (e.g., falsifying a report or knowingly giving false statements to an academic review board).

Extenuating Circumstances. Extenuating circumstances are those unforeseen and uncontrollable circumstances that distract students from meeting academic or performance standards. Extenuating circumstances are: (1) death or terminal illness notification of a family member or (2) possible marital, family or financial situations. Student must inform faculty members as soon as extenuating circumstances arise. Faculty members will counsel students accordingly, keeping in mind that extenuating circumstances may indicate the need to offer a student an administrative release (see paragraph 15.2). If students experiencing extenuating circumstances decline the offer of an administrative release, document their decision using a Memorandum for Record (MFR). In paragraph 1 of the MFR explain the extenuating circumstances; in paragraph 2 state the following:

“2. This is an offer for administrative release. If you choose to accept this offer, we will return you to your unit as quickly as possible. If you choose to decline this offer, the entire school staff will assist you in successfully completing this course. However, if you do not meet graduation criteria standards, any potential Academic Review Board proceedings will not take into consideration the situational factors identified in paragraph 1. Sign below to indicate whether you accept or decline this offer of administrative release.”

☑Student Responsibilities. Students will adhere to class schedule attendance requirements and engage in the learning process by completing all homework, objective, performance and remediation assignments on time. In class, students will listen actively, think critically and willingly discuss lesson principles. Students will engage in study and review sessions as deemed necessary to meet graduation requirements. This includes participation in after hours study group sessions. Consider failure to comply with these requirements as student irresponsibility and take appropriate progressive disciplinary action. Students must put forth the effort necessary to achieve all learning objectives. This effort is the prime factor leading to mastery of EPME curriculum and ultimately success as an NCO. A maximum effort alone is not sufficient grounds to graduate students who fail to meet minimum academic standards.

☑9. EPC Graduation Criteria. Use the Graduate Tracking System (GTS) or iGecko (use of iGecko is mandatory when it is deployed to your level of EPME) to document student performance. In the objective track, students must demonstrate curriculum mastery by attaining the minimum cumulative passing standard. In the performance track, students must score the minimum passing standard in each Communication Skills Performance Section (See Attachment 2 for specific guidelines for your level of EPME). Publish EPC determined objective/performance minimum passing standards in your school policies, and brief students on graduation criteria during course introduction.

Note: To be eligible for awards, students must meet the minimum passing standard on every objective evaluation and Communication Skills performance evaluation within each section.

☑10. Course Feedback. Provide EPC/DOA the following:

Within 5 working days after each class graduates, upload the following data to the EPC/DOA website (for schools not using iGecko):

- Test data to include pretest, formative exercises and summative evaluations (objective and performance). Only qualified 8T000 personnel, or where applicable qualified civilian personnel (e.g., AFSNCOA), may manage the GTS, Test Analysis and Development (TAD) System or iGecko. Do not delegate this duty to non-qualified 8T000 personnel. Due to the importance of test analysis, EPC will not consider waivers to this policy.
- After you upload your data, send EPC/DOA an e-mail indicating your data is ready for download/review. After receiving your e-mail, EPC/DOA will download your data, review it for accuracy/content and send you a receipt confirmation response. If you don't receive a confirmation response, contact EPC/DOA by phone.

Web-Based Surveys: Ensure a minimum of 25 percent of the students do the individual CEPME curriculum surveys (POA, Leadership, Comm Skills) and 100 percent of the students do the CEPME End of Course. These requirements are in addition to any local surveys you administer.

As applicable:

- Instructor curriculum feedback (CEPME Form 401, *EPME Curriculum/Test Change Request*).
- Student curriculum feedback (“Anytime” Critiques, Test Item Critiques, etc.).
- Additional data EPC/DOA may require to support analysis and research.

11. Internal Instructional Evaluations. Evaluate your school's instructional effectiveness. Use the results to identify teaching strengths and weaknesses, drive IST improvement actions and support submissions of CEPME Forms 401, *EPME Curriculum/Test Change Request* (Attachment 3). Focus your IST improvement efforts on improving the quality of instruction, not merely improving test data statistics. When evaluating your school's effectiveness, use the following comparative analysis steps:

- Conduct an intra-flight (in flight comparison) and an inter-flight analysis (for schools with more than one flight). Your Test Analysis and Development (TAD) software can perform these functions.
- Check each flight's student answer matrix for high miss test questions and subject area problems. Compare the current answer matrix with matrices from previous classes to identify instructor strengths and weaknesses.
- Compare current class test summary averages to the Air Force-level averages in the EPC/DOA quarterly report; identify potential areas requiring attention.
- Compare current class test item statistics to your school's test bank to determine how this class performed in relation to the school's trend data.
- Compare your school's test bank data to the Air Force-level data in the quarterly report to identify your school's performance over time.

After completing the comparative analysis steps, decide on your next course of action. When making this decision, consider the test question, curriculum contents, instructional delivery and student involvement. If your analysis identifies:

- A potentially flawed test question, submit a CEPME Form 401 to EPC/DOA. Follow controlled document procedures and password protect the file.
- A potential curriculum content factor, submit a CEPME Form 401 to EPC/DOA who forwards the request to the applicable curriculum development team.
- An instructional delivery factor, conduct and document an IST on the applicable curriculum area.
- Students guessed, didn't try, didn't prepare or chose the longest alternative, then no action is required.

☑12. Test Control. Control and secure all test materials per Attachment 7. Test materials include any paper or electronic media identified as a "Controlled Item."

Note: If applicable at your level of EPME, instructors may sign out Communication Skills Performance exercise/evaluations products for the purpose of familiarizing themselves with the material, as well as grading student products. Instructors may take these products home; hold them accountable for their safe return via strict control log procedures.

- ☑13. **Academic Exercises/Evaluations.** Schedule the pre-test, formative exercises and summative evaluations per the master schedule. One full class day (or calendar day) must come between the formative objective exercise and the summative objective evaluation (e.g., if you give the formative on Monday, give the summative on Wednesday. If you give the formative on Friday, you may give the summative on Monday or Tuesday). Use the current version (see course index on the CDW) of the GTS or iGecko to score objective evaluations. Remediate and counsel students per Attachment 9. Control test item materials per Attachment 7. You may provide students access to blank performance evaluation instruments before administering exercises; however, students will not copy, permanently retain or distribute any version of performance assignments after instructors provide written feedback. Students may temporarily retain graded formative performance exercise assignments (papers, outlines and evaluation instruments) following instructor evaluation to prepare for the summative performance evaluation. Collect and account for ALL performance assignments before students graduate or return to their home station. Retain all EPME formative and summative communication assignments (including completed evaluation instruments) for two classes, after which you may destroy them.
- ☑14. **Grammar Programmed Texts.** EPC distributes the Grammar Program Texts to EPME schools as an optional educational tool to help students develop the basic grammar skills necessary to effectively communicate. At their discretion, schools may allow instructors to give students copies of the programmed text to voluntarily complete.
- ☑15. **Academic Review Boards (ARB).** When students cannot meet graduation criteria and remediation attempts are unsuccessful, appoint an ARB composed of three or more military members in a grade higher than the student. EPC strongly suggests that one or more of the ARB board members come from outside the EPME staff (e.g., first sergeants). The student's instructor, commandant or ALS flight chief will not serve as an ARB member. If the ARB is composed entirely of non-EPME members, bring in a fully-course qualified EPME faculty member to provide input for any remediation Plan of Instruction. Before starting an ARB, you must brief ARB members on the board's purpose and responsibilities, expected board member behavior and your school's policies and academic standards. Convene ARBs 1 day after notifying the student of the need for a board, unless the student consents in writing to convene the board earlier. Provide students an opportunity to make a written and/or oral presentation to the ARB. If students decide not to make any presentations, they must sign a declination statement; however, they must be available to appear before the ARB if deemed necessary. If extenuating circumstances surface during or after the ARB, consider students only for additional remediation or academic release. Extenuating circumstances do not override academic failure and are not a legitimate reason to graduate students with substandard scores.

ARB Purpose. The ARB has three purposes:

- Determine if the institution met or failed to meet all of its responsibilities in conducting the instructional program and if the deficiencies directly contributed to the student's failure.
- Determine if students met their responsibilities.
- Provide input (not decision) to the commandant or ALS flight chief on potential remediation for any student not meeting minimum academic standards.

Board Responsibilities. ARB members will objectively evaluate all circumstances and issues surrounding academic failures. Board members will include all pertinent facts outlining their findings in a summary document. The board forwards the summary document, along with all support documentation, to the commandant or ALS flight chief who makes the final decision to continue, remediate, graduate or release the student. Retain a copy of the summary document in the ARB Folder.

Board Member Behaviors. Board members must distance themselves from program responsibilities or student emotions. This is especially important if any board members are part of the school's staff or faculty. View any failures of the school to meet its responsibilities as an opportunity to improve the institution's overall program effectiveness.

Academic Standards and School Policies. Communicate the academic standards published in lesson plans and provide board members with copies of your school's policy documents.

Factors to Consider during the Investigation. Provide the ARB the applicable instructor faculty folders, IST logs, statistical analysis reports and student records. When determining if the institution and the student met their responsibilities, ARB members will consider the following:

- **Did the school teach the instructional program as designed?**

Review the course index to verify the instructor used the current lesson plan and the school administered the current tests.

Review instructor evaluations; they provide evidence the instructional program teaches lessons as designed.

Did the school conduct counseling and follow-up actions (as required) if the student did not meet the minimum score requirements on any formative exercise or summative evaluation?

Did the test environment meet test administration requirements per Attachment 7?

- **Has the school taken measures to improve instruction?**

Did the school conduct intra-flight, inter-flight and statistical comparisons between instructors and flights per paragraph 11?

Review inter- and intra-flight statistical performance to determine if the student was assigned to a flight performing lower in comparison to the other flights in the school.

Check trend data to determine if the instructor's flights typically perform lower in relation to the other flights. If so, are documented evaluations available identifying instructional weaknesses? Did the instructional weakness contribute to the student's failure?

Has the school conducted and documented ISTs based on statistical comparisons?

- **Is the instructor qualified?**

Review the instructor's AF Form 623 to verify certification on all core tasks.

Review the instructor's faculty folder CEPME Form 10b to verify the instructor was qualified on the lesson(s) contributing to the student's failure.

Review the instructor's faculty folder to verify the school conducted lesson evaluations per paragraph 18. Did the instructor receive feedback to overcome any identified instructional weaknesses (content and delivery) that may have contributed to the student's failure?

- **Was the student aware of his/her responsibilities?**

Did the school brief the student regarding the student responsibilities listed in paragraph 8?

Did the student sign a roster verifying understanding of the requirements?

- **Did the student engage in the learning process?**

Did the student complete all homework, objective, performance and remediation assignments on time?

In class, did the student listen actively, think critically and willingly discuss lesson principles?

Did the student engage in study and review sessions as deemed necessary to meet graduation requirements?

Did the student put forth the necessary effort to achieve curriculum educational objectives?

Note: If the student is lacking in one or more of these areas, then the student did not put forth enough effort, and a disciplinary release might be appropriate.

- **Miscellaneous Considerations.**

Review of Study Notes. Did the instructor review the student's study notes? Do the student's notes accurately represent lesson principles? Are the student's notes complete? The answers to these questions provide information useful in developing a remediation Plan of Instruction.

Learning Environment. Did the instructor allow the failing student to remain passive during classroom activities? Do any counseling records address this area?

Additional Duties. Did the instructor or flight leader assign the student any extra duties that interfered with study time? If so, did anyone offer the student an opportunity to give up those duties to provide more time for studying? Do any counseling records address this area?

Post ARB - Commandant/Flight Chief Actions. After reviewing the ARB summary document, render one of following decisions and inform the student:

- If the institution met its responsibilities, remediate or academically release the student.
- If the institution did not meet its responsibilities, graduate the student. Investigate and correct the institutional failure to prevent recurrence. Document corrected deficiencies and send a message (e-mail, letter or FAX) outlining the corrective actions to CEPME/CC/CV and EPC/DE/DO/ED. Keep a copy of the message in the ARB folder. Maintain ARB folders for 3 years.
- If the student did not meet required responsibilities, academically release the student. However, if the student's effort was so inadequate you could consider it dereliction of duty, a disciplinary release may be more appropriate.

16. Student Releases. There are three types of releases: academic, administrative and disciplinary. When releasing a student, update the student's status in the student management system (e.g., OTA, MILPDS) using the appropriate code. It is important to involve students' commanders early in situations that may require a release. Make commanders aware of the career impact a release may have on their members. For academic and disciplinary releases, if your class starts before a student's mandatory waiting period expires but graduates after the waiting period expires, you may enroll the student.

Academic Release. You may academically release students who fail to meet minimum course academic standards. Before academically releasing a student, convene an ARB per paragraph 15. Inform the student's commander, in writing, of the ARB findings. Academic releases render students ineligible for re-entry into any EPME course of instruction for 6 months from the date you physically release them from class.

Administrative Release. You may administratively release students when they cannot meet course requirements due to extenuating circumstances or if their commander recalls them. Coordinate and document all administrative releases through the student's commander. You may initially release students recalled to duty through voice communications. However, you must follow-up with the student's commander to get a copy of the written authorization for the recall. ANG schools will determine policies for administratively releasing ANG students. Each EPME school may determine the amount of time students can miss without jeopardizing their ability to return to class and graduate. Base this determination on the student's performance and capability, as well as the complexity of the material missed. Administrative releases are without prejudice; students are eligible to return at any time.

Note: Administratively released students don't always have to repeat the entire course. They may re-enter the course (at the discretion of the commandant/ALS flight chief) where they left off if they return within 6-months from their originally scheduled class and EPC has not revised the curriculum. For example, if a unit recalls a NCOA student part way through the second module (Organizational Management), the student can re-enter the course on the first day-of-training for the Organizational Management module.

Disciplinary Release. You may disciplinary release students who violate Air Force directives and individual school policies (e.g., cheating, lack of effort, disruptive or poor attitude or other conduct in violation of the Uniform Code of Military Justice). When sufficient evidence supports the disciplinary release, you may release students without convening a disciplinary review board (DRB). If you do convene a DRB, use three or more military members in a grade higher than the student. EPC strongly suggests that one or more of the DRB board members come from outside the EPME staff (e.g., first sergeants). The DRB members will act as an investigative body and include all pertinent facts in a summary document outlining their findings. The board will forward the summary document, along with all support documentation, to the commandant/flight chief who makes the final decision to continue, graduate or release the student. Keep a copy of the summary document in the DRB Folder. Maintain DRB folders for 3 years. Before disciplinarily releasing a student, have your local staff judge advocate conduct a legal review. CEPME units will contact CEPME/CC (or CEPME/CV) before disciplinarily releasing students. Inform the student's commander in writing of the situation surrounding the disciplinary release. Disciplinary releases render students ineligible for re-entry into any EPME course of instruction for 1 year from the date you physically release them from class.

Student Release Notification Requirements. Perform notification requirements on all school-initiated releases as follows:

- Immediately inform the student's commander (or first sergeant) and command chief master sergeant (CCM) via telephone concerning the student's type of release (academic, administrative or disciplinary) and the reason for the release (describe the details). Follow-up with written notification (e-mail, letter or FAX) identifying the type of release and the reason for the release to the student's commander.
- Send a written notification (e-mail, letter or FAX) identifying only the type of release to the student's MAJCOM DP (Attention EPME Representative, if applicable) and the school commandant's or ALS flight chief's commander. Courtesy copy the student's Wing and MAJCOM CCM. CEPME units must also courtesy copy CEPME/CC, CV and the CEPME Registrar (CEPME/XPR).
- Keep a copy of these messages in the ARB, DRB or student record files.
- ANG schools determine appropriate notification contacts for ANG student releases.

Student Release Appeal Procedures. If released, students may submit written appeals within 15 working days upon returning to their home station or unit. Submit written appeals to the appropriate appeal authority through the releasing NCOA/ALS. The appeal authority levels are:

- For ALS's it is the MSS commander (except ALS's at PACAF PME Centers where the commandant is both the flight chief's supervisor and appellate authority).
- For CONUS NCOA's and the AFSNCOA it is CEPME/CC.
- For PACAF NCOA's it is the MSG/CC.
- For USAFE NCOA it is USAFE/CV (or designated representative).

The appellate authority will review the appeal using the same criteria the commandant or ALS flight chief did. Provide the appellate authority with a copy of the ARB procedures, as well as the specific ARB or DRB file. Appellate authorities may only support or overturn the decision to release the student; they may not change the mandatory length of re-enrollment waiting periods nor change the type of release.

☑**17. Awards Program.** The John L. Levitow, Distinguished Graduate, Academic Achievement and Commandant (NCOA and AFSNCOA) or Leadership (ALS) awards are mandatory. You must staff any award additions, changes (to include the name of the award) or deletions through HQ USAF/DPLLE. Present the awards at a designated awards ceremony or graduation ceremony. Brief the awards program at the start of the course. All students are eligible for awards except:

- Students who didn't meet minimum passing scores on any summative objective or performance evaluation are ineligible for the John L. Levitow, Distinguished Graduate or Academic Achievement awards.
- Students with one or more letters of counseling, admonition or reprimand are ineligible for awards at the commandant's or ALS flight chief's discretion.
- Students released for academic or disciplinary reasons are not eligible for awards when re-attending that level of resident EPME later.
- Commandants and ALS flight chiefs have the authority to disqualify a student from the awards program if in their opinion the student does not display all the appropriate attributes of an EPME award recipient. When commandants/flight chiefs disqualify a student from any EPME award, they must document their actions via an MFR and file the MFR with the class records.

☑**John L. Levitow Award (Most Distinguished Graduate).** This is the highest honor awarded. Base selection criteria on summative objective and performance evaluations, as well as instructor and peer leadership points. Each school will have only one John L. Levitow Award recipient. Because you cannot have a tie, you must establish written tie breaking procedures and criteria. Present this award to the number one graduate as identified by GTS, iGecko or manually completed GTS calculation worksheets. As the most distinguished graduate, include the recipient of this award in your 10 percent limit for Distinguished Graduate recipients (See below).

Distinguished Graduate (DG) Award. Base selection criteria for this award on summative objective and performance evaluations, as well as instructor and peer leadership points. Present the DG award to the top 10 percent of the class. Round fractions to the nearest ten (e.g., 34 students allows for three award recipients: two DGs and one John L. Levitow; 35 students allows for four award recipients: three DGs and one John L. Levitow). You may have ties for Distinguished Graduates (except John L. Levitow) as long as you follow the intent of this paragraph.

☑**Academic Achievement Award.** This award denotes excellence as a scholar. Base selection criteria on all summative objective and performance evaluation scores. Present this award to the student with the highest academic standing (excluding the John L. Levitow recipient). Use GTS, iGecko or manually completed GTS calculation worksheets to determine the recipient. You may have ties for this award, as long as you follow the intent of this paragraph.

Commandant (NCOA and AFSNCOA)/Leadership (ALS) Award. Present this award to the student who, in the commandant's or ALS flight chief's judgment, made the most significant contribution to the overall success of the class. Commandants or ALS flight chiefs will establish written procedures and criteria for determining the recipient of this award.

☑**18. Faculty Qualification Requirements.** Complete instructor qualification requirements per the 8T000 CFETP and the *EPME PPG*. All 8T000 assigned faculty members, to include Directors of Education, Directors of Resources and ALS flight chiefs, must maintain lesson qualification and instructor evaluation requirements. The AFNCOA Commandant, the IMA to the AFSNCOA Commandant and NCOA commandants are the only non-teaching positions in EPME schools and are exempt from faculty qualification requirements.

☑**Non-Degreed Faculty Credential Requirements.** All non-degreed faculty members must sign a Degree Completion Contract within 30 days from the date they sign into the unit. They must complete a minimum of an Associate degree within 1 year from their date of assignment. Instructors who do not complete degree requirements within 12 months CANNOT TEACH AND MUST BE REMOVED from all classroom instruction duties. Consider this when hiring non-degreed faculty members, and work closely with them to meet CCAF educational credentialing criteria. Whenever possible, only hire personnel who already possess at least an Associate degree. EPME organizations that do not meet faculty credential requirements are subject to possible sanctions, and EPC will report discrepancies discovered during program management reviews to CCAF/SL.

☑**Instructor Evaluation Program.** Use the CEPME Form 620 to document instructor evaluations and keep the last 3 years worth of instructor evaluations on file in each faculty folder. A qualified CCAF faculty member must conduct the two instructor evaluations required to complete the EPME Student Teaching Course (CEPME Form 10C). Beyond that, the CEPME/CC, CV, DE, commandants, unit commanders, flight chiefs, instructors or EPC staff members may conduct instructor evaluations, and these evaluations will count toward frequency requirements.

- Evaluate non-qualified instructors (those instructors enrolled in the EPME Student Teaching Course) at least once each class. If an instructor does not teach during a class (e.g., emergency leave, TDY), place a MFR in the faculty folder, Section 2, explaining the missing evaluation(s).
- Evaluate qualified instructors on a “no-notice” basis at least semi-annually. Schedule one evaluation between Jan-Jun and the other between Jul-Dec. Do not conduct subsequent evaluations on the same lesson unless the instructor received an overall “needs improvement” rating on the initial evaluation or EPC revised the lesson.
- A strong evaluation system is the most effective way to improve instructor-teaching skills, ensure instructors teach the curriculum as designed and identify training requirements. It requires more than meeting the minimum frequency standards for evaluation, and must include all of the following components:
 - Provide thorough and purposeful written feedback directed at improving instructor effectiveness or lesson delivery. Focus feedback comments on instructional strengths, areas for improvement and action plans for achieving necessary improvements.
 - Do quarterly reviews of all staff evaluations to determine if opportunities exist for improving institutional instruction capabilities.
 - Use summary test statistics to determine if instructors require additional evaluations.
 - Do additional instructor evaluations when an ARB discovers an institutional failure to conduct the instructional program as designed.

- ☑19. **Program Management Reviews (PMRs)**. The EPME PMR program evaluates EPME program management effectiveness, assesses curriculum effectiveness, provides faculty assistance and supports the Instructional System Development process through external evaluation. EPC/DOX coordinates with the MAJCOM EPME office of primary responsibility and individual schools to schedule biennial PMR visits. After you receive your PMR dates, conduct a self-assessment of your school using the most current EPME Self Study/Program Management Review Checklist. Answer each checklist item in narrative format. At least 30 calendar days before your scheduled visit, e-mail the PMR evaluator your checklist answers, a copy of your last two class schedules, and the electronic versions of all your school's operating instructions. For schools that don't use iGecko, upload copies of your school's summative .TXT files for the last four classes to the EPC/DOA website. DOA will then prepare a flag report for the evaluator. Following the PMR, EPC/DOX will send a comprehensive trip report to CEPME/CC/CV, EPC/DE, EPC curriculum development teams, CCAF/SL, AU/XPRO, the EPME MAJCOM Representative (as required) and the applicable commandant/ALS flight chief. Schools must provide EPC/DOX written notification of actions taken to correct non-compliance items no later than 90 days from receipt of their trip report.
20. **Non-Resident Course Eligibility Requirements**. AFI 36-2301, *Professional Military Education*, and the Air Force Institute for Advanced Distributed Learning (AFIADL) Course Catalog list the eligibility requirements. You can find the AFIADL Course Catalog on the AFIADL Web page: http://www.maxwell.af.mil/au/afiadl/curriculum/catalog/cattoc_fr.htm

// SIGNED //

MICHAEL P. GEGG, Colonel, USAF
Commander

AWARDS CRITERIA

A1-1. Awards Criteria. EPME weights some award calculations. The current assigned weights for award applicable data are a ratio of “2” for objective evaluations to “1” for performance evaluations. Award instructor and peer leadership points based on leadership, followership, support, interpersonal relations and professional behavior. You may destroy all instructor and student leadership point tally sheets upon e-mail confirmation from EPC/DOA that your data is usable/accurate. If you don’t receive a confirmation response, contact EPC/DOA by phone before destroying any tally sheets.

A1-2. Instructor/Peer Leadership Points. Instructors (one instructor per flight) will evaluate students in their primary flight only and must distribute all 45 instructor leadership points in 5-point increments with a maximum of 15 points to any one student. Students will rank-order the top three students in their flight only, including themselves. Assign the top student position “A,” the second student position “B” and the third student position “C.” Students must fill in all three positions. Brief this requirement early in the course. Treat student failures/refusals to participate in awarding peer points as failures to comply with established policies. Counsel students who refuse to participate and take disciplinary action where appropriate. Forward documentation of disciplinary actions to the student’s organization. Do peer evaluations as close to the end of the course as possible giving students as little notification as possible about the exact day.

A1-3. Graduate Tracking System (GTS). Until EPC implements iGecko at your level of EPME, use of the automated GTS is mandatory. Follow the current GTS instructions located on the curriculum delivery website. Review the cumulative scoring data (Excel output file from GTS) on all students before graduation. When reviewing the output file, ensure:

- Each flight instructor awarded EXACTLY 45 Instructor Leadership points (AI points)
- The total number of “A”, “B” and “C” votes each EXACTLY match the total number of students in a flight. (e.g., if there are 14 students in a flight, there should be 14 “A” votes, 14 “B” votes and 14 “C” votes.) Check the totals for each flight.
- You recorded the Communication Skills scores correctly. Check for transposed numbers or scores greater than the total possible.
- You transferred all test answer strings from TAD to GTS.

Note: When possible, do these quality check actions before ordering engraved plaques. However, you must do these checks before announcing award recipients at the award ceremony or graduation banquet to ensure you present the awards to the correct recipients.

A1-4. iGecko. When implemented at your school, use of iGecko to track, evaluate and report student objective/performance test data and peer/instructor leadership points is mandatory. Follow the iGecko instructions published by EPC/DOA. Ensure you print and review the “Missing Data” report to identify any missing test scores or peer/instructor leadership points. Correct any noted discrepancies and print the “Distinguished Graduate” (DG) report. Review the DG report to ensure redlined students do not receive an award.

☑A1-5. Manual Awards Calculation Worksheets. If you experience system malfunction/loss of your computer, use the manual awards calculation worksheets provided in Attachment 2 to record data used to determine the final rankings and award recipients.

- Add the summative objective and performance evaluations scores together to get a total academic score. Use the total score to rank order the students for the entire class. The student with the highest total points is your Academic Achievement Award recipient.
- Add the summative objective and performance evaluations, instructor leadership points and peer leadership points together to get an overall total score.
- Use the total score to rank order the students for the entire class. The students with the highest total points (limited to the top 10 percent) are the John L. Levitow and Distinguished Graduate Award recipients.
- Enter the following data in the appropriate column on the GTS calculation worksheet:
 - **Summative Objective Points.** Enter the raw scores from each summative objective evaluation. Do not include test items under validation.
 - **Summative Performance Points.** Enter the raw scores from each summative performance evaluation.
 - **Instructor Leadership Points.** Enter the 45 points as distributed by the instructor.
 - **Peer Leadership Points.** Determine peer evaluations (PE) point values as follows:

$$\begin{array}{r}
 [(PE-A)/STD] * 5 \\
 [(PE-B)/STD] * 3 \\
 + [(PE-C)/STD] * 1 \\
 \hline
 \text{Total Peer Evaluation Points}
 \end{array}$$

PE-A = Sum total number of "A" votes received.

PE-B = Sum total number of "B" votes received.

PE-C = Sum total number of "C" votes received.

STD = Total number of students in the flight.

Note: Round off division to the nearest hundredth.

A1-6. Peer Leadership Point Considerations. To standardize awards criteria, provide the following guidance (e.g., via handout, PowerPoint slide, etc.) to help students determine what qualities to look for when awarding peer points:

During your experience here, you've had many opportunities to interact with fellow students from your flight. The course is almost over, and we would like your input on the three students you feel best-demonstrated positive leadership qualities and attributes. In any group faced with meeting a common challenge, leaders naturally emerge. By now, you should be able to recognize those emergent leaders of your flight. Although you may have your own criteria of a good leader, you need to consider the following questions when making your final choices:

Goal Accomplishment – Who did the most to help the flight achieve its goals? Who kept us on track during discussions? Who encouraged us to study and practice together so we all could succeed? When necessary, who sought clarification? Who helped motivate us? Who exceeded all duty requirements and expectations?

Teamwork – Who did the most to promote teamwork and harmony within the flight? Who rallied us together when we needed it? Who was instrumental in helping manage stress?

Professional Conduct On/Off Duty – Who were the “professionals” in the flight? Who exhibited integrity in word and action? Who displayed energy, initiative and a volunteer spirit? Who always seemed courteous and supportive?

Leadership/Followership – Who best exemplified top military standards and the image of a military leader? Who exhibited a high degree of personal fitness? Whose demeanor would I like to emulate?

Please rank-order your choices. To maintain the integrity of this effort, make your selections independently. This information, combined with other factors, will help determine the award recipients for your class. Thank you for your recommendations.

Manual Awards Calculation Worksheet – AFSNCOA
 (Round ALL values to 2 decimal places if not a whole number)

STUDENT ID _____	STUDENT NAME _____									
OBJECTIVE TEST(S)	SUMMATIVE (CCM) COMMUNICATION SKILLS					SUMMATIVE (A&SP) COMMUNICATION SKILLS				
Part 1 Score (*NOTE 3) ↓	Writing (*NOTE 4) ↓	Speaking (*NOTE 4) ↓	TOTAL ↓	↓	↓	Briefing (*NOTE 4) ↓	↓	↓	↓	↓
Part 2 Score (*NOTE 3) ↓	+		↓	↓	↓	↓	↓	↓	↓	↓
Part 3 Score (*NOTE 3) ↓	+		↓	↓	↓	↓	↓	↓	↓	↓
TOTAL (*NOTE 1) ↓	=		↓	↓	↓	↓	↓	↓	↓	↓
↓	X 240		↓	↓	↓	↓	↓	↓	↓	↓
	# of Points Available		↓	↓	↓	↓	↓	↓	↓	↓
	+		↓	↓	↓	↓	↓	↓	↓	↓
	=		↓	↓	↓	↓	↓	↓	↓	↓
	X 0.45		↓	↓	↓	↓	↓	↓	↓	↓
	=		↓	↓	↓	↓	↓	↓	↓	↓
	X 0.3		↓	↓	↓	↓	↓	↓	↓	↓
	=		↓	↓	↓	↓	↓	↓	↓	↓
	+		↓	↓	↓	↓	↓	↓	↓	↓
	=		↓	↓	↓	↓	↓	↓	↓	↓
	+ 1.2		↓	↓	↓	↓	↓	↓	↓	↓
	=		↓	↓	↓	↓	↓	↓	↓	↓
	Overall Comm Skills TOTAL (*NOTE 2)		↓	↓	↓	↓	↓	↓	↓	↓
	+		↓	↓	↓	↓	↓	↓	↓	↓
	=		↓	↓	↓	↓	↓	↓	↓	↓
	Academic Award Total		↓	↓	↓	↓	↓	↓	↓	↓
	+		↓	↓	↓	↓	↓	↓	↓	↓
	=		↓	↓	↓	↓	↓	↓	↓	↓
	Instructor Leadership Points		↓	↓	↓	↓	↓	↓	↓	↓
	+		↓	↓	↓	↓	↓	↓	↓	↓
	=		↓	↓	↓	↓	↓	↓	↓	↓
	Peer Leadership Points		↓	↓	↓	↓	↓	↓	↓	↓
	+		↓	↓	↓	↓	↓	↓	↓	↓
	=		↓	↓	↓	↓	↓	↓	↓	↓
	Distinguished Graduate Total		↓	↓	↓	↓	↓	↓	↓	↓
	=		↓	↓	↓	↓	↓	↓	↓	↓

*NOTE 1: Graduation Criteria #1 (Objective Test score TOTAL must equal or exceed minimum # of points available required to graduate)
 *NOTE 2: Graduation Criteria #2 (Overall Communication Skills score TOTAL must equal or exceed 70 percent to graduate)
 *NOTE 3: Award Eligibility Criteria #1 (Student must achieve 70 percent, or higher, on each objective evaluation part administered)
 *NOTE 4: Award Eligibility Criteria #2 (Student must achieve 70 percent, or higher, on each subjective communication skills evaluation)

EPME CURRICULUM/TEST CHANGE REQUEST

☑ Completing and Submitting Change Requests Forms. Use a CEPME Form 401 for EPC curriculum /test change requests. Fill in all blocks on the top half of the form so EPC can perform an in-depth evaluation of the change request. Upload completed forms to the EPC/DOA website. EPC/DOA will distribute CEPME Forms 401 to the appropriate EPC curriculum team and post status updates on the applicable EPME course delivery website.

School Code. Use your EPC/DOA assigned school code.

Type of Change. Check the “Lesson Change” or “Test Change” box.

Note: For a test change, enter the “Test Item ID” number, as well as your school’s values for the “School Item EI” (Ease Index) and “School Item Rpbis” (Point-Biserial Correlation).

Lesson Number/Title. Enter the Lesson Number and Lesson Title for requests regarding a change to curriculum or a test question.

Type of Change. Check the “Major” or “Minor” box indicating the type of change request. A major change requires a change to over 50% of the associated lesson material or a complete revision of a test question. A minor change requires a change to less than 50% of the associated lesson material or a slight revision of a test question (e.g., typo, wording of question stem, add or delete a response, etc.).

LP, SG, HO, SLIDES, TQ, TQ ANSWER and OTHER. Check the appropriate boxes indicating all types of material that require change if EPC approves the request.

Detailed Explanation of Change Request. Self-explanatory.

Note: The form limits this field to a pre-determined size. Continue your explanation in a separate Word document file if necessary.

Instructor Name and Rank. Enter name/rank of individual requesting the change.

Signature. Type “//SIGNED//” in this block.

Date. Indicate the date individual initiated change request.

ED/ALS Flight Chief Name and Rank. Enter Director of Education or ALS Flight Chief information.

Signature. Type “//SIGNED//” in this block.

Date: Indicate the date the requestor coordinated this change request through your school senior leadership. Schools are responsible for completing internal coordination processes.

EPME Curriculum/Test Change Request						School Code	
<i>“Once this form is completed, it is a controlled document.”</i>						Lesson Change <input type="checkbox"/> Test Change <input type="checkbox"/>	
Test Item ID #		School Item EI		School Item Rpbis		Type of Change: Major <input type="checkbox"/> Minor <input type="checkbox"/>	
Lesson #		Lesson Title					
LP <input type="checkbox"/>	SG <input type="checkbox"/>	HO <input type="checkbox"/>	SLIDES <input type="checkbox"/>	TQ <input type="checkbox"/>	TQ ANSWER <input type="checkbox"/>	OTHER <input type="checkbox"/>	
** Detailed Explanation of Change Request **							
Explanation:							
Instructor Name and Rank:				Signature:		Date:	
ED/ALS Flight Chief Name and Rank:				Signature:		Date:	
** Area Below For EPC Use Only **							
Curriculum Team Member Comments:							
Name and Rank:				Signature:		Date:	
Team Disposition:		Reviewed By:		Signature:		Date:	
No Action Required <input type="checkbox"/> Hold for 120 Day Review <input type="checkbox"/> Hold for Annual Review <input type="checkbox"/> Take Immediate Action <input type="checkbox"/> Action Complete <input type="checkbox"/>		DOA <input type="checkbox"/> Team Leader: POA <input type="checkbox"/> Leadership <input type="checkbox"/> Communication <input type="checkbox"/>					
		Reviewed By:					
DOA Tracking #		ED <input type="checkbox"/> DO <input type="checkbox"/>					

CEPME FORM 401, 20020325 (EF-V3)

GLOSSARY OF ABBREVIATIONS AND ACRONYMS

AFI – Air Force Instruction	EPC/DOA – Data Analysis
AFIADL – Air Force Institute for Advanced Distributed Learning (Formerly ECI)	EPC/DOX – Plans and Programs
AFMAN – Air Force Manual	EPC/DOXT – Education and Training
AFSC – Air Force Specialty Code	EPC/ED – Director of Education
AFSNCOA – Air Force Senior Noncommissioned Officers Academy	EPME – Enlisted Professional Military Education
AFTMS – Air Force Training Management System	EPMEIC – EPME Instructor Course
ALS – Airman Leadership School	EPME PPG – Enlisted Professional Military Education Policies, Procedures and Guidelines
ANG – Air National Guard	ETCA – Education and Training Course Announcements
ATCO – Alternate Test Control Officer	FAX – Facsimile
AU – Air University	FOA – Field Operating Agency
AUI – Air University Instruction	HAWC – Health and Wellness Center
AU/XPRO – Chief, AU Enlisted PME	HO – Hand Out
BITS – Base Information Transfer Service	HQ USAF/DPDE – Air Staff EPME Manager
CCAF – Community College of the Air Force	ISD – Instructional System Development
CCAF/SL – Campus Relations	IST – In-Service Training
CCM – Command Chief Master Sergeant	LP – Lesson Plan
CDW – Curriculum Delivery Website	MAJCOM – Major Command
CEPME – College for Enlisted Professional Military Education	MFR – Memo-For-Record
CEPME/CA – Educational Advisor	MSOB – Modular Samples of Behavior
CEPME/CC – Commander	NCOA – Noncommissioned Officers Academy
CEPME/CV – Vice Commandant	OPR – Office of Primary Responsibility
CFETP – Career Field Education and Training Plan	PD – Professional Development
COC – Commission on Colleges	PITS – Professional Development and In-Service Training Tracking System
DP – Director of Personnel	POC – Point of Contact
DRU – Direct Reporting Unit	SACS – Southern Association of Colleges and Schools
ECI – Extension Course Institute	TCO – Test Control Officer
EPC – Educational Programs Cadre	TDY – Temporary Duty
EPC/DE – Dean, Educational Programs Cadre	
EPC/DO – Director of Operations	

LIST OF REFERENCES

AFI 36-704, *Discipline and Adverse Actions*

AFH 36-2235V10, *Information for Designers of Instructional Systems, Application to Education*

AFI 36-2301, *Professional Military Education*

AFI 36-2605, *Air Force Military Personnel Testing System*

AFMAN 37-139, *Records Disposition Schedule*

AFI 38-101, *Air Force Organization*

AFI 40-502, *The Weight and Body Fat Management Program*

AFI 90-301, *Inspector General Complaints*

AETCI 36-2215, *Training Administration*

AUI 36-2308, *Academic Freedom*

AUI 36-2309, *Academic Integrity*

AUI 36-2313, *Air University Conducted Education Awards Program*

CCAF, *Campus Relations Policies, Procedures and Guidelines*

CEPME, *EPME Policies, Procedures and Guidelines*

SDI 8T000, *Career Field Education and Training Plan*

Southern Association of Colleges and Schools, Commission on Colleges, *Criteria for Accreditation*

TABLE OF DISPOSITION FOR STUDENT RECORDS

(All references located in AFMAN 37-139)

Record Type	Table	Rule	Disposition
Faculty board proceedings and administrative disenrollments (Academic, Administrative and Disciplinary—whether student was released or retained—to include ARB records)	36-37	11.03	Destroy after 3 years or when no longer needed. Note: EPC submitted An AF Form 525 to HQ/AETC/SCMC to add this rule to the table. EPC is awaiting approval.
Test accountability/control (Test Control Logs)	36-37	27	Destroy 6 months after individual pages are completed or closed out.
Student Critiques (Applies to EPC/DOA for forwarded critiques and applies to EPME schools for local critiques)	36-37	24.01	Destroy upon completion of related report/special study or until no longer needed, whichever is sooner.
Training progress (Class Roster—CCAF requirement to maintain 10 years)	36-38	05	Destroy 10 years after individual completes or discontinues course.
Curriculum materials used in formal training courses (Formative exercise & Summative objective test booklets, lesson plans, student guides, handouts, etc.)	36-40	03	Destroy when revised, obsolete, or on discontinuance of the related course.
*Training Summaries (All other Student Records)	36-37	18	Destroy after 1 year.

* Note: This category pertains to all other documentation not covered by the previous mentioned tables and rules.

TEST CONTROL PROCEDURES

TEST CONTROL

A7-1. Policy. Test Control Officers (TCO) safeguard the integrity of EPME academic evaluations and have the overall administrative responsibilities for test control within their school. TCOs, Alternate TCOs (ATCO) and test administrators are subject to disciplinary action if test collusion, compromise or loss is due to their failure to follow EPC test control procedures. Limit access to test material to authorized staff members only. Faculty and staff members who have not completed the course will not have access to any test material.

A7-2. Appointment Letters. The commandant/ALS flight chief will appoint, by letter, a TCO and ATCO and designate, in writing, the remaining qualified instructors as test administrators. The TCO/ATCO must be certified on all curriculum lessons currently evaluated at that level of EPME. The ALS flight chief may serve as the TCO (appointed in writing by the MSS Commander) or choose another qualified instructor as the TCO. Where applicable, qualified civilians may fulfill TCO/ATCO duties as authorized by the commandant/ALS flight chief.

A7-3. Test Control Procedures. Establish written test control procedures for securing academic evaluations. These procedures must include policies governing test material storage and security, distribution, semi-annual inventory, test item critiques and emergencies.

Storage and Security. Secure all test materials in a designated test control location within the school using the double lock system:

- Stored in a locked cabinet inside a locked room.
- Stored in a locked room inside another locked room, provided there is a single entry into each of the rooms and only authorized staff members have access to these rooms.
- Stored on a password-protected computer hard drive in a locked room.

Note: You can use LAN connected computers to perform data analysis. This way, you can download necessary files straight from the EPME website into your databases. However, **DO NOT STORE ELECTRONIC COPIES OF TESTS ON A LAN COMPUTER.**

Keep all rooms and cabinets locked at all times, except when the TCO/ATCO is present. Change combination locks and passwords, if used, upon reassignment of personnel.

To avoid issuing tests out of order/sequence, file formative and summative test material separate from one another (e.g., use one file drawer for formative exercises and another drawer for summative evaluations.) Color-coding test material also helps to differentiate visually between formative/summative exams.

Examination Distribution. Provide authorized personnel access to EPME tests and log test materials -in and -out for any of these authorized activities:

- Performing test administration
- Submitting test item critiques
- New instructor subject matter testing
- Reproduction/Destruction
- Faculty ISTs approved by TCO/ATCO (e.g., new tests, specific test items added to or removed from validation, data analysis driven)

Test administrators will inventory all serially controlled exercises/evaluations (instructor and student), answer keys, exercise/evaluation instructions and test answer “bubble” sheets in the presence of the TCO/ATCO at each sign-in/out.

Semi-Annual Inventory of Course Examinations. Conduct a macro inventory of all test materials at least once every 180 days. The TCO/ATCO will:

- Physically account for each serial numbered examination. If a test is on file but not on the test inventory log, annotate the examination number on the log and refer to the instructions for destruction of test material. If a test is on the test inventory log but not physically on file, refer to the instructions regarding test compromise.
- Sign and date the test control inventory log verifying macro inventory completion.

Note: When you replace the TCO/ATCO, the current TCO/ATCO and the new TCO/ATCO must conduct a joint inventory, sign/date a completed test inventory log and change applicable padlocks and safe combinations.

Test Item Critiques. Students who wish to submit a CEPME Form 401 test item critique may have limited access to the test booklet (review a specific test question, not the entire test) only in the presence of their test administrator.

Emergencies. Establish written executable procedures covering the security of testing materials during emergencies (e.g., fire alarms, bomb threats, natural disasters, etc.).

☑A7-4. Mailing Test Critiques or Other Test Materials. Follow control procedures:

- Place test material(s) inside an envelope with the addressee’s office symbol. Mark “**TEST MATERIAL**” in bold lettering on the front and back of the envelope.
- Place the marked envelope inside another addressed envelope.
- Do not indicate on the outer envelope that you enclosed test material.
- Complete an AF Form 12 and notify the Base Information Transfer Service (BITS) to send the package via “Certified Mail.”
- If you upload test critiques or other test materials to the EPC/DOA website, notify EPC/DOA via e-mail or phone.

TEST ADMINISTRATION PROCEDURES

☑**A7-5. Policy.** Administer all EPME formative objective exercises and summative objective examinations under direct supervision. The TCO, ATCO or a test administrator must be present in the test room during the entire testing period; do not leave students unattended at any time. Have one test administrator available for approximately every 16 students. If larger than normal groups of students are testing at one time (e.g., combining more than one flight together due to emergency conditions), the TCO/ATCO will appoint at least two test administrators to oversee the test.

A7-6. Testing Conditions. Administer EPME tests per the following standardized conditions.

School Responsibilities. The school will:

- Provide adequate, comfortable room lighting and glare-free work surfaces.
- Control the ventilation, temperature and humidity, if possible. The TCO should not conduct testing when environmental conditions are so extreme they interfere with concentration.
- Arrange desks/tables so test administrator can monitor all students.
- Conduct uninterrupted testing sessions; once testing begins, only excuse students for emergencies (fire, tornado, etc.).
- Restrict test administrators from orally reading test questions/responses to the student during test administration.

☑**Test Administrator Responsibilities.** Test administrators must ensure examinees:

- Do not have access to any books, briefcases or unauthorized materials during test administration and review period.
- Are reasonably free from distracting influences.
- Understand the purpose of the test (Formative/Summative Testing).
- Are not fatigued or ill.
- Sit far enough apart so as to discourage cheating.
- Have two #2 black lead pencils with erasers and scratch paper.
- Do not take any testing material, to include scratch paper or notes, away from the testing area.

☑A7-7. **Test Administration.** Provide the following instructions before beginning the test:

- Using a #2 pencil, fill in the appropriate information blocks on the test answer sheet and mark the corresponding bubbles. Write the test booklet number in the upper right hand corner of the answer sheet for test accountability.
- Carefully read and follow the special instructions outlined in the examination booklet.
- Remind the students the answer sheet is in numerical sequence by column.
- Read the “Test Compromise” statement aloud.
- At applicable EPME schools, instruct students on how to load their test answers into iGecko. Ensure students understand that the answers they input into iGecko are their OFFICIAL answers, regardless of what they have on their scratch paper or test “bubble” sheet.
- Answer any questions before allowing students to start the examination.

☑A7-8. **Test Completion.**

For schools still using GTS/TAD/Scantron: After students complete their examinations, the test administrator will:

- Have students check their test answer sheets for blank or double-marked answers.
- Check test answer sheets for stray marks that could affect processing.
- Collect all pencils, test answer sheets and scratch paper.
- Grade and process the completed test answer sheets through Scantron.
- Review statistical test data results to prepare for test review.

For schools using iGecko: After students complete their examinations, they will:

- Check their test answer sheets for blank or double-marked answers.
- Transfer their test answers into the iGecko on-line answer form using the designated computer.
- Instructors will collect all pencils, test answer sheets and scratch paper before the student leaves the test room.

☑A7-9. **Test Review.** Develop written local procedures that only provide students access to test booklets and their examination answers during the test review session. Schools have the autonomy to provide students their scores on any objective/performance exercise or evaluation as deemed appropriate by the commandant/ALS flight chief. Students will not take any study notes nor document test questions missed (e.g., no tally sheets) during test review. Provide every student who wishes to challenge a test question an opportunity to submit a CEPME Form 401, *EPME Curriculum/Test Change Request*. Students may do test item critiques either during the test review session (if time permits) or at an alternate time determined by the student and test administrator.

A7-10. Post-Test Procedures. Following test review, test administrators must account for all test materials before anyone leaves the testing room; inventory all serially controlled exercise/evaluation booklets (instructor and student), answer keys, answer sheets and scratch paper. Review each test booklet page for stray marks.

A7-11. Returning Test Materials to Storage Location. Immediately following test review:

- Return all test materials to the designated test control storage location. At no time will test administrators leave any test materials unaccounted for or unattended.
- The test administrator will inventory all test materials in the presence of the TCO (or ATCO). Both the test administrator and TCO (or ATCO) will sign the test control log.
- Test administrators will shred, pulp or burn all used scratch paper.
- Maintain all test answer sheets in the designated test control storage area. Destroy your answer sheets upon e-mail confirmation from EPC/DOA that your data is usable/accurate. If you don't receive a confirmation response, contact EPC/DOA by phone.

A7-12. Destruction of Test Material. The TCO/ATCO will:

- Shred, pulp or burn any outdated, surplus or damaged EPME formative exercises, summative tests, diagnostics and answer sheets.
- Annotate the destruction of test material on the test control log to include the course exam control number, reason for destruction, date of destruction and signature of the person performing the destruction.
- If the TCO/ATCO inadvertently destroys the wrong test, annotate the test control log and immediately prepare a replacement. Number the replacement with the original control number, followed by an (R).

TEST COMPROMISE

A7-13. Policy. Schools share responsibility in preventing loss or compromise of EPME objective exercises/tests. All military members, including AFRC and ANG members, DOD civilians and others under Air Force authority who develop, handle, administer or participate in EPME test control or administration are prohibited from any actions that could result in the possible compromise of USAF test materials. Unauthorized discussion, disclosure or possession of EPME examinations is a violation of Article 92, UCMJ. Members of USAF Reserve Components who are not subject to the UCMJ are subject to applicable Air Force administrative sanctions and civilian penalties. Air Force civilian employees are subject to disciplinary action per AFI 36-704, *Discipline and Adverse Actions*, and civilian penalties

A7-14. Potential Compromise. Consider the following as potential test compromises:

- Reviewing, accessing, or allowing access to controlled test material by any unauthorized individuals.
- Discussing or sharing, in any form, information about actual test material or suspected test material with a student or potential examinee.
- Bringing unauthorized materials into the examination room.
- Permitting reproduction (unauthorized) or faxing of test material.
- Unauthorized removal of test materials from the examination room.
- Leaving a student, or group of students, unsupervised during a testing session.
- Inability to account for the location/disposition of test material at any time.
- Improperly packaging or labeling test material for mailing purposes.
- Unauthorized opening of, or tampering with, any package containing test materials.
- Improperly storing test materials.
- Improperly destroying test materials (e.g., throwing tests away in a trashcan).
- Instructors “teaching the test” or emphasizing information on a specific test.
- Using or possessing an actual test or testable materials to assist a student or potential examinee in taking a test.

A7-15. Suspected Compromise Procedures. Report any suspected compromise of test material to the commandant/ALS flight chief immediately. When you believe an EPME examination is lost, or in danger of compromise, take the following actions:

- **The TCO/ATCO will:**
 - Immediately suspend all testing of the jeopardized exam or exams.
 - Impound and inventory all tests involved.
 - Notify the commandant/ALS flight chief of the possible compromise.
- If the commandant/ALS flight chief determines a potential compromise, notify EPC/DE (telephone, e-mail, letter or FAX) within 24 hours of discovery and appoint a disinterested officer or senior NCO to initiate a formal investigation. ALS flight chiefs must also notify their MSS/CC.

- **Investigating officers/NCOs will:**
 - Conduct an investigation to obtain facts to confirm the loss or compromise and recommend disciplinary action as needed.
 - Prepare and forward a summary investigation report to the commandant/ALS flight chief.

- Prepare and send an initial report to EPC/DE within 72 hours with information copies going to MSS/CC (ALS) or SPTG/CC (overseas NCOA). The report must include:
 - Test identification number.
 - Date or probable date of loss/compromise.
 - Location and geographical extent of jeopardized area. This refers to ALS's and NCOA's where a compromised test may affect more than one school.
 - Verification that you stopped all testing on the jeopardized test and impounded all remaining copies of the test.
 - A statement that you have or have not yet initiated a formal investigation.

- Forward a final report of the investigation to EPC/DE within 15-calendar days after discovering the potential loss or compromise to include:
 - Facts surrounding the possible loss or compromise.
 - Discussion.
 - Conclusions.
 - Disciplinary action taken, if applicable.
 - Recommendations to include corrective action(s) taken to prevent similar recurrences of the loss or compromise.

- **EPC/DE will:**
 - Inform CEPME/CC of the compromise.
 - Review the final investigative report; confirm the extent of the compromise, and determine any potential courses of action to take regarding test integrity.
 - If the review confirms a test compromise, EPC/DE will determine if the destruction of the old version of the course examination and the development of a new examination is necessary.
 - If the review doesn't confirm a test compromise, EPC/DE will authorize the appropriate TCO to resume testing.

CURRICULUM CHANGE PROCESS

A8-1. Course Index. The course index ensures you are teaching the most current curriculum materials. It lists all curriculum materials and changes to those materials.

SAMPLE INDEX

LESSON ID	LESSON TITLE	PUB DATE	CHANGE 1	CHANGE 2	CHANGE 3	IMPLEMENT
4B1LPB	AIR FORCE CULTURE	2 Mar 02				1 Jun 02
4B1SGB		2 Mar 02				1 Jun 02
5O04LPB	SUBSTANCE ABUSE ISSUES	1 Jul 01	7 Jan 02			7 Apr 02
5O04SGB		1 Jul 01	7 Jan 02			7 Apr 02
6C2LPB	FORMATIVE SPEAKING	15 May 02	31 May 03	27 Jul 03	1 Jan 04	1 Jan 04
6C2SGB		15 May 02	31 May 03	27 Jul 03	1 Jan 04	1 Jan 04

LESSON ID: Self-explanatory.

LESSON TITLE: Self-explanatory.

PUB DATE: Most current publication date; instructors must be using this version by the implementation date.

CHANGE 1 – 3: Denotes date EPC published a change document.

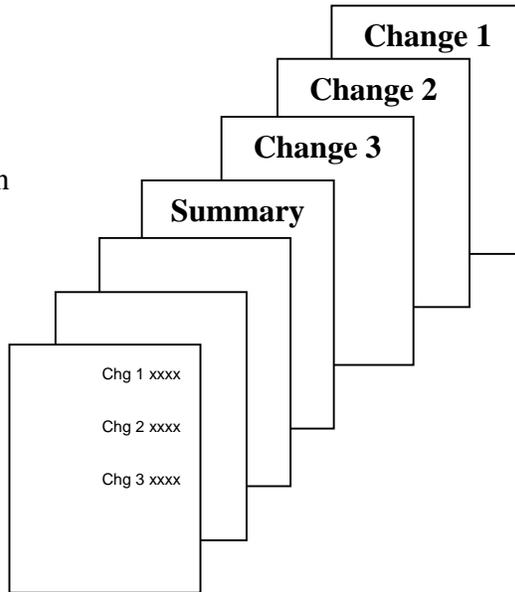
IMPLEMENT: NLT date to implement this version of the curriculum material.

A8-2. Curriculum Materials. For the purpose of this attachment, the term “Curriculum Materials” refers to any EPC-published curriculum related materials (e.g., Lesson Plans, Student Guides, Handouts, Test Materials, etc.). EPC uniquely numbers curriculum materials by curriculum area and module, and publish materials as “stand-alone” documents. Revised curriculum materials supersede all previous versions and associated changes. Newly published lesson plans will contain a “Summary of Changes” that provides a synopsis of all the changes included in the lesson plan revision.

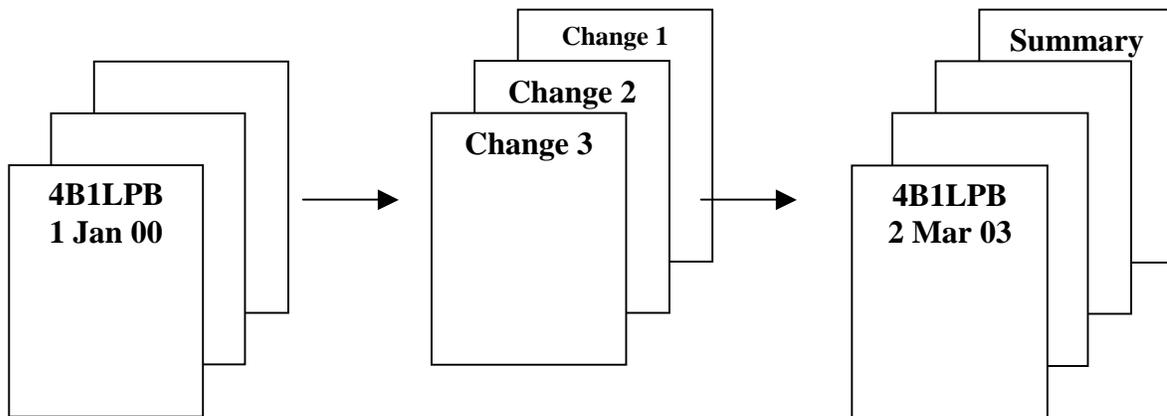
A8-3. Posting Changes. Change documents reference “pen & ink” changes or page inserts. You can do “pen & ink” changes manually or electronically. After posting the change to the lesson materials, insert the change document (with the most recent change on top) behind the lesson material, and mark the posting date on the cover page of the lesson material in the upper right hand corner (e.g., Chg. 1 posted 1 May 02). File change documents for student guides only with the master file copy; do not print separate change documents for each student guide.

POSTING CHANGE DOCUMENT EXAMPLE

Note: This is how you would file a lesson with three changes in your lesson plan folder/binder.



EXAMPLE OF A COMPLETE LESSON MATERIAL CYCLE



('00 Lesson Materials)	+ (Change Documents)	= (Revised 03 Lesson Materials)
------------------------	----------------------	---------------------------------

REMEDIATION PROCESS

☑**A9-1. Remediation Process.** The remediation process is a series of actions that evolve because of a student's performance in the summative track of the objective and performance evaluations. Individual remediation is not required after the formative exercises or after the student attains the minimum cumulative score required for graduation. When conducting remediation, the instructor and/or peer aids the student in thinking through lesson principles first and then through the application of those principles to simulated situations. In a sense, the student has the responsibility to demonstrate command of the curriculum, and the instructor and/or peer is there to help the student through areas of misunderstanding and provide positive reinforcement of the correct application of lesson principles. The rationale for this method is straightforward; the student has received the benefit of instruction, group study, case analysis, instructor aid, formative exercise and review, summative evaluation and review, and possibly some degree of instructor and/or peer remediation. Consequently, the student primarily needs help thinking through and explaining the application of leadership principles (Active learning) as opposed to the instructor or peer re-teaching the lesson (Passive learning). If student understanding is such that it requires re-teaching entire lessons, then consider the student for academic release. Remediate and verbally evaluate students when they fail to meet minimum summative objective or performance score standards. **DO NOT CHANGE** objective or performance scores in GTS or iGecko because of remediation. The student's original scores remain in the GTS or iGecko. If students are successful at remediation, they progress in the course as if they had obtained the minimum passing score for that objective/performance evaluation; however, their actual initial score remains in GTS/iGecko. See the Table of Possible Scenarios for additional guidance.

☑**A9-2 Objective Evaluation Remediation Process.** Perform the following:

- **STEP 1:** Administer the formative exercise.
 - Conduct Test Review – Consider this group remediation for all students/all areas.
 - Formally document and counsel students who do not meet minimum scoring requirements. They need to understand they failed to meet an established standard and the possible results if they continue to perform below standards.
 - For additional assistance, peer remediation may be used; however, the peer must volunteer to help with the remediation process. This is optional.
- **STEP 2:** Administer the summative evaluation.
 - Conduct Test Review – Consider this group remediation for all students/all areas.
 - Instructors will conduct and document individual counseling sessions and remediate students who fail to achieve the minimum passing score; review all weak areas to prepare students for verbal evaluation.
 - For additional assistance, peer remediation may be used; however, the peer must volunteer to help with the remediation process. This is optional.

- **STEP 3:** Conduct a Verbal Evaluation on weak areas (preferably the next day). The evaluation panel must consist of lesson qualified faculty members. If the panel consists of two or more faculty members, the student's primary instructor may be a panel member. If the panel is one-on-one, the student's primary instructor cannot be a panel member. Students must demonstrate satisfactory command of the curriculum. Conduct the verbal evaluation using scenarios from the modular case study, and evaluate the student's ability to achieve the modular samples of behavior. Based on the student's performance, one of the following conditions will apply:
 - **Condition 1.** If the student demonstrates appropriate command of the curriculum, allow the individual to progress in the course. Document a MFR stating the student met the minimum objective evaluation standards.
 - **Condition 2.** If a student is still unable to meet minimum objective evaluation standards, document a MFR stating the student did not meet the minimum standards. Retain the student in the course until it is mathematically impossible for the student to achieve the cumulative score required to graduate. At that time, conduct an ARB per paragraph 15.

- **STEP 4:** Remediate and verbally evaluate subsequent summative failures by module, unless the student attains the cumulative score required to meet graduation requirements. (e.g., if the student fails to meet the minimum objective standard on the last summative evaluation, but meets the cumulative objective score requirement, individual remediation is optional.)

☑A9-3. Performance Evaluations Remediation Process.

- **STEP 1:** Students prepare and present formative writing/speaking assignments.
 - Conduct Performance Feedback Session – Provide feedback on how to improve individual performance as needed.
 - Formally document and counsel students who do not meet minimum scoring requirements. They need to understand they failed to meet an established standard and the possible results if they continue to perform below standards.
 - For additional assistance, peer remediation may be used; however, the peer must volunteer to help with the remediation process. This is optional.

- **STEP 2:** Students prepare and present summative writing/speaking assignments.
 - Instructors will conduct and document individual counseling sessions and remediate students who fail to achieve the minimum passing score; review all weak areas to prepare student for mandatory re-fire.
 - For additional assistance, peer remediation may be used; however, the peer must volunteer to help with the remediation process. This is optional.

- **STEP 3:** Have students re-fire the entire writing/speaking assignment. The evaluation panel must consist of lesson qualified faculty members. If the panel consists of two or more faculty members, the student's primary instructor may be a panel member. If the panel is one-on-one, the student's primary instructor cannot be a panel member. Based on the student's performance, one of the following conditions will apply:
 - **Condition 1.** If the student's re-fire meets minimum communication performance standards, allow the individual to progress in the course. Document a MFR stating the student met the minimum standards.
 - **Condition 2.** If the student's re-fire does not meet minimum communication performance standards, document a MFR stating the student did not meet the minimum standards. Retain the student in the course until it is mathematically impossible for the student to achieve the cumulative score required to graduate. At that time, conduct an ARB per paragraph 15.

- **STEP 4:** Remediate and re-evaluate after each summative communication assignment, unless the student attains the cumulative score required to meet graduation requirements. (e.g., if the student fails to meet the minimum performance standard on the last summative evaluation, but meets the cumulative performance score requirement, remediation is optional.)

A9-4. Post ARB Actions. Based on the results of the ARB, do the following:

- If the ARB determines the institution and the student met their responsibilities, develop a Plan of Instruction to include time projections and set a date for a final verbal evaluation (objective track) or re-fire (performance track). Failing this verbal evaluation will result in an academic release.
 - If necessary, coordinate with the student's unit commander and MAJCOM to obtain approval for extending the student's TDY. If the student's commander does not approve the extension, academically release the student.

- If, in the judgment of the commandant or ALS flight chief, the student missed the minimum graduation criteria by such a large margin that the time needed to further remediate is beyond reason, then academically release the student and document via a MFR.

TABLE OF POSSIBLE SCENARIOS (NOT ALL INCLUSIVE)

1st Objective Summative	Verbal Evaluation Panel	2nd Objective Summative	Verbal Evaluation Panel	GTS Cumulative Score	Decision (ALS Flight Chief or Commandant)	Coordination
Pass		Fail	Pass	Not met	Graduate	
Fail	Pass	Pass		Not met	Graduate	
Fail	Pass	Fail	Pass	Not met	Graduate	
Fail	Fail	Pass		Not met, ARB, develop POI.	Remediation reasonable? If yes, decide whether to remediate before or after graduation. If no, AR.	Student's unit CC concurs? If yes, remediate. If no, AR.
Pass		Fail	Fail	Not met, ARB, develop POI.	Remediation reasonable? If yes, conduct after graduation. If no, AR.	Student's unit CC concurs? If yes, remediate. If no, AR.
Fail	Fail	Fail	Fail	Not met, ARB, develop POI.	Remediation reasonable? If yes, conduct after graduation. If no, AR.	Student's unit CC concurs? If yes, remediate. If no, AR.

Summative Writing Assignment	Summative Writing Assignment Re-fire	Summative Speaking Assignment	Summative Speaking Assignment Re-fires	GTS Cumulative Score	Decision (ALS Flight Chief or Commandant)	Coordination
Pass		Fail	Pass	Not met	Graduate	
Fail	Pass	Pass		Not met	Graduate	
Fail	Pass	Fail	Pass	Not met	Graduate	
Fail	Fail	Pass		Not met, ARB, develop POI.	Remediation reasonable? If yes, decide whether to remediate before or after graduation. If no, AR.	Student's unit CC concurs? If yes, remediate. If no, AR.
Pass		Fail	Fail	Not met, ARB, develop POI.	Remediation reasonable? If yes, decide whether to remediate before or after graduation. If no, AR.	Student's unit CC concurs? If yes, remediate. If no, AR.
Fail	Fail	Fail	Fail	Not met, ARB, develop POI.	Remediation reasonable? If yes, decide whether to remediate before or after graduation. If no, AR.	Student's unit CC concurs? If yes, remediate. If no, AR.