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AFSC 5R0X1
Religious Affairs

CAREER FIELD EDUCATION
AND TRAINING PLAN



The olive wreath surrounding the shield symbolizes the peace that we defend through the execution of Warrior Care.

The pair of receptive hands symbolizes protection from material and spiritual foes. The opened and outstretched hands indicate both the desire to experience the divine and the willingness to serve others in their faith experience.

The three levels of award are signified by the addition of a star centered above the shield for the senior level and a star surrounded by an olive branch for the master level.

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SUMMARY OF CHANGES

This publication was changed to include a career field name change from Chaplain Assistant to Religious Affairs. In addition, the STS was substantially revised and must be completely reviewed.

RELIGIOUS AFFAIRS SPECIALTY
AFSC 5R0X1
CAREER FIELD EDUCATION AND TRAINING PLAN

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RELIGIOUS AFFAIRS SPECIALTY
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CAREER FIELD EDUCATION AND TRAINING PLAN

Part I

Preface

1. This Career Field Education and Training Plan (CFETP) is a comprehensive education and training document that identifies life-cycle education and training requirements, training support resources, and minimum core task requirements for this specialty. The CFETP will provide personnel a clear career path to success and will instill rigor in all aspects of career field training. **NOTE:** Civilians occupying associated positions will use Part II to support duty position qualification training.

2. The CFETP consists of two parts; supervisors plan, manage, and control training within the specialty using both parts of the plan.

2.1. Part I provides information necessary for overall management of the specialty. Section A explains how everyone will use the plan; Section B identifies career field progression information, duties and responsibilities, training strategies, and career field path; Section C associates each level with specialty qualifications (knowledge, education, experience, training, and other); and Section D indicates resource constraints. Some examples are funds, manpower, equipment and facilities. Section E identifies transition training guide requirements for SSgt through MSgt.

2.2. Part II includes the following: Section A: identifies the Specialty Training Standard (STS) and includes duties, tasks, technical references to support training, Air Education and Training Command (AETC) conducted training, wartime course and core task and correspondence course requirements. Section B: contains the course objective list (COL) and training standards supervisors will use to determine if Airmen satisfied training requirements. Section C: identifies available support materials. An example is a Qualification Training Package (QTP), which may be developed to support proficiency training; Section D: identifies a training course index supervisors can use to determine resources available to support training. Included here are both mandatory and optional courses; Section E: identifies MAJCOM unique training requirements supervisors can use to determine additional training required for the associated qualification needs. At unit level, supervisors and trainers will use Part II to identify, plan and conduct training commensurate with the overall goals of this plan.

3. Using guidance provided in the CFETP will ensure individuals in this specialty receive effective and efficient training at the appropriate points in their career. This plan will enable us to train today's work force for tomorrow's jobs.

ABBREVIATIONS/TERMS EXPLAINED

Advanced Distributed Learning (ADL) – An evolving, outcomes-focused approach to education, training and performance aiding that blends standards-based distributed learning models emphasizing reusable content objects, content and learning management systems, performance support systems/devices, web applications services and connectivity. ADL is an evolution of distributed learning (distance learning) that emphasizes collaboration on standards-based versions of reusable objects, networks and learning management systems, yet may include some legacy methods and media. ADL is structured learning that takes place without requiring the physical presence of an instructor. Although the AF uses the term advanced distributed learning, some federal agencies and DoD components may use the term distance learning. These terms refer to the same basic concept.

Advanced Training (AT) – Formal course that provides individuals who are qualified in one or more positions of their Air Force Specialty (AFS) with additional skills and knowledge to enhance their expertise in the career field. Training is for selected career Airman in the advanced level of the AFS.

Air Force Career Field Manager (AFCFM) – Representative appointed by the respective HQ USAF Deputy Chief of Staff or Under Secretariat, to ensure assigned AF specialties are trained and utilized to support AF mission requirements. The AFCFM is the OPR, but will work in concert with MAJCOM Functional Managers (FMs) as required.

Air Force Specialty (AFS) – A group of positions with the same title and code that require common qualifications.

Air Reserve Component (ARC) – This term is used as an overarching term when referring to both the Air National Guard and Air Force Reserve component together.

Career Field Education and Training Plan (CFETP) – The CFETP is a comprehensive core training document identifying: life-cycle education and training requirements; training support resources; and minimum core task requirements for a specialty. The CFETP aims to give personnel a clear path and instill a sense of industry in career field training.

Religious Affairs Apprentice Course (RAAC) – The Religious Affairs Apprentice Course is an initial skills technical training course (Type-3) providing training to newly assigned Religious Affairs Airmen. Upon graduation, students are awarded the 3-skill level.

Core Task – Tasks the AFCFM identify as minimum qualification requirements for everyone within an AFSC, regardless of duty position. Core tasks may be specified for a particular skill level or in general across the AFSC. In this CFETP, core tasks are identified with a 5 or 7 in column 2 of the STS.

Course Objective List (COL) – A publication derived from initial and advanced skills course training standard, identifying the tasks and knowledge requirements and respective standards provided to achieve a 3- or 7-skill level in this career field. Supervisors use the COL to assist in conducting graduate evaluations.

Direct Reporting Unit (DRU) – A subdivision of the Air Force, directly subordinate to the Chief of Staff. A DRU performs a mission that does not fit into any of the MAJCOMs. A DRU has many of the same administrative and organizational responsibilities as a MAJCOM.

Distributed Training – Structured learning mediated with technology that does not require the physical presence of the instructor. Distributed learning models can be used in combination with other forms of instruction or it can be used to create wholly virtual classrooms.

Duty Position Tasks – Tasks assigned to an individual for the position currently held. These include as a minimum all core tasks that correspond to the duty position as directed by the AFCFM or MFM, and tasks assigned by the supervisor.

Field Operating Agency (FOA) – FOAs are subdivisions of the Air Force directly subordinate to a headquarters US Air Force functional manager. A FOA performs field activities beyond the scope of the MAJCOMs. The activities are specialized or associated with an Air Force-wide mission and do not include functions performed in management headquarters (such as AMC), unless specifically directed by a DoD authority. Two examples are the Air Force Personnel Center (AFPC) under the DCS, Personnel, and the Air Force Office of Special Investigations (AFOSI) under The Inspector General. Similar organizations at MAJCOM level are called MAJCOM FOAs.

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

Go/No-Go – The “Go” is the stage at which a trainee individual has gained enough skill, knowledge and experience to perform the tasks without supervision, meeting the task standard. “No-Go” is the stage at which the trainee has not gained enough skill, knowledge, and experience to perform the task without supervision, does not meet task standard.

Initial Skills Training – A formal school course that results in an AFSC 3-skill level award for enlisted or mandatory training for upgrade to qualified officers.

Master Task List (MTL) – A comprehensive list (100%) of all tasks performed within a work center and consisting of the current CFETP or Air Force Job Qualification Standard (AFJQS) and locally developed AF Forms 797 (as a minimum). Should include tasks required for deployment and/or UTC requirements.

Master Training Plan (MTP) – Employs a strategy for ensuring the completion of all work center job requirements by using a Master Task Listing and provides milestones for task, Career Development Course (CDC) completion and prioritizes deployment/UTC, home station training tasks, upgrade and qualification tasks.

Occupational Survey Report (OSR) – A detailed report showing the results of an occupational survey of tasks performed within a particular AFS.

On-The-Job Training (OJT) – Hands-on, “over-the-shoulder” training conducted to certify personnel in both upgrade (skill level award) and job qualification (position certification training).

Proficiency Training – Additional training, either in-residence or exportable advanced training courses, or on-the-job training, provided to personnel to increase their skills and knowledge beyond the minimum required for upgrade.

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

Resource Constraints – Resource deficiencies, such as money, facilities, time, manpower and equipment that preclude desired training from being delivered.

Specialty Training – The total training process used to qualify Airmen in their assigned specialty.

Specialty Training Standard (STS) – An AF publication that describes an AFS in terms of tasks and knowledge an Airman in that specialty may be expected to perform or to know on the job. Also identifies the training provided to achieve a 3-, 5- or 7-skill level within an enlisted AFS. It further serves as a contract between AETC and the functional user to show which of the overall training requirements for an AFSC are taught in formal schools and correspondence courses.

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

Total Force – All collective Air Force components (active, reserve, guard, and civilian elements) of the US Air Force.

Trainer – A trained and qualified person who teaches personnel to perform specific tasks through OJT methods. Also, equipment used to teach personnel specific tasks.

Training Capability – The ability of a unit or base to provide training. Authorities consider the availability of equipment, qualified trainers, study reference materials, and so on in determining a unit's training capability.

Type 3 Training – This is the more common AFS-centered training of a continuing nature conducted at an AETC base, location, or station. It includes courses designed for initial training, retraining from one AFS to another, training on special or new equipment and procedures, advancement within an AFS, and initial skill multiphase AFSC awarding courses.

Type 5 Training – This training includes training conducted by the Army, Navy, Air Force agency or unit other than AETC, and other government agencies inside or outside of the Department of Defense (DoD).

Type 6 Training – Formal courses developed for export to a field location (in place of resident training) for trainees to complete without the on-site support of the formal school instructor.

Upgrade Training (UGT) – Mandatory training leading to attainment (award) of higher level of proficiency (skill level).

Utilization and Training Workshop (U&TW) – A forum used to determine education and training requirements, by bringing together the expertise to establish the most effective mix of formal and on-the-job training for the AFS skill level. The U&TW process begins with a Specialty Training Requirements Team (STRT) meeting that is conducted prior to the U&TW and results in the development of a Course Resource Estimate (CRE). The primary participants in the U&TW process include AFCFM, Training Pipeline Manager (TPM), AETC Training Manager (TM), MAJCOM Functional Managers (MFMs), ARC personnel, and AFS Subject Matter Experts (SMEs). Other participants may include representatives from Air Force Career Development Academy (AFCDA) for CDCs, AETC CDC Writers, and AETC/A3/OAS for occupational analysis information and briefings, Air Force Personnel Center (AFPC) Education, Training, and Classification, and AETC Instructional Technology Unit (ITU) Representative.

Section A - General Information

1. Purpose: This CFETP provides information necessary for the Air Force Career Field Manager (AFCFM), MAJCOM Functional Managers (MFM), commanders, training managers, supervisors and trainers to plan, develop, manage and conduct an effective and efficient career field-training program. This plan outlines the training that individuals in this AFS should receive in order to develop and progress throughout their career. This plan identifies initial skills, upgrade, qualification, advanced and proficiency training. Initial skills training is the AFS specific training an individual receives upon entry into the AF or upon retraining into this specialty for award of the 3-skill level. Normally, this training is conducted by AETC at one of the technical training centers. For AFSC 5R0X1, initial skills training is conducted at 335th Training Squadron, Keesler AFB MS. Upgrade training identifies the mandatory courses, task qualification requirements, and correspondence course completion requirements for award of the 3-, 5-, 7- and 9-skill levels. Qualification training is actual hands-on task performance training designed to qualify an Airman in a specific duty position. This training program occurs both during and after the upgrade training process. It is designed to provide the performance skills and knowledge required to do the job. **Advanced** training is formal specialty training used for selected Airmen. **Proficiency** training is additional training, either in-residence or exportable advanced training courses, or on-the-job training provided to personnel to increase their skills and knowledge beyond the minimum required for upgrade. The CFETP has several purposes, to include:

1.1. Serves as a management tool to plan, manage, conduct and evaluate a career field-training program. Also, it is used to help supervisors identify training at the appropriate point in an individual's career.

1.2. Identifies task and knowledge requirements for each skill level in the specialty and recommends education and training throughout each phase of an individual's career.

1.3. Lists training courses available in the specialty, identifies sources of training, and the training delivery method.

1.4. Identifies major resource constraints which impacts full implementation of the desired career field training process.

2. Uses. The plan will be used by MFMs and supervisors at all levels to ensure comprehensive and cohesive training programs are available for each individual in the specialty.

2.1. AETC training personnel will develop or revise formal resident, non-resident, field and exportable training based upon requirements established by the users and documented in Part II of the CFETP. They will also work with the AFCFM to develop acquisition strategies for obtaining resources needed to provide the identified training.

2.2. MFMs will ensure their training programs complement the CFETP mandatory initial, upgrade, and proficiency requirements. OJT, resident training and contract training or

exportable courses can satisfy identified requirements. MAJCOM-developed training to support this AFSC must be identified for inclusion into this plan.

2.3. Each individual will complete the mandatory training requirements specified in this plan. The lists of courses in Part II will be used as a reference to support training.

3. Coordination and Approval. The AFCFM is approval authority and will initiate an annual review of this document (through 335 TRS/TRR) to ensure currency and accuracy. MAJCOM representatives and AETC training personnel will identify and coordinate on the career field training requirements. Using the list of courses in Part II, they will eliminate duplicate training.

Section B - AFS Career Progression and Information

4. Specialty Description.

4.1. Specialty Summary. The Religious Affairs Career Field builds a culture of spiritual care and facilitates the free exercise of religion of Air Force members, their families and other authorized personnel. As experts in principles of religious diversity, religious accommodation, major faith group requisites, privileged communication and religious program management, Religious Affairs Airmen advise leaders at all levels on religious accommodation, ethical, moral and morale issues, especially for the enlisted force. As the enlisted component of Religious Support Teams (RST), Religious Affairs Airmen are uniquely trained in crisis intervention to include intervention counseling in moments of crisis, response to crises and suicide prevention and intervention. In addition, Religious Affairs Airmen are actively engaged and intentionally integrated into unit engagement plans to include unit meetings, commander calls, training with the unit and other unit activities. They also are trained in religious support to hospitals and mortuaries. Religious Affairs Airmen meet the diverse needs of military communities by managing religious programs, administrative, financial, and facility support. They recruit, train and organize volunteers for specific religious ministries. Religious Affairs Airmen conduct themselves in a manner that brings credit, pride and honorable distinction to the United States Air Force and its Chaplain Corps. Related DoD Occupational Subgroup: 156100.

4.2. Duties and Responsibilities.

4.2.1. Manage religious programs. Religious Affairs Airmen partner with chaplains to develop, manage, control and evaluate religious programs to ensure effectiveness. This capability is critical to Airmen and their dependents in contingency and steady state environments.

4.2.1.1. Resource and manage support of religious observances to include worship, liturgies, rites and other religious requirements for all faith groups.

4.2.1.2. Manage, in conjunction with Chaplain Corps personnel (e.g., Chaplains, GS [General Service] employees) manpower positions, personnel, lay volunteers, appropriated funds, Chapel Tithes and Offerings Funds (CTOF), non-appropriated and Morale, Welfare and Recreation (MWR) funds, religious facilities, supplies and equipment.

4.2.1.3. Manage chapel administration to include records management, forms, publications, publicity, professional correspondence, background checks, operating instructions, suspense actions and other administrative needs of the Chaplain Corps mission.

4.2.2. Advise leadership at all levels on religious accommodation, ethical, moral, morale issues and needs, primarily for, and regarding, the enlisted force. Commanders, command chiefs, group superintendents, first sergeants and supervisors at all levels should know the issues affecting their Airmen and how to best address them. Religious Affairs are a trusted source for valid, real-time information. As the faces and voices of our enlisted Airmen, Religious Affairs integrate into units and appropriately advise leaders on the issues and challenges Airmen face.

4.2.3. Conduct crisis intervention counseling. The Chaplain Corps is the only function with 100% privileged communication (see 10 U.S.C. Chapter 47A, *Military Rules of Evidence*, Rule 503) and Religious Affairs Airmen are commonly the first line of care for Airmen in need. Facilitating care for Airmen early in a crisis enhances resiliency, mission readiness and capability. Crisis intervention counseling is an immediate, interventional approach to providing mental and moral support with the aim of restoring the person to the level of functioning prior to the crisis. This capability includes counseling in moments of crisis, response to crises and suicide prevention and intervention. Religious Affairs Airmen possess the core capability to care for Airmen at a point of crisis. They are specially trained to identify potential problems and assist individuals get the professional help they need. Through crisis intervention counseling, Religious Affairs Airmen mitigate crises such as suicide, grief, traumatic stress and other forms of crisis. Religious Affairs Airmen will not, at any time, conduct spiritual counseling and will immediately refer people in need of spiritual counseling to a Chaplain. Religious Affairs Airmen may make referrals to other agencies for issues not of a spiritual nature as appropriate.

4.2.4. Intentionally integrate, as part of the RST, into unit ministry and engagement plans as a resource for meeting the spiritual needs of Airmen. Unit Engagement is best defined when unit members embrace Religious Affairs Airmen as “one of them” through participation in unit meetings, commander calls and other unit activities. Religious Affairs Airmen conduct unit engagement jointly with their RST partner(s) or independently.

4.2.5. Manage RST functions, personnel readiness and deployment taskings. Develop, coordinate and review operations plans and annexes. Coordinate religious and pastoral support requirements with base supporting agencies. Manage religious support during contingencies for combat or humanitarian relief operations. Coordinate religious and pastoral support requirements with base agencies. Prepare and present religious customs and culture briefings. Respond to aircraft crash and mass casualty sites, hostage situations, casualty collection points, evacuation and deployment processing points and work centers. Conduct spiritual triage by applying listening, observation and interviewing skills. Protect privileged communication obtained through chaplain pastoral counseling and intervention counseling. Coordinate and facilitate force protection.

5. Skill and Career Progression.

Adequate training and timely progression from the apprentice to the superintendent skill level plays an important role in the Air Force's ability to accomplish its mission. It is essential that everyone involved in training must do his or her part to plan, manage, and conduct an effective training program. The guidance provided in this part of the CFETP will ensure each individual receives viable training at appropriate points in their career.

5.1. Apprentice (3) Level. The Religious Affairs Apprentice course, must be completed for the award of the 5R031 AFSC. Initial skills training requirements were identified during the 5R0X1 STRT meeting held in April 2018. The decision to train specific tasks and knowledge items in the initial skills course was based on a review of the Occupational Survey Report (OSR) data and subject matter expert (SME) inputs. Task and knowledge training requirements are identified in the specialty training standard, at Part II, Sections A and B. Individuals must complete the initial skills course to be awarded AFSC 5R031.

5.2. Journeyman (5) Level. Qualification in and possession of AFSC 5R031 is mandatory for award of AFSC 5R051. Upgrade training to the 5-skill level in this specialty consists of task and knowledge training provided in CDC 5R051; completion of the core task requirements identified in the STS (Part II, Section A of this CFETP); and all duty position tasks identified by the supervisor. Mandatory experience consists of religious program management, advising leadership, crisis intervention counseling and unit engagement.

5.3. Craftsman (7) Level. Qualification in and possession of AFSC 5R051 is mandatory for award of AFSC 5R071. In addition, completion of Religious Affairs Craftsman Course (once implemented) is required, begin upgrade training to the 7-skill level upon selection to SSgt. UGT consists of completing all core task requirements identified in the STS (Part II, Section A of this CFETP) and all duty position requirements identified by the supervisor. Mandatory experience consists of managing personnel and resources to advise leadership, conducting crisis intervention counseling, engaging in units and managing religious programs.

5.4. Superintendent (9) Level. Qualification in and possession of AFSC 5R071 is mandatory for award of AFSC 5R091. SMSgts are awarded AFSC 5R091 upon assuming the required grade, completion of USAF Senior NCO Academy, and recommendation of the supervisor. Mandatory experience consists of leading and managing Chaplain Corps activities.

6. Training Decisions

The CFETP uses a building block approach (simple to complex) to encompass the entire spectrum of training requirements for the Religious Affairs career field. The spectrum includes a strategy for when, where, and how to meet the training requirements. The strategy must be apparent and affordable to reduce duplication of training and eliminate a disjointed approach to training. Training decisions were made during the 5R0X1 STRT meeting held in April 2018.

6.1. Initial Skills. The initial skills course is developed by 335 TRS/TRR at Keesler AFB to provide training needed to prepare graduates for Religious Affairs apprentice related positions.

6.2. Five Level Upgrade Requirements. The 5-level CDC 5R051 is currently developed by Eaker Center/AOOT to provide required training for upgrade in Religious Affairs-related positions. The 335 TRS will begin developing the 5-level CDC 5R051 in FY21.

6.3. Seven Level Upgrade Requirements. Once developed and implemented, the craftsman course is required for 7- level upgrade.

7. Community College of the Air Force (CCAF). CCAF is one of several federally chartered degree-granting institutions; however, it is the only 2-year institution exclusively serving military enlisted personnel. The college is regionally accredited through Air University by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award AAS degrees designed for specific Air Force occupational specialties and is the largest multi-campus community college in the world. Upon completion of basic military training and assignment to an AF career field, all enlisted personnel are registered in a CCAF degree program and are afforded the opportunity to obtain an Associate in Applied Science degree. In order to be awarded, degree requirements must be successfully completed before the student separates from

the Air Force, retires, or is commissioned as an officer. See the CCAF website for details regarding the AAS degree programs at <http://www.au.af.mil/au/barnes/ccaf/>. Select the current CCAF catalog to view the CCAF degree requirements for AFSC 5R0X1.

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

	<u>Semester Hours</u>
Technical Education.....	24
Leadership, Management, and Military Studies	6
Physical Education.....	4
General Education.....	15
Program Elective.....	15
	Total: 64

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

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

7.1.3. Physical Education (4 Semester Hours): This requirement is satisfied by completion of Basic Military Training.

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

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

7.1.6. CCAF Residency Requirement (16 Semester Hours): A student must have a minimum of 16 semester hours of resident CCAF credit applied to his or her degree program to graduate. The 16 semester hour residency requirement is only satisfied by credit earned for coursework completed in a CCAF affiliated school or through CCAF Specialty Internship credit awarded for progression in an Air Force occupational specialty. Note: Proficiency “P” credit and physical education credit awarded for basic military training is not resident credit.

7.2. Professional Certifications. Certifications assist the professional development of our Airmen by broadening their knowledge and skills. Additionally, specific certifications may be awarded collegiate credit by CCAF and civilian colleges, saving time and Air Force tuition assistance funds. It also helps Airmen to be better prepared for transition to civilian life. To learn more about professional certifications and certification programs offered by CCAF, visit <http://www.au.af.mil/au/barnes/ccaf/certifications.asp>. In addition to its associate degree program, CCAF offers the following certification programs and resources:

7.2.1. CCAF Instructor Certification (CIC) Program. CCAF offers the three-tiered CIC Program for qualified instructors teaching at CCAF affiliated schools who have demonstrated a high level of professional accomplishment. The CIC is a professional credential formally recognizing the extensive faculty development training, education and qualification requirement, and practical teaching experience required to teach a CCAF accredited course.

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

7.2.3. CCAF Professional Manager Certification (PMC). CCAF offers the PMC Program for qualified Air Force NCOs. CCAF awards the PMC as a professional credential formally recognizes an individual's advanced level of education and experience in leadership and management, as well as professional accomplishments. The program provides a structured professional development track supplementing Enlisted Professional Military Education (EPME) and Career Field Education and Training Plan (CFETP).

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

- Get background information about civilian licensure and certification in general and specific information including eligibility requirements and exam preparation.
- Identify licenses and certifications relevant to an AFSC.
- Learn how to fill gaps between Air Force training and experience and civilian credentialing requirements.
- Get information on funding opportunities to pay for credentialing exams and associated fees.

- Learn about resources available to Airmen that can help them gain civilian job credentials.

To learn more about AF COOL and funding processes, visit
<https://afvec.langley.af.mil/afvec/Public/COOL/Default.aspx>

7.4. Additional off-duty education is a personal choice that is encouraged for all. Individuals desiring to become an AETC Instructor must possess, as a minimum, an associate degree or should be actively pursuing an associate degree. Special Duty Assignment (SDA) requires an AETC instructor candidate to have a CCAF degree or be within one year of completion (45 semester hours). A degreed faculty is necessary to maintain accreditation through the Southern Association of Colleges and Schools.

8. Enlisted Career Path.

Education and Training Requirements	GRADE REQUIREMENTS			
	Rank	Average Sew-On	Earliest Sew-On	High Year Of Tenure (HYT)
Basic Military Training School				
Apprentice Technical School (3-Skill Level)	Amn AIC	6 months 10 months		
Upgrade To Journeyman (5-Skill Level) - Minimum 12 months on-the-job training. - Minimum 9 months on-the-job training for retrainees. - Complete all 5-level core tasks - Complete appropriate CDC if and when available.	Amn A1C SrA	10 months 3 years	28 months	10 Years
Airman Leadership School (ALS) - Must be a SrA with 48 months' time in service or be a SSgt Selectee. - Resident graduation is a prerequisite for SSgt sew-on (Active Duty Only).	<u>Trainer</u> - Recommended by supervisor. - Qualified to perform the task. - Completed the Air Force Training Course. <u>Certifier</u> - Minimum rank of SSgt (E-5) with a 5-skill level or civilian equivalent, capable of evaluating the task being certified. - Completed the Air Force Training Course.			
Upgrade To Craftsman (7-Skill Level) - Minimum rank of SSgt. - 12 months OJT. - 6 months OJT for retrainees. - Complete all 5- and 7-level core tasks. - Complete craftsman course if/when available.	SSgt	4.5 years	3 years	20 Years
Noncommissioned Officer Academy (NCOA) - Must be a TSgt or TSgt Selectee - Resident graduation is a prerequisite for MSgt sew-on (Active Duty Only).	TSgt	9.5 years	5 years	22 years
	MSgt	14.5 years	8 years	24 years
*USAF Senior NCO Academy (SNCOA) - Must be a MSgt, SMSgt Selectee, or SMSgt. - Resident graduation is a prerequisite for SMSgt sew-on (Active Duty Only).	SMSgt	18 years	11 years	26 Years
Upgrade To Superintendent (9-Skill Level) - Minimum rank of SMSgt.	CMSgt	21 years	14 years	30 years

Section C - Skill Level Training Requirements

9. Purpose.

Skill level training requirements in this specialty are defined in terms of tasks and knowledge requirements. This section outlines the specialty qualification requirements for each skill level in broad, general terms and establishes the mandatory requirements for entry, award and retention of each skill level. The specific task and knowledge training requirements are identified in the STS at Part II, Sections A and B, of this CFETP.

10. Specialty Qualification:

10.1. Apprentice Level Training:

10.1.1. Specialty Qualifications:

10.1.1.1. Knowledge. Mandatory knowledge consists of religious diversity, religious accommodation, major faith group requirements, privileged communications, conflict management, screening and interviewing techniques, crisis intervention counseling, trauma response, suicide intervention and prevention, volunteer and religious projects and programs management, resource administration and internal controls, contingency planning, deployment and mobilization procedures, personnel readiness, force protection and physical security of resources.

10.1.1.2. Education. For entry into this specialty, completion of courses in English composition, accounting, computer operations, world religions and human behavior is desirable.

10.1.1.3. Training. For award of AFSC 5R031, completion of the Air Force Religious Affairs Apprentice Course is mandatory.

10.1.1.4. Experience. N/A

10.1.1.5. Other. The following are mandatory as indicated:

10.1.1.5.1. The following is mandatory for entry into this AFSC:

10.1.1.5.1.1. Current qualification in any AFSC at the 5-skill level or higher (or 3-skill level if no 5-skill level exists) (Retraining Only).

10.1.1.5.1.2. Recommendation by the Wing Chaplain and Superintendent/NCOIC, Religious Affairs, that the individual is acceptable for entry into the career field and recommended approval by the MAJCOM Religious Affairs Functional Manager. (Retraining Only).

10.1.1.5.1.3. Non-Prior Service students must undergo a standardized entry interview with a chaplain and Superintendent/NCOIC, Religious Affairs or delegated substitutes at Joint Base San Antonio and be recommended for entry.

10.1.1.5.1.3. Possess high standards of military conduct.

10.1.1.5.1.4. Ability to speak clearly and distinctly.

10.1.1.5.2. The following are mandatory for entry into, award of, and retention in this AFSC:

10.1.1.5.2.1. No history of emotional instability, personality disorder, or other unresolved mental health problems (e.g. inappropriate, intense anger or difficulty controlling anger) within the last 7 years. Exception: Member treated for a short duration 1 year or less and has not required treatment for 8 continuous months and does not require on-going treatment.

10.1.1.5.2.2. No convictions by courts-martial or convictions by a civilian court except for minor traffic violations and similar infractions listed in AFI 36-2002, *Enlisted Accessions*.

10.1.1.5.2.3. No record of disciplinary action for financial irresponsibility, domestic violence or child abuse.

10.1.1.5.2.4. Never convicted in civil or UCMJ proceedings (to include judicial and nonjudicial punishment) for any type of drug abuse or drug-related offense.

10.1.1.5.2.5. No history of disciplinary action (Article 15 or court-martial) for engaging in an unprofessional or inappropriate relationship as defined in AFI 36-2909, *Professional and Unprofessional Relationships*.

10.1.1.5.2.6. No record of disciplinary action (Letter of Reprimand [LOR] or Article 15) for lack of integrity, for violating ethical standards, or failure to exercise sound leadership with respect to morale or welfare of subordinates.

10.1.1.5.3. The following are mandatory for award and retention in this AFSC:

10.1.1.5.3.1. No history of disciplinary action (LOR, Article 15) for displaying religious bias or unauthorized disclosure of privileged/confidential communication.

10.1.1.5.3.2. Must maintain local network access IAW AFMAN 17-1301, *Computer Security*.

10.1.2. Training Sources and Resources. Completion of the Religious Affairs Apprentice Course satisfies the knowledge and training requirements specified in the specialty qualification section (above) for award of the 3-skill level.

10.1.3. Implementation. Completion of the Religious Affairs Apprentice Course results in award of the 3-skill level. Course E3ABR5R031 0C3D is effective until activation of course E3ABR5R031 0C3E.

10.2. Journeyman Level Training: Entry into 5-skill level upgrade training is initiated when an individual is awarded the 3-skill level. Enrollment in CDC 5R051 is mandatory.

10.2.1 Specialty Qualification.

10.2.1.1. Knowledge. Mandatory knowledge consists of religious diversity, religious accommodation, major faith group requirements, privileged communications, conflict management, screening and interviewing techniques, crisis intervention counseling, trauma response, suicide intervention and prevention, volunteer and religious projects and programs management, resource administration and internal controls, contingency planning, deployment and mobilization procedures, personnel readiness, force protection, physical security of resources.

10.2.1.2. Education. N/A

10.2.1.3. Training. Completion of Career Development Course 5R051, Religious Affairs Journeyman, and STS core tasks is mandatory.

10.2.1.4. Experience. The following experience is mandatory for award of AFSC 5R051:

10.2.1.4.1. Qualification in and possession of AFSC 5R031.

10.2.1.4.2. Experience in religious program management, advising leadership, crisis intervention counseling and unit engagement.

10.2.1.5. Other. N/A

10.2.2. Training Sources and Resources. N/A

10.2.3. Implementation. The 5-skill level is awarded upon completion of CDC 5R051; the core tasks listed in column 2 in the STS; duty position tasks identified by the supervisor; minimum time-in-training and recommendation of the supervisor.

10.3. Craftsman Level Training: Entry into 7-skill level training is initiated when an individual possesses the 5-skill level and is a SSgt or SSgt Selectee. Once the Religious Affairs Craftsman Course is implemented, completion of it is mandatory for the award of 5R071.

10.3.1 Specialty Qualification. All 5R031 and 5R051 qualifications apply to 5R071 requirements.

10.3.1.1. Knowledge. Mandatory knowledge consists of religious diversity, religious accommodation, major faith group requirements, privileged communications, conflict management, screening and interviewing techniques, crisis intervention counseling, trauma response, suicide intervention and prevention, volunteer and religious projects and programs management, resource administration and internal controls, contingency planning, deployment and mobilization procedures, personnel readiness, force protection, physical security of resources.

10.3.1.2. Education. N/A

10.3.1.3. Training. Completion of the Religious Affairs Craftsman Course (when/if available) and STS core tasks.

10.3.1.4. Experience. The following experience is mandatory for award of AFSC 5R071.

10.3.1.4.1. Qualification in and possession of AFSC 5R051.

10.3.1.4.2. Experience in managing personnel and resources to advise leadership, conducting crisis intervention counseling, engaging in units and managing religious programs.

10.3.1.5. Other. N/A

10.3.2. Training Sources and Resources. Upgrade and qualification training are provided by qualified trainers.

10.3.3. Implementation. The 7-skill level is awarded upon completion of all STS core tasks, all duty position tasks identified by the supervisor, craftsman course (when/if available) recommendation of the supervisor and approval by the unit commander.

10.4. Superintendent Level Training: Entry into 9-skill level training is initiated when an individual possesses the 7-skill level and required grade.

10.4.1 Specialty Qualification.

10.4.1.1. Knowledge. Mandatory knowledge consists of religious diversity, religious accommodation, major faith group requirements, privileged communications, conflict management, screening and interviewing techniques, crisis intervention counseling, trauma response, suicide intervention and prevention, volunteer and religious projects and programs management, resource administration and internal controls, contingency planning, deployment and mobilization procedures, personnel readiness, force protection, physical security of resources.

10.4.1.2. Education. N/A

10.4.1.3. Training. N/A

10.4.1.4. Experience. The following experience is mandatory for the award of AFSC 5R091.

10.4.1.4.1. Qualification in and possession of AFSC 5R071.

10.4.1.4.2. Experience in leading and managing Chaplain Corps activities.

10.4.1.5. Other. N/A

10.4.2. Training Sources/Resources. N/A

10.4.3. Implementation. The 9-skill level is awarded upon assuming the required grade of SMSgt, recommendation by the supervisor and approval by the unit commander.

Section D - Resource Constraints

11. Purpose. This section identifies known resource constraints that impact the execution of education and training such as funds, equipment and manpower. It includes specific constraints for skills training, exportable training and proficiency training.

12. Apprentice 3-Skill Level Training:

12.1. Constraints: No known 3-level training constraints.

13. Journeyman, 5-Skill Level Training:

13.1. Constraints: No known 5-level training constraints.

14. Craftsman, 7-Skill Level Training:

14.1. Constraints: No known 7-level training constraints.

Section E. Transitional Training Guide

There are currently no transition training requirements. This area is reserved.

Part II

Section A – Specialty Training Standard

1. Implementation. This STS will be used for technical training provided by AETC for the 3-skill level Religious Affairs Apprentice Course, course number E3ABR5R031 0A1A, effective 13 January 2020. In addition, this STS will be effective for CDC 5R051, Religious Affairs Journeyman, edit code 07, with a projected release date of 26 March 2020.

2. Purpose. As prescribed in AFI 36-2651, *Air Force Training Program*, this STS:

2.1. Lists in column 1 (Task, Knowledge, and Technical Reference) the most common tasks, knowledge, and Technical References (TR) necessary for Airmen to perform duties in the 3, 5, and 7-skill level. Column 2 (Core Tasks) identifies by “5” and “7” the core task training requirements. Tasks identified with a “/-” in column 4D were identified as 7 level course requirements during the STRT; however, the 7 level course is not yet developed.

NOTE: Tasks are functionally grouped by subject and/or job position to aid task selection and reduce duplication. Supervisors may select tasks from any attachment to accurately define a job.

2.2. Provides certification for OJT. Column 3 is used to record completion of tasks and knowledge training requirements. Use automated training management systems to document technician qualifications, if available. Task certification must show a certification or completed date. (As a minimum, use the following column designators: Training Start, Training Complete, Trainer Initials, and Trainee Initials).

2.3. Shows formal training requirements. Column 4 shows the proficiency to be demonstrated on the job by the graduate as a result of training on the task and knowledge and the career knowledge provided by the correspondence course.

2.4. Qualitative Requirements (Attachment 1) contains the proficiency code key used to indicate the level of training and knowledge provided by resident training and career development courses.

2.5. Use to document task completion when placed in AF Form 623, Individual Training Record Folder and used according to AFI 36-2651.

2.6. Is a guide for development of promotion tests used in the Weighted Airman Promotion System (WAPS). Specialty Knowledge Tests (SKTs) are developed at the USAF Occupational Measurement Squadron, by senior NCOs with extensive practical experience in their career fields. The test samples knowledge of STS subject matter areas judged by test development team members as most appropriate for promotion to higher grades. Questions are based on study references listed in the WAPS catalog. WAPS is not applicable to the Air Reserve Component.

2.7. Documentation. Using the MTL, identify all duty position requirements, including those core tasks associated with the current duty position, by circling the sub-paragraph number next to the task statement.

2.7.1. When completing the identification page, only the last 4 digits of the SSN are required.

2.7.2. For documentation, decertification/recertification and transcribing procedures, see AFI 36-2651.

2.8. Core Tasks. Tasks identified with a 5 or 7 in Column 2 are core tasks. Core tasks are tasks the AFCFM identify as minimum qualification requirements for everyone within an AFSC, regardless of duty position. Core tasks may be specified for a particular skill level or in general across the AFSC.

2.9. This CFETP will be used during the initial evaluation of all newly assigned personnel.

3. Recommendations. Report unsatisfactory performance of individual course graduates to 335 TRS/TRR, 709 Meadows Drive, Keesler AFB MS, 39534. A Customer Service Information Line (CSIL) has been installed for the supervisors' convenience. For a response to concerns, call our CSIL at DSN 597-4566 or e-mail us at 81 TRG/TGE Workflow. Reference this AFSC and identify the specific area of concern (paragraph, training standard element, etc.).

BY ORDER OF THE SECRETARY OF THE AIR FORCE

OFFICIAL

STEVEN A. SCHAICK, Major General, USAF
Chief of Chaplains

2 Attachments

1. Qualitative Requirements
2. Specialty Training Standard (STS)

Attachment 1

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

QUALITATIVE REQUIREMENTS

Proficiency Code Key		
	Scale Value	Definition: The individual
Task Performance Levels	1	Can do simple parts of the task. Needs to be told or shown how to do most of the task. (Extremely Limited)
	2	Can do most parts of the task. Needs only help on hardest parts. (Partially Proficient)
	3	Can do all parts of the task. Needs only a spot check of completed work. (Competent)
	4	Can do the complete task quickly and accurately. Can tell or show others how to do the task. (Highly Proficient)
*Task Knowledge Levels	a	Can name parts, tools, and simple facts about the task. (Nomenclature)
	b	Can determine step by step procedures for doing the task. (Procedures)
	c	Can identify why and when the task must be done and why each step is needed. (Operating Principles)
	d	Can predict, isolate, and resolve problems about the task. (Advanced Theory)
**Subject Knowledge Levels	A	Can identify basic facts and terms about the subject. (Facts)
	B	Can identify relationship of basic facts and state general principles about the subject. (Principles)
	C	Can analyze facts and principles and draw conclusions about the subject. (Analysis)
	D	Can evaluate conditions and make proper decisions about the subject. (Evaluation)

Explanations

*** A task knowledge scale value may be used alone or with a task performance scale value to define a level of knowledge for a specific task. (Example: b and 1b)**

**** A subject knowledge scale value is used alone to define a level of knowledge for a subject not directly related to any specific task, or for a subject common to several tasks.**

- This mark is used alone instead of a scale value to show that no proficiency training is provided in the course or CDC.

5 When this code is used in the Core Tasks Column, it indicates the AFCFM has mandated this task as a core 5-level requirement.

7 When this code is used in the Core/Tasks column, it indicates the AFCFM has mandated this task as a core 7-level requirement.

Note 1: Underlined technical references consist of publications from non-Air Force sources. Information for accessing references is provided below:

Title 17 USC and Title 29 USC: <http://uscode.house.gov/browse.xhtml>

Federal Acquisition Regulation (FAR): <http://www.acquisition.gov/far>

DoD Directives (DoDD): <http://www.dtic.mil/whs/directives/index.html>

Joint Publications (JP) and Joint Guides: <http://www.jcs.mil/Doctrine/Joint-Doctrine-Pubs/>

Manual for Court Martial (MCM): <http://www.loc.gov>

Individual Reserve Guide: <http://www.arpc.afrc.af.mil/Portals/4/DRIO/RIO-Guide-For-IRs.pdf>

The Resiliency Advantage book by Dr. Al Siebert is available for purchase from commercial sources

Attachment 2

1. Tasks, Knowledge And Technical References		3. Certification For OJT				4. Proficiency Codes Used to Indicate Training/Information Provided (See Note)		
		A	B	C	D	A 3 Skill Level	B 5 Skill Level	C 7 Skill Level
	2. Core Tasks	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Course	CDC	OJT
1. USAF Chaplain Corps TR: <u>DoDD 1300.17, JP 1-01, JG 1-05, AFPD 52-1; AFI 1-1, 36-2101, 36-2811, 36-2618, 52-101, 52-104, 52-105, 91-202, AFMAN 32-1084, MCM/MRE 503, Air Force Officer and Enlisted Classification Directories, Air Force Chaplain Corps Strategic Plan</u>								
1.1. Mission	5					A	B	C/-
1.2. Core Capabilities	5					A	B	-
1.3. Organizational Structure						A	-	-
1.4. Duties and Responsibilities						B	-	C/-
1.5. Position Description						A	B	-
1.6. Religious Support Team	5					B	B	-
1.7 Religious Affairs History						A	A	-
2. Religious Program Management TR: <u>Title 17 USC, 102-106, 501, Title 29 USC 2007, FAR, part 37, DoDDs 1300.17, 5000.52-M, 5200.2-R, JG 1-05, AFPD 52-1, AFI 52-101, 52-104, 52-105, 10-3001, 25-201, 31-501, 33-360, 36-2618, 36-2629, 36-2706, 36-2811, 36-2903, 38-201, 63-138, 65-201, 65-601 Vol 1, 90-201, AFMAN 33-326, AFH 33-337, AFMS 105A, Individual Reserve Guide</u>								

1. Tasks, Knowledge And Technical References		3. Certification For OJT				4. Proficiency Codes Used to Indicate Training/Information Provided (See Note)		
		A	B	C	D	A 3 Skill Level	B 5 Skill Level	C 7 Skill Level
	2. Core Tasks	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Course	CDC	OJT
2.1. Major Religious Tenets	5					A	B	-
2.2. Faith and Belief Codes						A	B	-
2.3. Provide or Provide For (Refer)	7					-	b	c/-
2.4. Religious Observances								
2.4.1. Catholic						A	B	-
2.4.2. Islamic						A	B	-
2.4.3. Jewish						A	B	-
2.4.4. Latter Day Saints						A	B	-
2.4.5. Orthodox						A	B	-
2.4.6. Other						A	B	-
2.4.7. Protestant						A	B	-
2.4.8. Buddhist						A	B	
2.5. Support Worship, Liturgies and Rites								
2.5.1. Catholic	5					2b	-	-
2.5.2. Ecumenical						a	-	-
2.5.3. Islamic						a	-	-
2.5.4. Interfaith						a	-	-
2.5.5. Jewish						a	-	-
2.5.6. Latter Day Saints						a	-	-
2.5.7. Orthodox						a	-	-
2.5.8. Other						a	-	-
2.5.9. Protestant	5					2b	-	-
2.5.10. Buddhist						a	-	-
2.5.11. Prepare Neutral Chapel Facilities	5					2b	-	-
2.5.12. Support Memorial Services	5					a	-	-
2.5.13. Support Funeral Services (Chapel and Graveside)	5					a	-	-

1. Tasks, Knowledge And Technical References		3. Certification For OJT				4. Proficiency Codes Used to Indicate Training/Information Provided (See Note)		
		A	B	C	D	A 3 Skill Level	B 5 Skill Level	C 7 Skill Level
	2. Core Tasks	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Course	CDC	OJT
2.6. Spiritual Care Programs								
2.6.1. Religious Education						A	B	-
2.6.2. Spiritual Renewal						A	B	-
2.6.3. Spiritual Resiliency	5					A	B	-
2.6.4. Stewardship						A	B	-
2.6.5. Humanitarian Projects	7					A	B	-
2.7. Appropriated Funds								
2.7.1. Planning, Programming, Budgeting and Execution (PPBE) Process	5					-	B	C/-
2.7.2. Identify Annual Funding Program Requirements	5					-	b	3c/-
2.7.3. Develop Annual Financial Plan	5					-	b	3c/-
2.7.4. Determine Unfunded Requirements	5					-	b	3c/-
2.7.5. Track Expenditures	5					-	b	3c/-
2.8. Chapel Tithes and Offerings Fund (CTOF)								
2.8.1. Roles and Responsibilities						A	B	C/-
2.8.2. Accounting Principles						A	B	C/-
2.8.3. Prepare CTOF Forms	5					2b	-	-
2.8.4. Develop Budget	7					-	b	3c/-

1. Tasks, Knowledge And Technical References		3. Certification For OJT				4. Proficiency Codes Used to Indicate Training/Information Provided (See Note)		
		A	B	C	D	A 3 Skill Level	B 5 Skill Level	C 7 Skill Level
	2. Core Tasks	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Course	CDC	OJT
2.8.5. Maintain CTOF Account Manager Binder	5					-	b	-
2.8.6. Maintain CTOF Continuity File	5					-	b	-
2.8.7. Perform Monthly CTOF Assessment	7					-	b	3c/-
2.8.8. Analyze CTOF Reports	7					-	b	3c/-
2.8.9. Safeguard Chapel Offerings						b	-	-
2.8.10 Fixed Assets Management	7					-	B	-
2.9. CTOF Government Purchase Card (GPC) Program								
2.9.1. Roles and Responsibilities						A	B	-
2.9.2. Document Credit Card Purchase	5					1a	b	-
2.9.3. Reconcile Monthly Credit Card Statement	5					1a	b	-
2.9.4. Maintain Credit Card Folder	5					1a	b	-
2.10. Chapel Facilities								
2.10.1. Types						A	B	-
2.10.2. Utilization	5					A	B	-
2.10.3. Maintain Facilities Schedule						a	b	-
2.10.4. Military Construction (MILCON)						-	B	-
2.11. Manpower								
2.11.1. Manpower Processes	7					-	B	C/-

1. Tasks, Knowledge And Technical References		3. Certification For OJT				4. Proficiency Codes Used to Indicate Training/Information Provided (See Note)		
		A	B	C	D	A 3 Skill Level	B 5 Skill Level	C 7 Skill Level
	2. Core Tasks	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Course	CDC	OJT
2.11.2. Unit Manpower Document (UMD)	7					A	B	C/-
2.11.3. Unit Manpower Personnel Roster (UMPR)	7					A	B	C/-
2.12. Air Reserve Component (ARC) Support								
2.12.1. ARC Management						A	B	-
2.12.2. Individual Reserves (IR)						-	B	-
2.12.3. IMA Tours of Duty Schedule						-	B	-
2.12.4. Prepare Military Personnel Appropriation (MPA) Requests	7					-	b	c/-
2.13. Special Resource Personnel								
2.13.1. Categories						A	-	-
2.13.2. Performance Agreements						A	B	-
2.13.3. Prepare Performance Agreements						-	b	-
2.13.4. Non-Chaplain Worship Leader Documentation						A	B	-
2.14. Volunteers								
2.14.1. Concept and Use						A	B	-
2.14.2. Recruit						1a	-	-
2.14.3. Organize						1a	-	-
2.14.4. Train						1a	-	-
2.14.5. Recognize						1a	-	-
2.14.6. Oversee						1a	-	-
2.14.7. Advise						1a	-	-

1. Tasks, Knowledge And Technical References		3. Certification For OJT				4. Proficiency Codes Used to Indicate Training/Information Provided (See Note)		
		A	B	C	D	A 3 Skill Level	B 5 Skill Level	C 7 Skill Level
	2. Core Tasks	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Course	CDC	OJT
2.15. Lay Organizations	5					A	B	-
2.16. Strategic Planning								
2.16.1. Strategic Planning Process						A	B	C/-
2.16.2. Annual Ministry Plan								
2.16.2.1. Concepts						A	B	C/-
2.16.2.2. Identify Contexts	5					a	b	-
2.16.2.3. Identify Capacity	5					a	b	-
2.16.2.4. Identify Requirements	5					a	b	-
2.16.2.5. Develop	7					a	b	3c/-
2.16.2.6. Validate	7					a	b	3c/-
2.16.2.7. Implement	7					1a	b	3c/-
2.16.3. Chapel Financial Working Group (CFWG)						A	B	-
2.17. Government Contracting Instruments								
2.17.1. Types						A	-	-
2.17.2. Funding Sources						A	-	-
2.17.3. Prepare Statements of Work	7					-	b	3c/-
2.17.4. Prepare Performance Work Statements	7					-	b	3c/-
2.17.5. Ethics						-	A	-
2.17.6. Request Appropriated Contracts						-	b	-
2.17.7. Prepare CTOF Contracts						-	b	-
2.17.8. Review CTOF Contracts	7					-	b	-

1. Tasks, Knowledge And Technical References		3. Certification For OJT				4. Proficiency Codes Used to Indicate Training/Information Provided (See Note)		
		A	B	C	D	A 3 Skill Level	B 5 Skill Level	C 7 Skill Level
	2. Core Tasks	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Course	CDC	OJT
2.18. Support Agreements/ Memorandums of Agreement								
2.18.1. Support Agreement Requirements	7					A	B	C/-
2.18.2. Memorandums of Agreement	7					A	B	C/-
2.19. Administration								
2.19.1. Memorandums								
2.19.1.1 Prepare						-	-	-
2.19.1.2. Review						-	-	-
2.19.2. Electronic Mail								
2.19.2.1. Prepare						-	-	-
2.19.2.2. Review						-	-	-
2.19.3. Operating Instructions								
2.19.3.1. Prepare						-	-	-
2.19.3.2. Review						-	-	-
2.19.4. Publicity								
2.19.4.1. Materials						A	B	-
2.19.4.2. Prepare Publicity Materials	5					2b	-	-
2.19.4.3. Prepare Chapel Program Bulletins	5					2b	-	-
2.19.4.4. Review Chapel Program Bulletins						2b	-	-
2.19.5. Protocol								
2.19.5.1. Protocol Principles						B	-	-
2.19.5.2. Apply Protocol Principles						2b	b	-
2.19.6. Suspense Management						-	-	-

1. Tasks, Knowledge And Technical References		3. Certification For OJT				4. Proficiency Codes Used to Indicate Training/Information Provided (See Note)		
		A	B	C	D	A 3 Skill Level	B 5 Skill Level	C 7 Skill Level
	2. Core Tasks	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Course	CDC	OJT
2.19.7. Intellectual Property								
2.19.7.1. Copyright Requirements						A	B	-
2.19.7.2. Intellectual Property Requirements						A	B	-
2.19.8. Chaplain Corps Publications & Forms						A	-	-
2.19.9. Internal Controls								
2.19.9.1. Concepts						A	-	-
2.19.9.2. Manage	7					-	b	-
2.19.10. Background Checks								
2.19.10.1. Requirements	5					B	-	-
2.19.10.2. Processing	7					-	b	-
2.19.10.3. Manage	7					-	b	-
3. Advising Leadership TR: DoDDs 1300.17, 1300.6, JG 1-05, JPs 3-33, 3-28, 3-29, 3-63, 3-57, 3-31, 4-06, 5-0, AFIs 52-101, 52-104, 10-3001, 36-2706, 90-505, MCM/MRE 503,								
3.1. Talking Papers								
3.1.1. Prepare	5					2b	-	-
3.1.2. Review	7					-	-	-
3.2. Background Papers								
3.2.1. Prepare	5					2b	-	-
3.2.2. Review	7					-	-	-
3.3. Religious Accommodation								
3.3.1. Concept						A	B	-
3.3.2. Sensitivity	7					B	-	-
3.3.3. Process Requests						1a	b	-

1. Tasks, Knowledge And Technical References		3. Certification For OJT				4. Proficiency Codes Used to Indicate Training/Information Provided (See Note)		
		A	B	C	D	A 3 Skill Level	B 5 Skill Level	C 7 Skill Level
	2. Core Tasks	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Course	CDC	OJT
3.4. Interpersonal Communications								
3.4.1. Concepts						B	B	-
3.4.2. Apply Internal	5					2b	b	-
3.4.3. Apply External	5					2b	b	-
3.5. Chaplain Corps Statistical Reports								
3.5.1. Concepts						A	-	-
3.5.2. Prepare	5					2b	-	-
3.5.3. Manage	5					2b	b	-
3.5.4.. Analyze	7					1a	b	c/-
3.6. Religious Cultures								
3.6.1. Awareness						A	B	-
3.6.2. Prepare Briefing	5					2b	-	-
3.6.3. Religious Leader Engagement						A	B	-
3.7. Religious Pluralism						A	B	-
3.8. Ethics						A	B	-
4. Crisis Intervention TR: AFIs 44-153, MCM/MRE 503, <u>The Resiliency Advantage book by Dr. Al Siebert</u>								
4.1. Crisis Intervention								
4.1.1. Concept						B	-	-
4.1.2. Perform	5					2b	c	-
4.1.3. Refer	5					2b	-	-
4.2. Confidential Communications								
4.2.1. Rules	5					B	-	-
4.2.2. Apply						3c	c	-
4.3. Crisis Response Actions								
4.3.1. Perform Crisis Response	5					2b	c	-
4.3.2. Perform Suicide Intervention	5					3c	-	-

1. Tasks, Knowledge And Technical References		3. Certification For OJT				4. Proficiency Codes Used to Indicate Training/Information Provided (See Note)		
		A	B	C	D	A 3 Skill Level	B 5 Skill Level	C 7 Skill Level
	2. Core Tasks	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Course	CDC	OJT
4.3.3. Traumatic Event Response								
4.3.3.1. Concepts	5					B	B	-
4.3.3.2. Roles and Responsibilities	5					B	B	-
4.3.4. Grieving Process						A	B	-
4.3.5. Conduct Spiritual Triage	5					2b	b	-
4.3.6. Caregiver Resiliency								
4.3.6.1. Individual						B	-	-
4.3.6.2. Team						B	-	-
4.3.6.3. Conduct	7					1a	-	-
5. Unit Engagement TR: <u>JG 1-05, 10-403, 44-153,</u>								
5.1. Roles and Responsibilities	5					B	-	-
5.2. Prepare Plan	5					2b	b	-
5.3. Implement Plan	5					2b	b	-
6. Readiness TR: <u>JG 1-05, JPs 3-33 (Annex C to Appendix C), 4-06 (Appendix E), AFIs 10-401, 10-402, 10-403, 10-404, 10-410, 10-2501, 34-242, 52-104, 52-105, AFH 10-416</u>								
6.1. Unit Type Codes (UTC)						A	B	-
6.2. Readiness RST Responsibilities						-	B	-
6.3. Field Religious Observances						A	-	-
6.4. Contingency Operations								
6.4.1. Plans						-	A	-
6.4.2. Prepare Annexes	7					-	b	-

1. Tasks, Knowledge And Technical References		3. Certification For OJT				4. Proficiency Codes Used to Indicate Training/Information Provided (See Note)		
		A	B	C	D	A 3 Skill Level	B 5 Skill Level	C 7 Skill Level
	2. Core Tasks	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Course	CDC	OJT
6.4.3. Develop Contingency Support Operating Instructions (OI)						-	b	-
6.5. Religious Support in Joint Operations	7					A	B	-
6.6. Managing Base of Operations								
6.6.1. Operate Chapel Control Center	5					b	-	-
6.6.2. Supervise Chapel Control Center	7					-	b	-
6.6.3. Facilitate Force Protection						-	b	-
6.7. Religious Support to Mortuary Affairs Operations						A	-	-
6.8. Training Exercise								
6.8.1. Participate In Garrison						2b	-	-
6.8.2. Participate in Simulated Deployment Environment						2b	-	-

Attachment 2

Section B--Course Objective List

1. Measurement. Each objective is indicated as follows: **W** indicates task or subject knowledge which is measured using a written test, **PC** indicates required knowledge or task performance which is measured with a performance progress check, and **PC/W** indicates separate measurement of both knowledge and performance elements using a performance progress check and a written test. **P** indicates required task performance, which is measured with a performance test, while **P/W** indicates separate measurement by a performance test and a written test. **PC/P/W** indicates separate measurement by a progress check, performance test and a written test.

2. Standard. The standard is 70% on written examinations. Standards for performance measurement are indicated in the objective and delineated on the individual progress checklist. Instructor assistance is provided as needed during the progress check, and students may be required to repeat all or part of the behavior until satisfactory performance is attained. A student will undergo academic review upon failing their second written examination or a written examination and two performance tests or four performance tests. The range of actions includes probationary continuation, special individualized assistance/re-test, wash-back or elimination.

3. Proficiency Level. Most task performance is taught to the "2b" proficiency level which means the student can do most parts of the tasks, but does need assistance on the hardest parts of the task (partially proficient). The student can also determine step by step procedures for doing the task.

4. Course Objectives:

4.1. Religious Affairs Apprentice Course:

4.1.1. Course objectives maintained by 335 TRS/TRR.

Section C - Support Materials

The following list of support materials is not all inclusive; however, it covers the most frequently referenced areas.

Reference	Title	Developer
CDC 5R051	Religious Affairs Journeyman	CDC Writer
AFMAN 33-326	Preparing Official Communications	SAF/XCPPC
AFH 33-337	The Tongue and Quill	ACSC/DEOP
N/A	Marriage Care Curriculum	AF/HCXR

Section D - Training Course Index

1. Purpose. This section of the CFETP identifies training courses available for the specialty and shows how the courses are used by each MAJCOM in their career field training programs.

2. Air Force In-Residence Courses.

2.1. Mandatory Courses.

COURSE NUMBER	TITLE	LOCATION
E2ABR5R031 00AA	Religious Affairs Apprentice Course	Keesler AFB MS
E3ABR5R031 0A1A	Religious Affairs Apprentice Course	Keesler AFB MS
*Planned implementation date 13 January 2020 with class 20002		

2.2. Other Courses.

COURSE NUMBER	TITLE	LOCATION
MAFCSI131	Religious Affairs Strategic Leadership Course	Maxwell AFB AL
MAFCSI137	Superintendent/NCOIC, Religious Affairs Course	Maxwell AFB AL

3. Air University/A4L Courses.

COURSE NUMBER	TITLE	LOCATION
CDC 5R051	Religious Affairs Journeyman	Keesler AFB MS
*Effective in FY21, CDCs will be written by 335 TRS		
**CDCs planned implementation date of 60 days after class 20002 graduation date		

4. Exportable Courses

COURSE NUMBER	TITLE	LOCATION
N/A		

5. Courses Under Development/Revision

COURSE NUMBER	TITLE	LOCATION
N/A		

Section E - MAJCOM Unique Requirements

The following list of MAJCOM unique responses is not all inclusive; however, it covers the most frequently referenced areas.

COURSE NUMBER	COURSE TITLE	LOCATION
N/A		