

Forever-Learning Program Overview — The Lifetime Tier (Executive · Alumni · Post-Doctoral)

“The bachelor’s tier teaches what the discipline is. The master’s teaches how to do it. The doctorate teaches how to test it. The forever-learning tier is the promise that you never stop — and that the discipline never stops needing you.”

Program level: lifetime continuing education (the fourth rung, above the doctorate) · **Course numbers:** FL 1001–1008 · **Audience:** executives (10+ years), alumni of any tier, post-doctoral researchers · **Launchpad mapping:** L5 Leader, The Ascension, The Transcendence (see the degree fellowship course crosswalk).

This document is the front door to the **forever-learning tier** of the Dream Pursuit Doctrine curriculum. It is written for a prospective executive, an alumnus considering a return, a post-doctoral researcher, and the program committee deciding whether to register this as the curriculum’s fourth tier. It tells you what the program is, who it is for, how it is structured, and what the discipline expects of those who stay in it for a lifetime.

1. What this program is

The forever-learning tier is the curriculum’s **lifetime rung** — the standing program for people who have completed a tier (or who bring equivalent experience) and intend to keep learning, teaching, and contributing for the rest of their career. It is deliberately **not a degree**:

- It confers no credit that must be earned and no seat-time that must be served.
- It is not a fixed sequence with a terminus; it is a **lifecycle of standing structures** — master classes, studios, roundtables, seminars, mentorships, symposia — that a member moves among for decades.
- It is assessed not by grades but by **demonstrated contribution**: a re-certified re-grounding, an authored corpus entry, a mentored cohort, a peer-reviewed capture.

The doctorate converted practitioner arguments into research questions and evidence. The forever-learning tier takes the people who can do that work and keeps them *in* it — as executives, mentors, and researchers — so the discipline compounds across careers rather than restarting with every cohort.

2. Where it sits in the curriculum

The curriculum’s ladder gains a fourth rung:

Tier	Relationship to knowledge	What a graduate can do
Bachelor's (Dream Foundations)	<i>Consume</i>	Read a solicitation, trace the money flow, understand the market's shape.
Master's (Curiosity in Action)	<i>Apply</i>	Build an ORBITAL, score a pursuit, make a bid/no-bid call, run a gate.
Doctoral (Visionary Leadership)	<i>Generate</i>	Design and execute research that tests the doctrine's claims, then publish it.
Forever-Learning (Steward)	<i>Sustain</i>	Keep the doctrine alive across a career — teach it, update it, mentor it, extend it.

The three degree tiers get a learner to the frontier; the forever-learning tier keeps them **on** the frontier. It is the “Global Impact (Post-Doctoral & Executive)” row of the doctoral overview’s ladder, rendered as a full program with its own structures, course numbers, and expectations.

3. Who it is for — three cohorts, one program

The program serves three cohorts. They share the standing structures but enter with different identities and expectations:

Cohort A — Executives (10+ years of practice)

The senior GovCon professional — the capture director, BD vice president, firm owner, contracts executive — who has mastered the craft and now needs strategic altitude. The executive cohort’s spine is the executive tier (`modules/forever-learning/executive-education.md`): master classes, the pursuit-leadership studio, the current-event roundtable, and the regulatory-change watch.

Entry: no application and no prerequisites beyond demonstrated seniority — the honest test is the one the executive module names: *can you take a real, published-and-closed competition and produce a win strategy, a pricing posture, and a gate plan that would survive a skeptical board?*

Cohort B — Alumni of any tier

Graduates of the undergraduate, graduate, or doctoral tiers who stay in the community (`modules/forever-learning/alumni-community.md`). The alumni co-

hort’s spine is study groups, practicum mentorship, the annual symposium, and the cross-cohort case library.

Entry: completion of any tier of the curriculum, or demonstrated equivalency via the placement guide (`guides/onboarding-and-placement.md`). Membership is lifetime.

Cohort C — Post-doctoral researchers

The research career after the PhD (`modules/forever-learning/post-doctoral-fellowship.md`): early-career researchers, faculty members, and senior practitioners with a research arm. The post-doctoral cohort’s spine is the advanced research seminar, the research agenda’s threads, and DNA corpus authorship and curation.

Entry: completion of a doctoral tier (or equivalent research record), a research statement, and acceptance by the program’s research committee.

4. The program model — a lifecycle of standing structures

Where a degree is a sequence of courses toward a terminus, the forever-learning program is a **lifecycle of standing structures** a member moves among. Each structure is a recurring encounter with learning objectives, a session plan, discussion prompts, and a deliverable — the module contract’s parts (`modules/module-template.md`) — but its *calendar* is a career, not a semester.

#	Course	Cohort	What it is
FL 1001	Executive Master Classes	Executive	Short, high-intensity classes on one strategic topic at altitude (portfolio strategy, win-rate economics, gate governance, market shape, pricing posture, teaming posture).

#	Course	Cohort	What it is
FL 1002	The Pursuit-Leadership Studio	Executive	The flagship working session: executives bring real organizational problems and real (closed) pursuits into a peer room and put them under color-team discipline.
FL 1003	Current-Event Roundtable	Executive + Alumni	The standing read of a real, published-and-closed NOFO — as evaluator, strategist, and teacher — on a monthly or quarterly cadence.
FL 1004	Regulatory-Change Watch	Executive + Alumni	The standing track on FAR / DFARS / DCAA / CAS / TINA changes, read as strategic signals rather than compliance briefings.
FL 1005	The Advanced Research Seminar	Post-Doctoral	The peer-reviewed working group for the field's research: work-in-progress review, the machinery as research object, and cross-disciplinary method swaps.

#	Course	Cohort	What it is
FL 1006	Corpus Authorship & Curation Practicum	Post-Doctoral	The editorial bridge between the human rendering and the machine rendering: curating the DNA corpus and, over time, authoring doctrine grounded in tested claims.
FL 1007	The Mentorship Practicum	Alumni (with Executives as mentors)	Alumni coach new students through a full pursuit cycle; the discipline's apprenticeship made deliberate.
FL 1008	Annual Symposium & Recertification	All	The yearly gate: the year in the outcome record, the doctrine's open questions, the case-library review, the debrief-retrofit votes, and the annual re-grounding.

The course numbers are a **registry**, not a fixed sequence: a member's path through FL 1001–1008 depends on cohort, era (see the twenty-year arc), and current focus. No course is a prerequisite for another in the degree sense; each is a standing invitation.

5. Faculty expectations

The forever-learning program blurs the line between student and teacher on purpose — a member who stays long enough teaches as much as they learn. The program still names the roles that keep it honest:

- **Program director** — owns the tier: the course registry, the faculty

roster, and the annual recertification cadence.

- **Editorial board** — owns the curriculum delta: which debrief-retrofits ship into which tier, and whether the doctrine stayed still while the canon moved (refresh-and-recertification.md).
- **Course owners** — one per standing structure, responsible for its objectives, its session plan, and its recurring quality.
- **Faculty** — the members who teach: executive master-class leaders, seminar chairs, dissertation-committee members, and practicum mentors.
- **Research committee** — admits post-doctoral fellows and gates the research agenda's threads.

Every faculty role is **earned by contribution, not by title**: a member teaches a master class after they have demonstrated mastery, chairs a seminar after they have survived it, and holds editorial voice after they have curated. The program's own governance vocabulary (doctrine/04) applies to its faculty as much as to its learners: gates with written criteria, named owners, forward-only cadence.

6. Assessment — demonstration, not grades

The program's assessment philosophy is the doctrine's own: **criteria written before the work begins**. Each standing structure publishes its expectations in advance; the member always knows what "excellent" means. There are no surprise rubrics at the forever-learning tier.

What is assessed, and how:

What	The bar
Annual recertification	The three deltas re-grounded each year (rulebook, canon, practice), plus the fourth (curriculum) for faculty.
Mentorship	A mentored protégé completes a full pursuit cycle under the practicum's two rules (real documents, coach the discipline).
Peer review	A capture or a dissertation chapter reviewed under the color-team contract: independence, specificity, forward-only.
Corpus contribution	A curated review, and over time an authored doctrine entry grounded in a tested claim.
Research	One study designed and one analysis executed per year; one article per two-year cycle, for the post-doctoral cohort.

Two benchmarks from the doctoral tier carry into this one and are worth repeating:

- **The integrity benchmark.** The field runs on trust in a published, documented process — and so does the program. Fabricated evidence, invented solicitations, or misrepresented work fails the relevant demonstration outright. The non-fabrication standard is absolute.
- **The replication benchmark.** A corpus entry, a research finding, or a case-library lesson that cannot be reproduced from its documented sources is not a contribution.

7. The lifetime-access model

Membership carries **lifetime access** to every tier of the curriculum — doctrine, literacy, modules, courses, practice — and lifetime standing in the community. Three properties keep the model honest:

1. **Access is to the doctrine, not to the tools.** Lifetime access means the library, the structures, and the community — never a product. The program is stack-agnostic with the whole curriculum (doctrine/08).
2. **Access compounds with contribution.** Standing — faculty roles, editorial voice, symposium platform — is earned by contribution, not tenure. The program values its stewards by the same criteria it teaches.
3. **Access stays current.** The refresh cadence re-verifies that every member-facing document still matches reality. Lifetime access to a stale curriculum would be a disservice; the refresh discipline is what makes the promise real.

8. The stack-agnostic promise at the forever-learning tier

The doctrine's core rule — *concepts are durable, tools are swappable* (doctrine/08) — holds *hardest* at this tier. A member will be in the space for twenty years; the tools they meet on day one will be obsolete by year twenty, and the doctrine they learn in the first semester must still organize every pursuit they touch. Every standing structure is therefore designed so that:

- the **master classes** teach strategy at concept altitude, never a product's workflow;
- the **studio** and **roundtable** work on real, published-and-closed documents, never on a system of record;
- the **research seminar** studies the discipline's machinery as a *conceptual object* — what it claims and how to test the claim — never as files to operate;
- the **corpus practicum** writes the human concept first, and treats the machine-side encoding as the versioned rendering of a durable idea.

If a lesson at this tier seems to require operating a specific tool, that is a bug in the lesson, not a feature of the discipline — and the refresh cadence exists to

catch exactly that.

9. How to register this tier (for the integrator)

The forever-learning tier is designed to be registered as the curriculum's **fourth tier**. The registration steps, for the integration agent:

1. **Manifest audience enum.** Add `forever-learning` (the tier umbrella) plus the cohort audiences `executive`, `alumni`, and `postdoctoral` to the audience enum in `manifest.yaml`, alongside the existing `undergraduate/graduate/doctoral` values. Suggested per-document audiences: the tier README and the twenty-year arc → `forever-learning`; the executive module → `executive`; the alumni module → `alumni`; the post-doctoral module → `postdoctoral`; the refresh module and this program overview → `forever-learning` (they serve all cohorts and the faculty).
2. **Manifest registry entries.** Register `modules/forever-learning/README.md`, `modules/forever-learning/post-doctoral-fellowship.md`, `modules/forever-learning/executive-education.md`, `modules/forever-learning/alumni-community.md`, `modules/forever-learning/refresh-and-recertification.md`, `modules/forever-learning/twenty-year-arc.md`, and `course/forever-learning-program.md`, each with a one-line concept.
3. **Ladder indexes.** Update `modules/README.md` (the module ladder) and the degree fellowship course crosswalk in `align/concept-to-system-map.md` to add the fourth rung. The README's degree-ladder section and the repo front door may also note the fourth tier.
4. **Render.** The render scripts iterate `modules/` and `course/` recursively, so the new files render to `dist/` automatically; run `render/build-docx.sh` (and `build-pdf.sh` if possible) and confirm the new docs appear under `dist/`.
5. **Version.** Bump `VERSION` (minor for the new tier) and add a `changelog.md` entry under the current heading.

The program in three sentences

The degree tiers taught you what the discipline is, how to do it, and how to test it. The forever-learning tier is the standing program for the rest of your career — master classes, studios, roundtables, seminars, mentorships, and a symposium, all on a refresh cadence that keeps the doctrine current without rewriting it. **Stay, teach, and extend — the discipline compounds through the people who keep it alive.**

Reflection questions for the prospective member

1. Which era of the twenty-year arc are you in — and which standing structure is the most valuable next thing for you to join?

2. What could you contribute that no one else in the room can — a portfolio of logged outcomes, a hard-won debrief, a research question, a willingness to coach?
3. What would it take for you to be a steward of this discipline in twenty years, rather than a consumer of it?