

8 MARCH 2001

Personnel



★TECHNICAL AND BASIC MILITARY TRAINING DEVELOPMENT

COMPLIANCE WITH THIS PUBLICATION IS MANDATORY

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OPR: HQ AETC/DOOV (Mr S. Goin)
Supersedes AETCI 36-2203, 5 October 1999

Certified by: HQ AETC/DOO (Col T. Fossen)
Pages: 140/Distribution: F

★This instruction implements AETC 36-22, *Military Training*. It contains responsibilities and procedures for planning, developing, and validating technical training to include resident and nonresident courses and basic military training (BMT). It applies to personnel in Air Education and Training Command (AETC) who plan, prepare, review, approve, and conduct technical and basic military training. The reporting requirements in this instruction (paragraph 3.7.8.3.5 and Chapter 10) are exempt from licensing in accordance with paragraph 2.11.5 of AFI 33-324, *The Information Collections and Reports Management Program; Controlling Internal, Public, and Interagency Air Force Information Collections*. This instruction requires collecting and maintaining information protected by the Privacy Act of 1974 authorized by Title 10, United States Code, Section 8013. System of Records notice F036 AF PC Q, *Personnel Data System*, applies. Maintain and dispose of records created as a result of processes prescribed in this publication in accordance with AFMAN 37-139, *Records Disposition Schedule* (will become AFMAN 33-322, Volume 4). See Attachment 1 for a glossary of references and supporting information. Submit recommendations for changes and requests for waivers to any requirement stated in this instruction according to guidance in AFI 33-360, Volume 1, *Publications Management Program*. Training groups may supplement this instruction. Send copies of proposed supplements to the Policy Branch (HQ AETC/DOOV) for review and approval prior to implementation.

★SUMMARY OF REVISIONS

This revision incorporates interim change (IC) 2001-1 which modifies the title to "Technical and Basic Military Training Development" with applicability to BMT (purpose paragraph, paragraphs 1.2, 1.3, 1.4, 1.4.7, 1.8.1, 1.8.1.1, 1.8.2.1, 1.8.2.2, 2.2.1, 2.7.3.2.4, 3.1, 3.8.1, 3.8.5.2, 5.1.3, 5.2.7, 5.2.7.1, 5.3.2, 5.3.3, 5.4.1, 5.4.6, 6.1.1, 6.1.2, 6.1.3.1, 6.1.3.2, 6.1.3.4); expands the guidance on course training plans for type 5 courses (paragraph 2.2), incorporates guidance on manpower authorizations for overhead positions (paragraph 2.5.1.1.4.1), incorporates the use of AETC Form 120A, **Field Training Equipment List**, for the 982 TRG (paragraph 2.5.1.1.6.1); expands guidance on the manpower annex (paragraph 2.5.2.1.2) and deletes appendixes 1, 2, 3 (paragraphs 2.5.2.1.2.1, 2.5.2.1.2.2, and 2.5.2.1.2.3); adds guidance on a safety annex (paragraph 2.5.2.1.9); expands guidance on student man-years (paragraph 2.6.2); deletes AETC Form 362D, **Specialty Training Standard Typing Guide** (paragraph 3.7.8.3.6); clarifies

periodic review of performance tests (paragraph 5.9.4); expands guidance on deviations to the standard training day for the 982 TRG (para 6.1.2); updates the procedure for handling requests for student instructional materials from the general public (paragraph 8.5.1); updates 2 AF office symbols (paragraphs 11.8.7, 11.8.8, 11.8.10, 11.15.7, 11.20.1, and 11.20.2.6); updates change from Extension Course Institute (ECI) to Air Force Institute for Advanced Distributed Learning (AFIADL) (paragraphs 11.1.2, 11.6.3, 11.6.4, 11.6.6.4, 11.7, 11.8.3, 11.8.4, 11.8.7, 11.8.8, 11.8.10, 11.9, 11.10.1, 11.10.2, 11.13.1, 11.13.2, 11.13.3, 11.13.4, 11.15.4, 11.15.5, 11.15.6, 11.15.7, 11.16.2, 11.16.3, 11.17.1, 11.17.1.1, 11.17.1.2, 11.18.1.1, 11.18.3, 11.18.5, 11.19.5, 11.20.1, 11.20.2.3, and 11.20.2.4); incorporates guidance on course resource estimates (Chapter 15); changes the point of contact for TMs working equipment shortages to HQ AETC/DOO (paragraph A3.10); designates HQ AETC/DOO to contact the AFCFM for assistance (paragraph A3.11); designates HQ AETC/DOO to inform the TM of equipment or funds made available (paragraph A3.12); incorporates time period for HQ AETC/XPMRT to process manpower annexes and CTPs (paragraph A4.1); adds source of data used by TRW/MO to develop manpower annex (paragraph A4.2); adds requirement for TRW/MO to provide cover letter with manpower annexes (paragraphs A4.5 and A4.10.1); adds HQ AETC/DOO responsibility to advise HQ AETC/XPMR on updates to courses awaiting manpower listing (paragraph A4.11.3); adds HQ AETC/DOO responsibility to contact the AFCFM to obtain manpower (paragraph A4.12); clarifies the process used by HQ AETC/XPMRT to return excess manpower resources to the functional community that provided them (paragraph A4.13); incorporates a sample course resource estimate (Attachment 14); and updates office symbols throughout the publication. See the last attachment of this publication for the complete IC. A ★ indicates revision from the previous edition.

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Chapter 1

GENERAL INFORMATION

★1.1. **TTMS, TPS, and AFTMS.** Where the Technical Training Management System (TTMS) and the Training Planning System (TPS) are installed and operational, use them for all unclassified training-related functions to include course development and delivery, instructor and student management, resource management, and product evaluation. Use automated products produced by TTMS and TPS, if available. These may be supplemented by Air Force Training Management System (AFTMS) products, as applicable. Forms generated electronically by this system may be used in lieu of prescribed forms (except AETC Forms 150, **Field Evaluation and Examination Answer Sheet [OCR]**, and 1200, **OMR Classroom Answer Sheet**. The HQ AETC/XPMRT Work Center is available on the web site (http://www.aetc.af.mil/xp/xpm/xpmr/xpmrt/xpmrt_index.html) to aid in development of official manpower documents.

★1.2. **Training Requirements.** The major areas of training requirements are the need for personnel to conduct initial entry training (BMT); initial operation and maintenance of new or changing systems; replacement personnel to operate, maintain, and support existing systems; and personnel of various specialties to be trained for administrative, management, and service functions. Required training ranges from basic military knowledge to knowledge of principles in a scientific or technical area to complex operational and maintenance tasks. Specialty training includes initial, advanced, lateral, supplemental, special, and field training. **NOTE:** InterAmerican Air Forces Academy (IAAFA) specific guidance is included in their supplement.

1.2.1. AETC responds to the needs of other agencies that set training requirements. Each statement of training requirements tells how many people are required, what skill each person must possess, and when each person will be needed. AETC provides formal training, using the most cost-effective instructional methods without compromising quality or standardization of job performance.

1.2.2. AETC receives training requirements from HQ USAF, major commands (MAJCOM), units, and other services and agencies outside of the Air Force. The enlisted trained personnel requirement (TPR) prepared by HQ USAF gives the number of enlisted personnel, both nonprior service (NPS) and retrainees, required to complete initial skill or AFSC-awarding training, during a given fiscal year. The TPR covers 3 years and is identified by Air Force specialty (AFS). Similar information is issued for officer training. AETC obtains other training requirements, to include Type 6 (Job Site Training), through an annual training survey process.

1.2.3. Plans and Programs (2 AF/XPP) develops program control documents (PCD) in response to the established training requirements. These documents specify the required number of entries and graduates for all types of formal training as well as schedules of class entry dates and sizes. PCDs also provide the data needed to derive instructor and other training support requirements.

★1.3. **Course Implementation and Modification.** (**NOTE:** For BMT, new or modified training requirements are identified through MAJCOMs to the BMT Triennial Review Committee for approval, or if out of cycle, through HQ AETC/DOO to HQ USAF/DPD for approval.) (IAAFA specific guidance is included in their supplement.)

1.3.1. The need for a new weapon system, new equipment, or significant new personnel requirements

drives the implementation of a new course. The most common action, however, is the modification of an existing course. Classification changes, occupational survey reports (OSR), field evaluation questionnaire summaries (FEQS), and faculty and staff analyses drive modifications to existing courses.

1.3.2. Decisions to implement a new course or modify an existing one are primarily made through a utilization and training workshop (U&TW), service test, or various types of feedback. U&TWs are conducted to identify the education and training needs of an AFS, to develop and review training programs for an AFS, and to develop the career field education and training plan (CFETP). A U&TW usually equates to a major change in a course. The Air Force career field manager (AFCFM) is responsible for chairing the U&TW and the AETC training manager (TM) for hosting it (see paragraphs 3.3.3.3 and 3.3.5.5, respectively). The following offices normally participate in U&TWs: the AETC technical training action officer, career development course (CDC) writer, MAJCOM representatives, Air Force Personnel Center (AFPC) resource manager, system program office representative (if appropriate), Extension Course Institute (ECI) representative, training evaluation representative, instructional technology representative, subject matter experts (SME), Occupational Measurement Squadron representative, and a local manpower representative. This group considers utilization patterns, the specialty training standard (STS) or the course training standard (CTS), the CFETP, existing training, and new or outdated technology to define a new or revised STS, CTS, or CFETP that would dictate the need for a new or modified course.

1.3.3. The AETC TM may modify an existing course based on customer feedback without a U&TW, as long as the basic requirements of the STS/CTS are met. AETC TMs get approval from the AFCFM (coordinated by MAJCOMs) to add or delete line items or to change knowledge or proficiency codes. Changes to joint service courses will be coordinated IAW AFI(I) 36-2230.

1.3.4. Once new or modified training requirements are levied, the AETC TM manages the development and implementation of training and identifies resources needed to bring the training on line. The AETC TM considers base support, manpower, student man-years, class schedules, equipment, maintenance support, facilities, environmental impacts, course materials, and delivery media. The course training plan (CTP) identifies the "what, where, why, when, and who" (see Chapter 2).

★1.4. Types of Formal Training Courses. *NOTE:* IAAFA specific guidance is included in their supplement. The seven types of formal training described in paragraphs 1.4.1 through 1.4.7 are used singly or in varying combinations or patterns to meet the training needs of the Air Force.

1.4.1. Type 1, Contract Special Training. This is formal training of a one-time or limited nature contracted with civilian industrial or educational institutions and includes commercial off-the-shelf (COTS) courses. It is normally used to train selected personnel to operate and maintain new systems. Often the personnel in training are the initial cadre and AETC instructors who, upon completion of type 1 training, return to their technical training wing or group and develop AETC courses.

1.4.2. Type 2, AETC Special Training. This is formal training of a one-time or limited nature conducted by AETC instructors at an Air Force base or at a contractor's location. It is normally used to train personnel to operate and maintain new weapons or systems. It is frequently used as a follow-on to type 1 training.

1.4.3. Type 3, Resident Regular 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 multiphased AFSC awarding courses.

1.4.4. Type 4, Field or Mobile Training:

1.4.4.1. Technical training conducted at operational locations may be delivered by a training detachment (TD) or through a mobile training team (MTT) or a field training team (FTT).

1.4.4.2. A TD may use the area concept to provide direct training support. This concept provides field training to more than one base, location, or station using the capability of a single TD. The mission of a TD is to qualify personnel on new equipment and in new techniques and procedures, increase skill and knowledge of personnel, acquaint personnel with specific systems, keep personnel up to date on training concepts and requirements, and maintain an individual at a given level of proficiency.

1.4.4.3. An MTT consists of course instructors who go to an operational base to conduct training using facilities at the base. Mobile training sets may be used in support of training and usually consist of trainers, training aids, and operational equipment designed for field use in support of maintenance training.

1.4.5. Type 5, Training by Other Government Agencies. 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).

1.4.6. Type 6, Job Site Training (JST). This is formal training developed by a training wing (TRW), a training group (TRG), or a contractor to be exported to students at their base of assignment and designed to be learned without AETC course-qualified instructor expertise at the students' site. Specific information on JST may be found in AETCI 36-2208, *Job Site Training*, and information on interactive courseware development is located in AETCI 36-2209, *Interactive Courseware (ICW) Development and Maintenance*.

★1.4.7. Type M, Basic Military Training. This is initial entry training into the Air Force.

1.5. Specialty Training. Specialty training is a planned, but primarily informal, training program designed to qualify officers and airmen to perform in an AFS through self-study, formal and informal courses, and job proficiency training.

1.5.1. Job Proficiency Training. Job proficiency training is informal training obtained by actually working in a duty assignment under the supervision of a qualified person.

1.5.2. Career Knowledge Development. The specialty training program is based on the premise that trainees must acquire certain knowledge if they are to have the versatility and flexibility required to transition from one kind of equipment or system to another. This knowledge is not related to specific equipment or systems, but to the mastery of principles and theory and to the development of fundamental understandings. Applying this knowledge to perform tasks associated with a specific job assignment develops job proficiency. For enlisted personnel, the key to this career knowledge base is carefully planned and developed technical training materials called career development courses (CDC).

1.5.3. CDCs. In the airman's specialty training process, CDCs provide the subject and task knowledge

for a given skill level of an AFS. Additionally, CDCs are used as study references in support of the Weighted Airman Promotion System (WAPS). As implied, airmen acquire the knowledge required for a particular skill level of an AFS through self-study of the relevant CDCs. After completing all volumes of the CDC, they take a course examination which measures their comprehension of the required knowledge. CDCs may be used as prerequisite material before enrolling in formal training. CDCs are required for all AFSCs at the 5-skill level. The training standard controls CDC content.

1.6. Training Detachment Operation:

1.6.1. TDs provide technical training on specific aircraft and missile systems and associated ground maintenance equipment. They also conduct system courses for maintenance and aircrew personnel.

1.6.2. Each detachment or team is associated with particular weapon systems and the support equipment. The team qualifies personnel on new equipment, techniques, and procedures, acquaints personnel with specific systems, and keeps personnel informed of changing concepts and needs. Instruction is offered in aircraft, small missiles, avionics, armament, engines, and accessories.

1.7. Community College of the Air Force (CCAF). CCAF is an educational institution fully accredited by the Southern Association of Colleges and Schools, Commission on Colleges. CCAF was created to meet the educational needs of Air Force enlisted personnel, including enlisted members of the Air National Guard and categories A and B enlisted members of the Air Force Reserve Command. It is the first, and only, military agency with the authority to award associate degrees to enlisted personnel.

1.8. Instructional System Development (ISD):

★1.8.1. ISD is the basis for developing and revising all technical training and BMT. It ensures quality training is developed in the most effective way possible. The principles and processes of ISD are described in AFMAN 36-2234, *Instructional System Development*. Persons responsible for planning, developing, and implementing training should refer to the appropriate volume of AFH 36-2235, *Information for Designers of Instructional Systems*, for guidance (see Attachment 1). Responsible persons:

★1.8.1.1. Use the ISD process to develop and revise all instruction in technical training and BMT.

1.8.1.2. Consider various methods of training delivery including interactive courseware, video teletraining, and the possibility of exportable training in all course development and major revisions (see AETCIs 36-2208 and 36-2209 and contact 2 AF Distance Learning for additional information). Training programs are designed to meet user-command requirements and maximize use of training resources.

1.8.1.3. Develop and deliver performance-based training to the maximum extent possible.

1.8.2. Responsible organizations are as follows:

★1.8.2.1. Training Support Division (HQ AETC/DOZ) establishes command ISD policy and procedures. (Reference AFMAN 36-2234 and AFH 36-2235, Volume 9.) **NOTE:** Also applies to BMT.

★1.8.2.2. Second Air Force Operations (2 AF/DO) (HQ AETC/SGA for medical) provides guidance and support for implementing ISD within technical training and BMT, and assists training groups in

obtaining equipment resources at the staff level if the training group is unable to satisfy the resource requirement.

1.8.2.3. Training groups or designated level within the groups:

1.8.2.3.1. Use ISD to develop and revise training. Develop a process to document important ISD application decisions, constraints, and assumptions to enable managers and future developers to reconstruct the significant decision points in the course design.

1.8.2.3.2. Determine the most cost-effective method to satisfy training requirements. Work with 2 AF to evaluate alternative training methods to satisfy unfunded requirements for training.

Chapter 2

COURSE TRAINING PLAN (CTP)

2.1. CTP Description. A CTP provides the basis for planning, programming, and implementing training. It is the justification for using current resources and acquiring additional resources. The CTP defines in detail a specific course or courses, the resources required, and actions needed to acquire the resources to accomplish the training identified in the plan. It is a refined and accurate statement of resources required to support a course.

2.1.1. The CTP outlines actions necessary to bring the training on line. Include actions relative to security, course documents, student scheduling, instructional materials, manpower and personnel, facilities, and equipment.

2.1.2. The CTP specifies who is responsible for completing actions, and it establishes time lines required to meet the planned implementation schedule.

★2.2. When to Develop a CTP. A CTP must be developed for major course changes (see Attachment 1 for definition) that impact resource requirements and/or alter the number of manpower authorizations, and for new courses. For a minor course change (see Attachment 1 for definition), an abbreviated training plan will be developed using local procedures. Some examples would include final course charts, a final manpower standard, and other minor changes. **NOTE:** An abbreviated training plan will suffice when an existing course has less than a 20 percent change in current resources such as changes in multiple instructor requirements (MIR); additional equipment needs; increases or decreases in course length (days or hours); or changes in the maximum, program, or minimum class size parameters, etc. The 982 TRG specific guidance is included in their supplement.

★2.2.1. CTPs are required for all Type 3, 4, 6, and M - (BMT). The following additional conditions and requirements dictate the development of CTPs:

★2.2.1.1. Type 5 courses that consume student man-years (SMYs) (see paragraph 2.6.2) but do not earn AETC instructors or impact other AETC resources must have a CTP that contains a narrative and the SMY calculation sheet developed by the local manpower office. Courses that fall into this category are usually taught at DoD schools and the instructors are not provided by AETC.

★2.2.1.2. Type 5 courses that earn AETC instructors but do not consume SMYs must have a CTP that contains a manpower annex.

★2.2.1.3. Type 5 courses that do not consume SMYs or AETC instructors or impact AETC resources do not require a CTP. However, there may be instances where a course did not initially earn AETC instructors or impact AETC resources but develop an instructor impact after the number of students reaches a certain level. When this happens, AETC manpower receives an instructor bill from the Service that hosts the course. Manpower will notify HQ AETC/DOO and the TRW/MO that a CTP is required. HQ AETC/DOO will notify the appropriate training group that a CTP is required. Training groups have 30 working days from the date notified to submit the Type 5 CTP. Manpower will hold off paying the bill until the CTP is submitted, validated, and certified. **NOTE:** Anytime there is a specific manpower requirement such as specific grade or AFSC contained in a memorandum of agreement (MOA) or a memorandum of understanding (MOU), include the MOA or MOU as part of the CTP.

★2.2.1.4. Any Type 5 course that earns both AETC instructors, consumes SMYs, and/or impacts AETC resources requires a CTP containing a narrative and appropriate annexes. CTPs need only address the instructor, SMY impact, and any other impacts on AETC.

★2.2.1.5. A CTP is also required when a course is transferred from one base to another. If parameters remain the same, the TM makes the changes in TPS, the losing TM discontinues the old course, and the gaining TM loads the new parameters.

2.2.2. Training managers should not hold up the development process for lack of an approved training standard. Use a tentative one in the original plan and update it later with the approved one. Refer to the training plan development and approval flow chart, manpower resources flow chart, or equipment resources flow chart located at Attachment 2, Attachment 3, and Attachment 4, respectively, when developing CTPs.

2.3. Coordination. When resources support is needed and cannot be resolved at the TRW, coordinate annexes as applicable according to Attachment 2, Attachment 3, and Attachment 4.

2.4. Approved CTPs. The training group commander or designated representative approves the CTP after the applicable agencies have approved, certified, and validated all annexes. Courses will not be implemented until the CTP has been approved, the manpower validated by HQ AETC/XPMR, and certified by HQ AETC/DOO. *NOTE:* HQ AETC/XPMR has the sole responsibility for validating availability of manpower resources.

2.5. Format and Content:

2.5.1. The CTP content generally includes an administrative section, a narrative, annexes, and appendixes that justify and support the resource requirements and detail schedules of the plan. Specific format is established locally. The following is provided as a guideline:

2.5.1.1. The narrative part provides an overview of the information in the annexes and appendixes. It describes the rationale, assumptions, and conditions pertaining to the planned course.

2.5.1.1.1. Course Data. Include the following information:

2.5.1.1.1.1. Reason for developing the training plan, such as U&TW or FEQS, change to the AFS, or MAJCOM feedback. Include the planned training implementation date.

2.5.1.1.1.2. A brief description of the subject matter, equipment, or system for which training is to be provided.

2.5.1.1.1.3. Instructional design of the course as shown on the course chart.

2.5.1.1.1.4. The security classification of the course. Also, include classification and control of instructional material if classified, and the point in the course at which trainees will require their security clearance.

2.5.1.1.2. Control Documents:

2.5.1.1.2.1. Training Standards. Provide a brief summary of the major changes to the STS or CTS affecting resources and the current development status of the training standard (strawman, tentative, final, etc.). If resource constraints prevent complete implementation of the STS or CTS, state the action taken to correct deficiencies and include a projected date when the STS or CTS can be fully implemented.

2.5.1.1.2.2. Course Chart. Provide a brief summary of the major changes to the course chart affecting resources and a description of the development status of the formal and wartime course charts. Summarize the impact on wartime course parameters for Type 3 airman and officer initial skill-awarding courses if applicable.

2.5.1.1.3. Student Training Requirement (Total Programmed Entries) and Scheduling Constraints. Specify the total student training requirement (STR) for the fiscal year in which the course is to be implemented, and provide a brief description of any class or student scheduling constraints, such as group sizes or minimum interval. Use the training requester quota identifier (TRQI) requirements as the baseline for the STR. If internationals will be trained, discuss what actions have been taken to accommodate them such as foreign disclosure and any other computer access authorization required.

2.5.1.1.4. Manpower Authorization and Personnel Specifications:

★2.5.1.1.4.1. Manpower Authorizations. This section contains a brief narrative, commonly referred to as the course evaluation data sheet (CEDS), on the manpower required to support, develop, and conduct the training course. (For specific guidance on manpower authorizations for training, see ATCR 25-2, *Technical Training Course Manpower Standards*). It summarizes the data in the manpower annex and provides the rationale for the manpower. Work manpower authorizations with the local manpower office and training squadron resources, as applicable, to ensure availability. Consider student man-years when addressing all initial skill courses and all courses 100 academic days and more. **NOTE:** The manpower for overhead positions in the technical training groups such as training managers, training developers, training resources, and training evaluators is based on HQ AETC/XPMRT application of the manpower standards. These standards are normally applied by HQ AETC/XPMRT every 2 years. HQ AETC/DOO or 2 AF/DO may request the standards be applied sooner. The request is coordinated with HQ AETC/XPM. However, there may be instances when the standards are applied and there are not enough manpower authorizations available to support the subsequent increase. When this occurs, the funded authorizations are allocated based on the criticality of current training issues across the groups. Any remaining shortfall will be reviewed for possible inclusion in the program objective memorandum (POM).

2.5.1.1.4.2. Personnel Specifications. Specify and explain any factors that have a bearing on selection of personnel, such as field experience, security clearances, educational requirements, special experience identifiers (SEI), previous training, and physical requirements.

2.5.1.1.5. Facilities:

2.5.1.1.5.1. Training Facilities. Indicate if existing facilities satisfy your requirement. Conversely, indicate when additional training space or modification to existing facilities is required. Address cross-utilization of training facilities.

2.5.1.1.5.2. Support Facilities. If additional facilities are required, summarize the requirements. If no

additional maintenance or student base operating support (BOS) such as housing, messing, or medical are required, so state.

2.5.1.1.6. Equipment:

★2.5.1.1.6.1. Summarize actions taken to establish authorizations for equipment required to implement and support the course. State whether existing spares, repair parts, support equipment, training spares, special or modified tools, maintenance skills and technical data for maintenance (reference logistics annex), and other logistics resources are adequate to support the course. If logistics resources are not available, summarize the need and how the resources are to be acquired; provide details in the logistics annex. Address cross-utilization of equipment. Also identify equipment utilization agreements for non-AETC owned equipment. Address other MAJCOM equipment utilized in the MOA. See Attachment 5 for instructions on completing the AETC Form 120, **Training Equipment List**. *NOTE:* The 982 TRG will use the AETC Form 120A, **Field Training Equipment List**.

2.5.1.1.6.2. Specify exceptions such as modifications needed or not needed to the established configuration control policy, if applicable.

2.5.1.1.7. Instructional Materials. This section of the CTP contains a summary of the materials required to support the training course.

2.5.1.1.7.1. State any requirement for training support data such as research, development, test, and evaluation manuals; contractor in-house training documents; contractor-prepared courses and software; manufacturer's handbooks; preliminary operating and maintenance instructions; contractor-prepared transparencies; and computer software, programs, and program documentation.

2.5.1.1.7.2. Summarize the requirement for AETC instructional material (study guides, workbooks, etc.). Identify requirements for audiovisuals or commercial publications.

2.5.1.1.7.3. Provide a brief status of all instructional materials; explain actions being taken to ensure availability for the first class.

2.5.1.1.8. Comptroller:

2.5.1.1.8.1. Summarize the cost rationale for the instructional design or medium chosen for the course. For course changes, show the estimated cost of the proposed design or medium over the existing design or medium. Use a cost comparison. Consider as a minimum changes in course length, the number of instructor or overhead personnel requirements, facility or space requirements, changes in the use of operation and maintenance (O&M) funds, and, if applicable, changes in the cost of the medium required for the instructional method or design.

2.5.1.1.8.2. Summarize the amount of additional procurement appropriation funds required for base-funded investment equipment items (57*3080) and O&M appropriation funds (57*3400). Identify the initial and phased (quarterly) requirements for temporary duty (TDY), contractual services, supplies, equipment, etc., by element of expense investment code (EEIC). If alteration or construction funds are required, include relative information in this section of the CTP, indicating action taken. Reference the fiscal year operating budget in which the funding requirements have been or will be included.

2.5.1.1.9. Environmental Impact. Environmental impact analysis is required for any new training or proposed change in a training course that would result in a change in average daily student load, number of permanent party personnel, chemical processes or chemical materials, or new facility additions or construction. AF Form 813, **Request for Environmental Impact Analysis**, initiates the environmental impact analysis process as per AFI 32-7061, *The Environmental Impact Analysis Process*. The environmental impact analysis process must result in one of the following:

2.5.1.1.9.1. AF Form 813 signed by the chief of the environmental flight indicating the proposed action qualifies for a categorical exclusion (CATEX).

2.5.1.1.9.2. A finding of no significant impact (FONSI) supporting an environmental assessment signed by the chairperson of the appropriate environmental protection committee.

2.5.1.1.9.3. A record of decision (ROD) supporting an environmental impact statement signed by SAF/MIQ/MII. To ensure compliance with the National Environmental Policy Act, the training plan must include a signed CATEX determination, or FONSI, or ROD along with the AF Form 813 whenever environmental impact analysis is required.

2.5.1.1.10. Interservice Training. After completing action required by AFI(I) 36-2230, *Interservice Training*, and it is determined that other service courses will not meet Air Force requirements, so state. If a proposed or changed course is an interservice course, so state and identify the type of training program; for example, DoD, consolidated, or collocated.

2.5.1.1.11. CCAF Degree Applicable Courses. Identify CCAF degree applicable courses as such in the Justification/Comment portion of the manpower price-out. Include a copy of the letter from CCAF stating the course is accredited if available; if not available, forward to HQ AETC/XPMRT upon receipt.

2.5.2. Training Plan Development and Approval. This process is described in the training plan development and approval flow chart located at Attachment 2. Separate flow charts for equipment resources and manpower resources are located at Attachment 3 and Attachment 4, respectively. These flow charts provide road maps for training managers to follow when building training plans.

2.5.2.1. Annexes. Annexes provide detailed documentation of resource requirements identified in the narrative. Separate unique, voluminous, or classified materials from the body of the training plan and place in annexes. Normally, the responsible authority for the area described gives approval or concurrence by signing on that annex. A complex annex may be divided into appendixes. The following annexes should be included as required:

2.5.2.1.1. Course Control Documents. This annex contains the training standard and the course charts. Include:

2.5.2.1.1.1. A copy of the approved STS or CTS when available. When there is no approved standard, use the tentative STS or CTS. **NOTE:** When the training standard is part of a Career Field Education and Training Plan, you may include only the training standard.

2.5.2.1.1.2. A copy of the course chart. If there is a wartime version of the course, include the wartime course chart as well. The tentative course chart or charts may be used if necessary.

★2.5.2.1.2. **Manpower Annex.** The manpower and organization flight (TRW/MO) develops and furnishes the manpower data to be included in the manpower annex. The manpower annex consists of the course price out, CEDS, annotated basic authorization (BA) (for nonstandard BA), washback calculation sheet (if needed), and MIR worksheet (if needed). Complete justification of the minimum manning requirement (MMR) is included in the CEDS. The course price out is signed by the MO and school commander or representative (usually the training manager). The course price out has a justification section to document requests for offset use from other courses or sources, courses being replaced, actions desired for BA, and to summarize overall manpower impact for the course. Development of the manpower annex requires a cooperative effort, with the training manager providing new course parameter data. Work studies and/or validation of data may be necessary to make accurate determination of the manpower resources needed. *NOTE:* See the manpower resource flow chart located at Attachment 4.

★2.5.2.1.2.1. **DELETED.**

★2.5.2.1.2.2. **DELETED.**

★2.5.2.1.2.3. **DELETED.**

2.5.2.1.3. **Facilities Annex.** Address the following areas as appropriate:

2.5.2.1.3.1. Current facilities used.

2.5.2.1.3.2. Classrooms—number of rooms and sizes.

2.5.2.1.3.3. Laboratories—number of rooms and sizes.

2.5.2.1.3.4. Housing—airman, officer, or civilian, and quantity.

2.5.2.1.3.5. Specialized space—number of rooms and sizes.

2.5.2.1.3.6. Administrative space—number of rooms and sizes.

2.5.2.1.3.7. Maintenance space.

2.5.2.1.3.8. Other support facilities.

2.5.2.1.3.9. Additional space required and any special need like electricity, floor loading, security, ICW local network area (LAN) servers and proxies and cable runs (overhead or wall space), TEMPEST, air-conditioning, and door, ceiling, and hallway dimensions.

2.5.2.1.3.10. Actions taken to provide additional space requirements.

2.5.2.1.3.11. Work to be performed by the base civil engineer and identified on AF Form 332, **Base Civil Engineer Work Request.**

2.5.2.1.3.12. Operations and maintenance projects for modification of existing facilities.

2.5.2.1.3.13. New construction required.

2.5.2.1.4. Logistics Annex. Include requirements for training and support equipment, logistic support, and communications-computer systems requirements. Training managers first look within their squadrons, then within the group and wing for equipment. Consider the possibility of sharing equipment with other courses or using multiple shifts. If equipment is not available on base, the training manager should request funding via normal channels within the wing. If time permits, include the unfunded requirements in the financial plan or budget execution report. Each appendix will be approved by the specific training wing office of collateral responsibility (OCR) that provides related logistic support. Use the following appendixes to group data in this annex. **NOTE:** Refer to the equipment resources flow chart located at Attachment 3.

2.5.2.1.4.1. Appendix 1, Training and Support Equipment. Document training and support equipment requirements on AETC Form 120 and include the form in the appendix. Include non-AETC owned equipment (except 982 TRG). Identify each shortage and describe action being taken to correct the shortage. Include all estimated delivery dates. Refer to Attachment 5 for instructions on completing AETC Form 120. **NOTE:** For grounded instructional airplanes, follow the guidance in AFI 16-402, *Aerospace Vehicle Programming, Assignment, Distribution, Accounting, and Termination*.

2.5.2.1.4.2. Appendix 2, Logistic Support Requirements. Include such things as prime maintenance center, authorized spaces, maintenance personnel training requirements, technical publications requirements, equipment spares, contract maintenance requirements, and any other pertinent information.

2.5.2.1.4.3. Appendix 3, Communications-Computer Systems Requirements. Describe requirements and actions taken to acquire automatic data communications requirements for the course.

2.5.2.1.4.4. Appendix 4, Non-AETC Logistic Support Requirements. Use this appendix to describe logistic support required by other sources. Identify support requirements.

2.5.2.1.5. Comptroller Annex. Describe the comptroller support for the course. Include the appropriate budget information to enable funding for equipment, spares support, TDY funds, etc.

2.5.2.1.6. Security Annex. This annex provides for the control of classified information used in a course.

2.5.2.1.7. Interservice Training Review Annex. Describe any details or attach an interservice support agreement or memorandum of understanding (MOU) or memorandum of agreement (MOA) as prescribed in AFI(I) 36-2230.

2.5.2.1.8. Environmental Assessment Annex. Environmental impact analysis is required for any new training or proposed change in a training course that would result in a change in average daily student load, number of permanent party personnel, chemical processes or chemical materials, or new facility additions or construction. Refer to paragraph 2.5.1.1.9 for additional information.

★2.5.2.1.9. Safety Annex. MIRs based on safety must be verified by the Safety Office. A memorandum signed by the Safety Office citing the applicable safety concerns or AFOSH standards is included in this annex.

2.6. Course Data Requirements. This section establishes responsibility and provides guidance for assigning identifiers and titles to AETC technical training courses. It is not applicable to IAAFA.

2.6.1. Training managers will log into the Training Planning System (TPS) to request a new dash number and or personal data system (PDS) code. Reference the online TPS Procedure Manual (<http://tps2.keesler.af.mil/Tps/pm/pm.htm>) under the Tasks section for instructions. The request automatically flows to 2 AF/XPPR for approval and assignment of the new dash number and or PDS code. (**NOTE:** TPS does not support Type 6, Faculty Development, or Sheppard AFB Type 4 courses at this time. These functions will be added at a future date. These courses will still require AETC Form 179, **Training Course Data Requirements.** See Attachment 6 and Attachment 7 for guidance. Additionally, for Type 6 courses, contact 2 AF/DOIT prior to establishing course numbers.)

★2.6.2. Ensure student resourcing includes computation of student man-years. A student man-year annualizes an authorization dedicated to student coverage. To compute student man-years, multiply student entries by course length in days, then divide by 246 (training days in a year). If calculating SMYs for ITRO courses, divide by 250. Coverage is applicable to nonprior service (AJ10), military training/BMT/OTS (AJ20), nonprior service follow-on (AJ30), formal retrainees (AJ3J), officer accessions (AM10), active duty retrainees (AJ1J), prior service enlisted (AJ1K), PJ pipeline (A1LP), officer retrainees (AM11), PJ officer (A2LP), follow-on training - 982 TRG programs (AJ40). Coverage also applies to TRQI codes, other than those previously mentioned, beginning with "A" where students attend a course that is 100 days or more in length.

2.6.3. Personnel will use the Workflow function under the "Maintain Course" menu in TPS to ensure the next level of coordination is aware of impending action. Using Workflow, training managers route completed course parameter information (previously the AETC Form 179) to the local TRW/MO by setting the course status to "Awaiting Coordination." If the action is to discontinue or delete a course, or to submit a CTP, the TRW/MO coordinates on the request by setting the course status to "Awaiting Certification." HQ AETC/XPMR or 2 AF/XPP will continue the action depending on the request. **NOTE:** Refer to the manpower resources flow chart located at Attachment 4. Notify 2 AF/DOIT on Type 6 course actions.

2.7. Responsibilities:

2.7.1. Second Air Force Plans and Programs (2 AF/XPP):

2.7.1.1. Assigns and maintains course identifiers (dash numbers) and personnel data system (PDS) codes to all formal technical training courses according to Air Force Education and Training Course Announcements (ETCA) at Web site HQ2AF.Keesler.af.mil/etca.htm.

2.7.1.2. Coordinates changes to courses, course numbers, and the training course data file (TCDF) through Air Force and AETC staff agencies.

2.7.2. Second Air Force Faculty Development Branch (2 AF/DOIT) approves CTPs and implementation schedules for standardized faculty development courses.

2.7.3. Training Group Responsibilities. The group or designated level within the group:

2.7.3.1. Prepares training plans and annexes, establishes local format to develop CTPs, and maintains a

record set of the CTP either paper-based or electronically.

2.7.3.2. Ensures the following process and procedures are followed when courses transfer from one training wing or group to another training wing or group:

2.7.3.2.1. Obtain the required equipment, training standard, course chart, plan of instruction, and or syllabus, lesson plans, tests, and training materials from the losing site.

2.7.3.2.2. It is not necessary to generate new training standards, course charts, lesson plans, plans of instruction (POI), tests, and training materials. Make pen-and-ink changes to the old documents to identify new course numbers. Update these documents when major course revisions occur.

2.7.3.2.3. Ensure a current AF Form 813 is on file for the course.

★2.7.3.2.4. Prepare class schedules and validate and distribute allocations using TPS. This does not apply to IAAFA or BMT.

2.7.3.3. Follow procedures and processes in this instruction for development, coordination, and approval of course training plans and related course management documents applicable to new or transferred courses with resource impacts.

Chapter 3

CAREER FIELD TRAINING DOCUMENTATION

★3.1. Conducting Utilization and Training Workshops (U&TW): (*NOTE:* The cryptologic community incorporates U&TW functions in their cryptologic training advisory groups and job educational training standards. The BMT Triennial Review Committee serves as the body that reviews Air Force requirements for BMT graduate performance, military training, military studies, initial enlisted entry training, curriculum course training standards, and other items of special interest.)

3.1.1. Use the U&TW process to develop and review training programs within an AFS or civilian occupational series. The goal of the U&TW process is to develop the architecture for effective life-cycle training to be provided at appropriate points throughout a career path and to ensure that personnel within the specialty or series are properly employed. Review and update, as required, the mission area plan (MAP) entries or other long range plans. Review AFMAN 36-2245, *Managing Career Field Education and Training*, AFI 36-201, *Developing, Managing, and Conducting Training*, and the checklist at Attachment 8 for specific guidance on U&TW workshops. Use of the checklist is mandatory. IAAFA is exempt from this requirement.

3.1.2. U&TWs may be convened to resolve training or personnel utilization issues.

3.1.2.1. Participants at U&TWs have command approval authority, when appropriate.

3.1.2.2. Participants prepare for U&TWs by reviewing applicable data, such as AFS classification, OSRs, AFI 36-2201, AFMAN 36-2245, customer service information process (CSIP) inquiries, graduate assessment surveys (GAS), locally developed feedback data results, and FEQs.

3.1.2.3. Include a representative from AFPC Classification (AFPC/DPPAC) in any meeting that involves a career field restructure to provide guidance on the options and limitations involved in a career field restructure or merger.

3.1.3. AFCFMs convene and chair U&TWs, identify issues, establish agenda, and determine participants, timeframe, and location. The AFCFM also determines additional staffing requirements to support U&TWs to include preparing and distributing minutes, and monitors the status of action items in the minutes.

3.1.4. The TM ensures training data has been distributed prior to a U&TW; ensures U&TW participants are briefed on task analyses, OSRs, CSIPs, GAS, locally developed feedback data, and FEQs; makes training recommendations; and documents requirements for training.

3.1.5. As required, an instructional technology staff member should provide media selection guidance.

3.2. Career Field Education and Training Plan (CFETP). The CFETP identifies the life cycle education and training requirements by skill level and or duty position for officer and enlisted specialties and civilian occupations. Specific guidance can be found in AFMAN 36-2245. IAAFA is exempt from this requirement.

3.2.1. CFETPs identify core tasks. These are minimum essential tasks required to perform the duty

expected of a person in each skill level of the specialty. CFETPs also specify how the required skills and knowledge will be acquired by formal resident and nonresident training, on-the-job training (OJT), CDCs, professional military education (PME), training sources, and necessary resources. The specialty force structure and any other specific career progression requirements are described. Specific upgrade requirements are documented in part I, section C, and the STS (part II, section A) of the CFETP.

3.2.2. The AFCFM develops the CFETP in coordination with the functional and training communities. This is accomplished through the U&TW process. AFMAN 36-2245 describes the format of the CFETP.

3.2.3. Requirements in the CFETP reflect those that are common across the Air Force in the specialty. MAJCOM-unique tasks may be added as a separate attachment to the STS and or in part II, section E of the CFETP.

3.3. Responsibilities:

3.3.1. The Air Force Departmental Publishing Office (AFDPO/PP) announces, publishes, and makes CFETPs available for requisitioning, and also controls reprints.

3.3.2. Headquarters United States Air Force, Deputy Chief of Staff, Personnel, Directorate of Personnel Programs, Education and Training, Education and Training Division (HQ USAF/DPDE) provides guidance on CFETPs (see AFMAN 36-2245).

3.3.3. The AFCFM (IAAFA is exempt from this requirement):

3.3.3.1. Ensures that CFETPs for assigned specialties or occupational series (as applicable for civilians) are developed; coordinates, approves, and maintains CFETP; and updates CFETP annually or as required.

3.3.3.2. Approves validated formal training requirements in a new or revised CFETP; for example, a change to a specialty description, in mission requirements, or new equipment.

3.3.3.3. Convenes and chairs U&TWs, as needed, based upon recent officer and airman classification descriptions. Reviews new or updated OSRs or other actions that may require changes to AETC resident or nonresident training programs.

3.3.3.4. Assigns appropriate priority to formal training requirements and staffs unfunded requirements.

3.3.4. The Headquarters Air Force Personnel Center, Directorate of Personnel Operations, Classification Branch (HQ AFPC/DPPAC) provides proposed officer and airman classification description changes or revisions to AETC for review, and provides advance notification of approved changes or revisions of these descriptions.

3.3.5. AETC training group or designated level within the group:

3.3.5.1. Reviews officer and airman classification description changes and provides consolidated reply to HQ USAF/DPDE within 30 days. This review requires comments on any impact the change will have on training programs and the minimum lead time (in months) required before the change should be put into effect.

3.3.5.2. Recommends validated requirement for new or revised STSs based on internal or external training evaluation and feedback. Modification of STS items for any formal course must be approved by the AFCFM.

3.3.5.3. Plans for and prepares STSs and CTSs to support training requirements established during a U&TW and approved by the AFCFM.

3.3.5.4. Identifies additions, changes, and deletions to training standards and CFETPs and provides rationale for actions taken. Coordinates recommendations for changes to training standards with AFCFM (approval authority).

3.3.5.5. Hosts U&TWs held at AETC installations in support of AFCFMs.

3.3.5.6. Reviews and analyzes results of CFETP coordination on tentative training standards and prepares final STS. Provides rationale to AFCFM when MAJCOM input will not be included in the final STS or CTS.

3.3.5.7. Informs AFCFM of training issues requiring resolution at HQ USAF level and notifies HQ AETC/DOO.

3.3.5.8. Ensures task items on the STS and CTS format are written to maximize standard interpretations by the users.

3.3.5.9. Determines the most economical and effective methods to satisfy formal training requirements.

3.3.5.10. Researches to determine if alternative methods can be used to satisfy unfunded training requirements.

3.3.5.11. Provides AFCFM information identifying and justifying unfunded training resource requirements, such as resource impact statements, within 3 weeks following the U&TW or any major decisions that drive additional resources and notifies HQ AETC/DOO.

3.4. Review of Tentative CFETP and Training Standards. This is a critical step in the preparation of these documents. There must be a comprehensive review by the MAJCOM functional managers (MFM) at all levels to ensure total user-command mission requirements (peacetime, readiness, and contingency) are clearly stated in the CFETP. IAAFA is exempt from this requirement.

3.4.1. Each MAJCOM must have the opportunity to review, coordinate, and provide a consolidated input to the AFCFM. The MAJCOMs establish a suspense date for review and coordination.

3.4.2. Conduct a thorough review of the CFETP to ensure that programs train airmen adequately for advancement. The AFCFM and MFM conduct a review that:

3.4.2.1. Ensures the CFETP supports the AFS. Infrequently performed tasks that are not included in the STS may be established with a CTS or otherwise identified in the CFETP. Command-unique requirements may be added to the CFETP (see AFMAN 36-2245).

3.4.2.2. Checks the accuracy, adequacy, currency, and suitability of the CFETP for use within the command.

3.4.2.3. Permits pencil changes in the tasks, knowledge, and technical references to indicate the AFCFM and the reviewing command's training requirements based on their total mission needs.

3.4.2.4. Includes the name, office symbol (OS), and Defense Switched Network (DSN) number of the TM for the AFCFM to contact if questions arise.

3.4.3. Reviewing agencies reply directly to the AFCFM or other designated CFETP preparing activity with a negative (concur) reply (DSN is encouraged) or by returning an annotated copy of the CFETP, with comments if required, to show the command's position. The reply will include:

3.4.3.1. Rationale for any recommended changes.

3.4.3.2. Number of personnel the command is authorized for each AFS covered by the STS, projected to the next quarter. (Omit if classified.)

3.5. Developing, Publishing, and Indexing CFETPs: (IAAFA is exempt from this requirement.)

3.5.1. Use the instructions in AFMAN 36-2245 and the current Training Impact Decision System (TIDES) template to create the CFETP.

3.5.1.1. Date a CFETP, using the month and year (unabbreviated). Normally, the publication date should be the same month training is implemented or a month or two before.

3.5.1.2. The related information will include the CFETP superseded (or STS if there was no previous CFETP), certifying official (TM or agency responsible for initial development and assistance), office of primary responsibility OPR, and the total number of pages.

3.5.1.3. The AFCFM authenticates the CFETP on the bottom of the first page of the table of contents.

3.5.2. AFMAN 36-2245 contains the steps for preparing, coordinating, approving, publishing, issuing, announcing, and indexing a CFETP.

3.5.3. The appropriate AETC TM is responsible for the specialty prints classified CFETPs.

3.5.4. Announce a new CFETP in part I of the publishing bulletin for collection of functional requirements.

3.6. Recommending Changes. Send recommendations to change, add, or delete information in a published CFETP through command channels to the AFCFM responsible for the specialty. The AFCFM will approve or disapprove the changes and will determine the need for page changes or revisions.

3.7. Specialty Training Standards (STS). A STS serves as a contract between AETC and its customers. IAAFA is exempt from this requirement.

3.7.1. Requirements. A STS is required in each enlisted CFETP. It identifies the core tasks and knowledge necessary for career progression within an AFS. Through STS use, Air Force requirements for training are standardized. Use of an STS is optional in officer CFETPs.

3.7.2. Approval. Approval of the STS is accomplished by the AFCFM only after resolution of differences involving customer requirements and provider (AETC) capabilities.

3.7.3. References. Technical references are normally limited to Air Force, DoD, or other government publications.

3.7.4. Functions. As a minimum, the STS serves the following functions:

3.7.4.1. Describes, in terms of specifically stated tasks and knowledge, the user-command, mission-related training required of AFSs listed in airmen and officer classification publications. List tasks and knowledge as either proficiency code or behavioral statements that are specific to the required tasks and knowledge.

3.7.4.2. Identifies the level of training given airmen in the initial skill, wartime, and other AFSC-awarding courses. Satisfy generic leadership and management training requirements through officer accession and PME programs.

3.7.4.3. Identifies CDC requirements or references to be studied if a CDC is not available.

3.7.4.4. Identifies references for upgrade and qualification training and for specialty knowledge test (SKT) and student study.

3.7.4.5. Serves as reference by which commands evaluate enlisted formal school graduates.

3.7.4.6. Identifies minimum AFS OJT requirements for each skill level and or duty position. Provides a foundation for development of job qualification standards (JQS) and qualification training packages (QTP) for OJT programs. Lists training tasks as go or no go for OJT. "Go" means an individual has gained sufficient proficiency, knowledge, and experience to perform the tasks without supervision and meets the standard for the task.

3.7.5. STS Preparation. Publish the STS as an integral part of the CFETP.

3.7.5.1. Tasks. Tasks identified for formal training will not duplicate other formal training such as PME.

3.7.5.2. Format. The format is flexible and may be varied to fit the needs of the specialty. Incorporate the information identified for the cover page of the STS into appropriate sections of the CFETP.

3.7.5.3. Numbering Pages. Number the pages of the STS as a continuing, integral portion of the consecutively numbered CFETP. Normally, the proficiency code key is the second page of the STS.

3.7.5.4. Cover Page:

3.7.5.4.1. Heading. The STS number is the Air Force specialty code (AFSC). An "X" in the fourth digit indicates the STS covers more than one skill level. List all skill levels covered by the STS on the next line. If a shredout is involved, use the shredout (example: 2A031A/51A/71A).

3.7.5.4.2. Titles. For the STS titles, use exact titles from the AFS descriptions. If 3-, 5-, and 7-skill levels are covered, use the 5- and 7-level titles. For 3- and 7-skill levels, use the title of both; for 3- and 5-skill levels, use the 5-skill level title only. If the STS covers a shredout, include the shredout title below the STS title.

3.7.5.4.3. Content and Paragraph Numbers. Refer to AFMAN 36-2245 for the content and number of paragraphs to be included on the STS cover page.

3.7.5.4.4. Customer Service Information Line (CSIL). Training groups provide a 24-hour customer service line for supervisors to contact the technical training school with any concern they have about a graduate currently assigned to them. Include the DSN of the appropriate training evaluation branch on the first page of either the STS or CTS. As an option you may also include the email address of the training evaluation branch.

3.7.6. Instructions for Preparing Training Tasks:

3.7.6.1. Use notes as necessary to cover AFS unique situations; for example, wartime elements identified with an asterisk and explained in a note.

3.7.6.2. Identify line items which will continue to be taught during wartime at the U&TW or during the coordination of the tentative STS. These may be identified by an asterisk to the left of the STS paragraph or subparagraph number, in a separate column on the STS, or as a separate attachment to the STS.

3.7.6.3. In column 1, list the most commonly performed tasks or knowledge required to support the duties listed in the most current specialty descriptions. Complete the list before assigning proficiency codes for resident training and CDC content.

3.7.6.3.1. Begin by having SMEs examine each duty in the specialty descriptions as listed in the specialty summary and under duties and responsibilities. If the STS pertains to all 3-skill levels, be sure to consider the duties in each specialty description. If an OSR is available, complete listings of all tasks performed by personnel in their first enlistment, as well as those at the 5- and 7-skill level, are given in the analysis extract (computer product) forwarded with the OSR.

3.7.6.3.2. Use SMEs to determine if duties should be added or deleted due to changes in job performance requirements. Document any variation from the current specialty descriptions and identify the changes during coordination of the tentative training standard.

3.7.6.3.3. Use SMEs to list the tasks under each duty as performed on the job. Subtasks may also be listed. Check the initial SME grouping of tasks with the STS and task matching displayed in the STS factor printout (FCTPRT) in the OSR training extract to help ensure complete coverage.

3.7.6.3.4. Use OSR data, when available, to determine which tasks are performed in each skill level of the AFS. Consider, for inclusion, the tasks performed or knowledge required by 30 percent or more of

the personnel in each skill level in the AFS. In those AFSs where this is not a realistic cutoff point, establish an alternate cutoff point with supporting rationale in the STS record set folder.

3.7.6.3.5. Use OSR data to determine if the tasks performed by less than 50 percent should be included in the list because of task difficulty, safety factors, or training emphasis ratings. If so, these tasks should be included in column 1 of the STS regardless of percent performing.

3.7.6.3.6. Use the SME's knowledge of the AFS to organize and list the duties and tasks in column 1, primarily for use during OJT.

3.7.6.3.7. Use rationale (either OSR data, evaluation feedback, or input from users [U&TW minutes]), to back up entries in column 1 of the STS. Retain the data with the course record set so that others, such as new course personnel, understand the rationale for the course content and as the basis for any further analysis required for development of course objectives. The STS FCTPRT product is a convenient place to document the rationale for training decisions.

3.7.6.4. Write the task and knowledge statements in column 1 so they are clear to personnel in the AFS. The degree of detail in an STS element is a responsibility of the SME and training specialist. If a task is complex and performance and training are necessarily segmented into subtasks (not teaching steps), identify the subtasks. Generally, do not divide a task beyond the subtask level. Conversely, task statements that are too general give little guidance on what is to be trained.

3.7.6.4.1. Begin each task statement with an active imperative verb, such as operate, write, or clean. Do not use more than one verb in each task statement unless it helps clarify the task to be performed. The intent is to give the OJT trainer a single task to sign off. When two tasks are very closely related and normally accomplished simultaneously on the job, it follows that they should be taught simultaneously. Such tasks can be combined as a single line item. Otherwise, list tasks separately.

3.7.6.4.2. Use a verb that clearly describes what the person must do to perform the task; for example, calibrate. Use "Calibrate XYZ" rather than "Perform XYZ calibration."

3.7.6.4.3. Make sure each task statement stands alone. The phrase "the individual will" is understood.

3.7.6.4.4. Avoid redundant or qualifying phrases, such as "in accordance with local directives," "when appropriate," or "as required."

3.7.6.4.5. Avoid vague or ambiguous words, such as "know," "understand," or "determine."

3.7.6.4.6. Use "such as" followed by two or three examples when clarification is needed. Avoid "and or" and "etc."

3.7.6.4.7. Normally, use simple statements without qualifiers. For example, "Operate powersaw" not "Operate powersaw to cut framing timbers;" "Inspect records" not "Inspect records for completeness and accuracy." Use of qualifiers is acceptable when they are needed to clarify.

3.7.6.4.8. As a general rule, avoid a task statement that contains multiple objects of the action verb. Write "Check the fire detection system" rather than "Check the fire detection, extinguishing, and overheat warning systems." Use of multiple objects combines tasks and makes OJT administration more

difficult. Course developers may combine closely related or like tasks when developing course objectives.

3.7.6.5. When subject knowledge is complex and information on the entire subject is not required for the AFS, identify which division of the subject is required. Subject knowledge statements identify fundamental and theoretical knowledge required for job performance, such as pneudraulic principles or principles of accounting.

3.7.6.5.1. When an action verb is necessary, use only one verb in each statement. Subject knowledge statements generally do not include action verbs unless they are necessary to describe the knowledge requirement more specifically.

3.7.6.5.2. Avoid ambiguous knowledge statements. Use "Theory of credit" rather than "Be familiar with the theory of credit."

3.7.6.5.3. Avoid knowledge statements that contain multiple subjects or objects. Use "Theory of credit" rather than "Theory of debit and credit."

3.7.6.6. Assign proficiency code levels (optional on behavioral format STS) in the appropriate subcolumns of column 4 of the STS to establish training requirements for resident courses and CDCs. Use OSR data, SME and training specialist knowledge of the job, MAJCOM input, and knowledge of available resources to establish these requirements.

3.7.6.6.1. When the formal course or CDC will not attain the established training requirement because of course resource constraints, use dual coding to indicate the current training capability. Provide an explanation of the dual codes at the front of the STS.

3.7.6.6.1.1. Dual codes indicate the established requirement followed by a slash mark (/) and the proficiency level that will be attained under existing constraints, for example: 2b/X (unfunded) or 2b/a (partially funded). If a task or knowledge statement will not be supported by a formal course or CDC, use a dash (-).

3.7.6.6.1.2. Unfunded training requirements written in behavioral statement format are identified by the label "(unfunded)" immediately following the statement. When partially funded, a behavioral statement for the partial training is enclosed in parentheses and listed immediately following the statement of the full requirement.

3.7.6.6.2. The codes in the CDC columns of the STS indicate the career knowledge provided by the CDC in support of upgrade training. In some cases, the CDC cannot provide all of the career knowledge required for upgrade. Paragraph 11.4 states criteria for establishing a CDC requirement. Support of SKT development does not justify establishing a CDC requirement.

3.7.6.6.2.1. CDCs provide career knowledge only. Specialized knowledge, such as detailed technical order procedures, or peculiar equipment, or weapons systems, are learned on the job through actual work experience.

3.7.6.6.2.2. The item in the CDC column will not be coded unless there is an upgrade requirement or a need to include review material in the CDC to support an upgrade requirement.

3.7.6.6.2.3. The code entered for the individual task or knowledge will be realistic and attainable through the medium of correspondence education.

3.7.6.7. List training references (TR).

3.7.6.7.1. When a TR is applicable to all subparagraphs, list it under the major paragraph. There should be a TR for every paragraph and subparagraph of the STS.

3.7.6.7.2. Omit governmental publications' dates, but make sure that the reference used is the most current at the time the final STS is forwarded for publication. Check appropriate indexes for currency of Air Force publications.

3.7.6.7.3. Limit TRs that are commercial or other service publications to those commonly used on the job. When used, underline the reference and provide information on how to order it. For medical AFSCs, the treatment facility librarian will consolidate requirements and submit them through appropriate supply channels.

3.7.6.7.4. Ensure use of commercial and other service publications for TRs is authorized by the AFCFM.

3.7.6.7.5. Confirm the availability of commercial and other service publications for use as TRs from the procurement source or supplying agency.

3.7.7. CFETP and STS Changes. The AFCFM ensures the accuracy of CFETPs and STSs.

3.7.7.1. The AFCFM determines if a U&TW is required for major changes.

3.7.7.2. The AFCFM notifies the appropriate training wings and HQ AETC/DOO of routine changes by memorandum.

3.7.7.3. Limit write-in changes to minor additions or corrections.

3.7.7.4. Use page insert changes (remove and replace pages) when the changes required exceed those mentioned in paragraph 3.7.7.3. When submitting camera-ready page changes, submit both sides of the page.

3.7.7.5. Use the decimal system to number insert pages (example: a page inserted between pages 4 and 5 is numbered as page 4.1).

3.7.7.6. Do not coordinate changes that delete the second code of dual-coded elements with using commands.

3.7.7.7. Do not make a page-insert change for minor alterations to the STS cover page. Instead, use a write-in change. Use a page-insert change for the cover page only when significant modifications are required.

3.7.8. STS Responsibilities:

3.7.8.1. The AFCFM establishes requirements and format. The AFCFM ensures STSs meet CFETP format when incorporated into Part II of the CFETP.

3.7.8.2. The 2 AF/DOO (HQ AETC/SGA for medical courses) assists TRGs in resolving equipment conflicts between customer requests and the TRG's capability.

3.7.8.3. The training group or designated level within the group:

3.7.8.3.1. Prepares an STS to support current AFMAN 36-2108, *Airman Classification*, specialty description and coordinates the CFETP and STS with customers.

3.7.8.3.2. Resolves all issues and submits it to Publishing (AFDPO/PP) for printing and AFDPO/PPL for distribution by the effective date of AFMAN 36-2108.

3.7.8.3.3. Informs the AFCFM, HQ AETC/DOO, and 2 AF/XPP of the need to initiate program decision packages to support unfunded formal training requirements.

3.7.8.3.4. Recommends changes to the STS based on internal or external evaluation and feedback.

★3.7.8.3.5. Reviews each CFETP and STS annually during its anniversary month. Send one copy to the Occupational Measurement Squadron (AFOMS/OMDQ). A sample format is at Attachment 9.

★3.7.8.3.6. Uses AETC Form 23, **STS Proficiency Code Key (Final)**. A behavioral statement STS may be developed without proficiency codes or with the proficiency codes indicated in AFMAN 36-2245, Attachment 6, Figure A6.2.

3.7.8.3.7. Maintains record sets of STSs. This can be accomplished either electronically or paper-based. It is not necessary to maintain one copy of the published document and the camera-ready copy of the same document.

3.8. Course Training Standards (CTS):

★3.8.1. **Requirements.** CTSs identify the training and level of proficiency to be provided in a specific course. The document serves as a contract between AETC and its customers. Optional supplemental training requirements are identified in CTSs. CTSs may also be used to identify both mandatory and optional course requirements in officer CFETPs. IAAFA guidance is included in their supplement. The 982 TRG may use a combined course training standard and course chart. The BMT course training standard is developed according to AFI 36-2201, Chapter 12.

3.8.2. When to Develop a CTS. Develop a CTS for all courses not governed by an STS including specialized training packages and Type 6 courses. **NOTE:** A CTS is *not* required for courses programmed to be taught less than 1 year and for orientation, familiarization, refresher, seminar, and symposium courses that are 10 academic days or fewer in length.

3.8.3. Format. Attachment 10 is a sample of a proficiency code CTS. Attachment 11 contains a sample of a behavioral CTS. Start numbering on the second page and then number the pages consecutively. Center page numbers at the bottom of the page.

3.8.4. Cover Page:

3.8.4.1. Prepare the heading in the format shown in Attachment 10 and Attachment 11. The heading is the same on all CTSs and is typed flush with the left margin. The CTS number is the course number covered by the CTS and is typed flush with the right margin. Type the Personnel Data System (PDS) code in parentheses on the next line below the CTS number. Enter the CTS publication date (unabbreviated month and year) on the next line below the PDS code.

3.8.4.2. For the CTS title, center the exact course title two spaces below the heading. Type the title in all capital letters.

3.8.4.3. Place the signature element of the group commander on the cover page as illustrated in Attachment 10 and Attachment 11.

3.8.4.4. Attachment 10 and Attachment 11 provide examples of appropriate information to be included on the cover page. When space on the cover page is insufficient for quality composition, continue the distribution information at the bottom of page 2. Do not type a page number on the cover page.

3.8.4.5. Customer Service Information Line (CSIL). Include the DSN for the appropriate training evaluation branch on the first page of the CTS.

3.8.5. Qualitative Requirements Instructions:

3.8.5.1. When necessary for behavioral format CTSs, type distribution on the back of the cover page and number it as page 2. **NOTE:** Generally, AETC Form 60, **CTS Proficiency Code Key**, is the second page of the document. A CTS in the behavioral format will not include an AETC Form 60; instead, the second page will begin the list of tasks and knowledge, or the proficiency codes in AFMAN 36-2245, Attachment 6, Figure A6.2, may be used.

★3.8.5.2. Prepare CTSs to describe course content. Base task and knowledge statements listed in the CTS on an analysis of available source data. Base tasks and knowledge on an analysis of the applicable AFS description (not available for BMT), available OSR data, SME knowledge of the specialty, and MAJCOM requirements. With the exception of BMT, course content should not duplicate tasks and knowledge in PME or ancillary training. Level of training should not duplicate that provided in other training courses. List tasks, knowledge items, and levels of proficiency in CTSs to prescribe only the training available in the course. Update CTSs by publishing revisions instead of changes. Document in the record set editorial-type changes that do not alter the training provided by the course.

3.8.5.3. Express task and knowledge training requirements in the same manner and to at least the same detailed level of specificity as those in attached examples. Include tasks and knowledge items which support operational requirements. Normally, CTSs are organized in one of two ways: by major equipment, subsystem, or work centers with the task and knowledge statements listed as subparagraphs; or by major tasks with the major equipment, subsystem, or work center listed as subparagraphs. Each organization allows realistic proficiency levels to be assigned to each entry.

3.8.5.4. Use scale values of the proficiency code key (optional for behavioral statements) to specify the capabilities graduates will have after successfully completing the training. When a lack of resources dictates, dual coding may be used to indicate the established training requirements versus the present

training capability. When dual coding is used, explain the codes in the cover page. TRs may be used when advantageous.

3.8.5.5. (**NOTE:** Behavioral statement CTSs may be developed without proficiency codes to describe the task or knowledge or you may use the proficiency codes as indicated in AFMAN 36-2245, Attachment 6, Figure A6.2.) Apply the following guidelines to behavioral statement CTSs:

3.8.5.5.1. The behavioral statements should describe the skills and knowledge course graduates will have after successfully completing the training. They should clearly state what graduates will be able to do as a result of the training. The statements should be specific and objective and permit easy assessment of the graduate's knowledge or proficiency through the graduate evaluation program described in AETCI 36-2201, *Training Evaluation*. If a condition or standard is needed to clarify the behavior, either or both should be included.

3.8.5.5.2. Verbs should be specific and reflect substantive thinking and significant actions. Avoid vague, ambiguous words such as "know" or "understand" and meaningless qualifiers such as "when appropriate" or "as necessary."

3.8.5.5.3. Each statement on the CTS should establish a training requirement described in terms of student behavior. These statements result from analysis of the same source data used to determine proficiency codes.

3.8.5.5.4. Use a qualifier to clarify the behavioral statement when needed to communicate intent. For example, "Operate powersaw to cut framing timbers" instead of "Operate powersaw."

3.8.5.6. Include a "Summary of Changes" at the end of the Attachment 1 of all revised CTSs.

3.8.6. CTS Responsibilities:

3.8.6.1. Second Air Force Operations:

3.8.6.1.1. Assists training groups in resolving conflicts between customer requests and the group's capability.

3.8.6.1.2. Makes final decisions on standardized faculty development course issues not resolved during training standard coordination.

3.8.6.2. The training group or designated level within the group:

3.8.6.2.1. Develops CTSs and coordinates with customers. Resolves conflicts between the group and customers prior to approval and publication.

3.8.6.2.2. Approves, publishes, and distributes all CTSs.

3.8.6.2.3. Determines the most cost-effective method to satisfy training requirements. Evaluates alternative training methods to satisfy unfunded requirements.

3.8.6.2.4. Uses AETC Form 60, unless tasks are listed as behavioral statements. **NOTE:** You may use the proficiency codes indicated in AFMAN 36-2245, Attachment 6, Figure A6.2, for a behavioral standard.

3.8.6.2.5. Maintains record sets of CTSs. This can be accomplished either electronically or paper-based. It is not necessary to maintain one copy of the published document and the camera-ready copy of the same document.

Chapter 4

TRAINING OBJECTIVES

4.1. Description. All student measurement is based on training objectives. Performance objectives are the preferred format for teaching training courses. Guidance for the preparation of objectives is in AFH 36-2235, Volume 9, *Information for Designers of Instructional Systems, Application to Technical Training*.

4.1.1. Cover all training standard items with one or more objectives. Collectively, all objectives satisfy all course requirements of the training standard. Reference each objective to the training standard item it supports.

4.1.2. Base objectives on training standard task and knowledge statements.

4.1.3. The behavior expected in the objectives must satisfy job performance requirements documented in the training standard as closely as possible.

4.2. Responsibilities. The training group or designated level within the group establishes group procedures and provides guidance, expertise, and oversight for the development of course training objectives.

Chapter 5

STUDENT MEASUREMENT

5.1. Description. Student measurement encompasses a series of measurement instruments that can be used to meet the needs of technical training courses. Computer-based measurement is acceptable and encouraged. Employ appropriate safeguards including those applicable to computer systems to prevent compromise of measurement materials.

5.1.1. To graduate, each student must successfully pass all performance objectives and written measurement. An exception would be a performance objective or written measurement not taken because of a documented training deficiency.

5.1.2. Measurement is required in all courses except for courses, blocks, and units designated as orientation, familiarization, refresher, seminar, or symposium.

★5.1.3. Use percentage scores for written measurements. If a student fails a written measurement, retests and passes, the student receives the minimum passing score achievable for the written test. However, all scores should be documented because they might provide additional insight into student/trainee motivation or ability to study and learn. Performance tests and progress checks may be graded by either satisfactory (S), unsatisfactory (U), or percentage scores.

5.1.4. Use appropriate safeguards to prevent compromise of written tests and performance tests. Send them to other bases using certified mail, or approved encrypted electronic transfer procedures. Handle classified material according to established security procedures.

5.1.5. Subject matter qualified instructors certify that students achieve the objectives tested.

5.1.6. When the task knowledge component of a performance objective is not apparent in the successful achievement of a performance test or performance progress check, measure the knowledge with either a written test, separate performance test, knowledge progress check, or oral questions.

5.2. Written Tests. When students successfully achieve the minimum overall passing score on a written test, it implies they have achieved individual objectives and it provides an acceptable degree of confidence that they have attained the required knowledge. In addition, written measurement aids in knowledge retention, acts as a quality control device, and is used to assign grades. Written tests are not limited to selection-type items. They may be essay or supply type, such as fill in the blank. Maintain a master copy of each test either electronically or paper-based to identify the correct answers, show plan of instruction (POI) objective correlation to each test item, and identify the approved corrections and changes made in the test. Written tests do not have to be dated after the POI. Simply annotate the test to indicate the POI it supports. **NOTE:** Reasons for change are documented on AETC Form 668, **Test Data**, or in measurement case file, while actual changes are annotated on the test master copy.

5.2.1. Use a written test to sample each knowledge objective and, when necessary, the knowledge components of performance objectives. (See paragraph 6.1.3.4 for guidance on the allocation of time for written tests.) If a performance test or performance progress check adequately assesses the knowledge components of a performance objective, a written test is not required.

5.2.2. Establish a minimum passing score of 65 percent or higher for written tests and progress checks. Identify minimum passing score in the standardized test instructions given to students during the pretest instructional period. The minimum passing score must be achievable.

5.2.3. For ease of scoring, you may use AETC Form 1200, **OMR Classroom Answer Sheet**, AETC Form 26, **Standard Answer Sheet (50 Items)**, and AETC Form 26A, **Standard Answer Sheet (100 Items)**, or AETC Form 150, **Field Evaluation and Examination Answer Sheet**, for written tests.

5.2.4. The difficulty, complexity, criticality, time, and scope of behavior specified by the objectives are used to determine the test items required to cover each objective. Also, time allotted for the testing period impacts the number of test items.

5.2.5. Develop enough test versions (a minimum of two) for each measurement point to provide alternate tests in the event of a test compromise or test failure. It is not necessary to maintain alternate test versions if the course uses randomly generated computer tests. The passing standard and number of test items will be the same for alternate test versions. Avoid duplicate test items if possible. If circumstances limit the variety of test items supporting an objective, reword items, resequence answers, or scramble items on the alternate version to deter test compromise.

5.2.6. Use technical data when required by the objective. You do not have to use technical data during classroom exercises for a written test unless it is a necessary part of the behavior being measured.

★5.2.7. Score tests and individually inform students of their grades as soon as practical after administering a test. Temporarily return scored answer sheets and copies of the test to students for their review during the critique process (except video-teletraining and in computer-based instruction). In BMT, the critique will be accomplished using the test booklets only. For Type 6 courses requiring measurement, feedback is managed by the designated test site monitor.

★5.2.7.1. Make students aware of the answers to missed questions and clarify misunderstandings to enhance learning. In BMT, trainees receive their scores after the test critique. For Type 6 courses, the test site monitor may refer students to the appropriate training squadron (TRS) for additional feedback.

5.2.7.2. During the critique, obtain students' opinions as to why questions were missed so corrective actions may be taken, if appropriate. Record grades on AETC Form 156, **Student Training Report**, or AETC Form 325, **Student Accounting and Attendance Record**, or Student Report Card in the TTMS in accordance with AETCI 36-2215, *Training Administration*. Record test results on AETC Form 668, or in a computer-generated test analysis system, for test analysis and high-miss test questions. Examiners make appropriate comments on AETC Form 668 or other applicable data collection documents to include computer forms of documentation.

5.2.8. Develop standardized instructions for the examiner.

5.3. Performance Tests. Administer performance tests to evaluate a student's attainment of skills required by performance objectives. This test requires the student to perform objective tasks under specified conditions in a formal testing mode.

5.3.1. Give performance tests under controlled conditions to measure student accomplishment of performance objectives after the teaching-learning activity has been completed. Use performance tests to

measure performance objectives where progress checks do not provide an adequate degree of quality control or record of performance.

★5.3.2. Develop standardized instructions for the examiner to use in administering and critiquing the performance test. Include the performance test requirements and minimum student grade requirements on the AETC Form 98, **Student Progress Checklist**, a locally approved checklist, in TTMS, or in the BMT Airman's Database.

★5.3.3. Individually inform each student of his or her grade and critique the student's performance as soon as practical after test administration. Record grades in TTMS or on AETC Form 156, or AETC Form 325, if TTMS is not available. BMT will record grades in the BMT Airman's Database.

5.3.4. Administer a performance recheck when a special requirement has been identified in the training standard or when separate agency certification is required; for example, typing or coding speed.

5.3.5. Task certification (when required for mission-ready airman courses and any other course that requires task certification) to the 3b/3c in formal courses may be performed by the instructor. The instructor initials off the task as both the trainer and certifier in the student's CFETP. The student concurs by placing his or her initials in the trainee block. Upon course completion the CFETP is provided to the student's gaining organization. This may be accomplished by mail, hand-carried by the student, or sent electronically. **NOTE:** Not applicable to firefighting training.

5.4. Progress Checks:

★5.4.1. In technical training units, progress checks are administered by the instructor during classroom or laboratory instruction time to assess the student's accomplishment of knowledge or performance objectives. These checks provide immediate feedback to the student and instructor. Develop a checklist for each performance objective assessed by a progress check. When operational aircraft and equipment are used for training you must use the appropriate technical order during the progress check. In this case, it is not necessary to develop a checklist. For BMT, refer to local guidance for accomplishing progress checks.

★5.4.1.1. The instructor determines if the student has successfully accomplished the objective and bases that judgment on the behavioral outcome stated in the objective, the applicable checklist or technical order (if applicable) and an evaluation of the student's accomplishments.

5.4.1.2. The instructor checks the student's progress during the teaching-learning activity, determines if a student's performance is satisfactory, and, if necessary, requires him or her to repeat all or any portion of the objective needed for successful performance.

5.4.2. Progress checks may be used for knowledge objectives in conjunction with written tests and may be used instead of written tests in type 4 courses, 982 TRG courses, and type 6 courses.

5.4.3. Actual accomplishment of progress checks may be delayed until the end of a unit of instruction to allow a check of more than one objective at a time. Accomplishment of the performance progress checks being used for certification in Mission Ready Airman (MRA) courses may be delayed to the next block of instruction to enhance student retention.

5.4.4. Instructors may return workbooks, exercises, or other material used during progress checks to the students after the material has been graded and critiqued if such material does not compromise the progress check.

5.4.5. Alternate versions of progress checks are not required.

★5.4.6. In technical training, record only unsatisfactory completion of objectives in the TTMS database. Unsatisfactory results should be documented in TTMS as soon as possible after the failure occurred. When satisfactory completion of a block is documented in the database, all objectives in that block are considered passed. At all locations where TTMS is operational, use automated products produced by TTMS to track students. Where TTMS is unavailable, results may be maintained on AETC Form 667, **Criterion Checklist**; AETC Form 667A, **Criterion Checklist**; AETC Form 98; or a computer-generated checklist. BMT will document results in the BMT Airman's Database. Maintain results of the checklist during the validation phase of training to permit analysis and validation of the checklist.

5.5. Appraisals:

5.5.1. Appraisals are a series of questions and or projects used to informally check day-to-day progress.

5.5.2. An appraisal may be used to informally assess retention and or comprehension to provide early identification of students who need individual assistance. An appraisal may be administered without documenting it in the POI.

5.5.3. There is no requirement to record grades or control appraisals. Unsuccessful completion of appraisals may be used as part of the rationale for student washback or elimination, but not for determining the official final grade.

5.5.4. Conduct appraisals relevant to field trips and visits to places outside the classroom environment as soon as practical to determine the continuing value of the trip or visit.

5.6. Group Measurement:

5.6.1. Ensure an objective that requires group or team performance specifies in the conditions that a group or team performs the behavior.

5.6.2. For group or team activities, rate each member's performance and participation. When possible, rotate each member of a group or team to different positions during the performance test or progress check. Evaluate students while they are performing in at least one active task associated with the objective. Do not assume success merely by observing the student reading a procedural document.

5.7. Measurement Plans. A course measurement plan ensures adequate assessment of all course objectives. The plan includes such information as:

5.7.1. POI objectives correlated to training standard items and associated proficiency codes.

5.7.2. Type of measurement (PC = progress check, W = written test; and P = performance test) for each objective.

5.7.3. Number of written test questions.

5.7.4. Point at which training standard element is closed out.

5.8. Written Test Review During Validation. Measurement validation ensures each measurement instrument assesses the course content it is designed to assess. Data from the first three administrations of each measurement instrument usually provide sufficient information to complete the validation. This may be extended if required. Different validation parameters may be established based on student flow. Validation should be completed in a year. Randomly generated computer test validation is accomplished by objective rather than by test since each test is different. This is done after 4 to 6 administrations.

5.8.1. During validation, review measurement data after each measurement administration. Annotate comments concerning any test problems on AETC Form 668 or in a computerized test analysis system. If the test analysis system has insufficient space, annotate a cross-reference to a word processing file.

5.8.2. Analyze the measurement instrument, especially the high-miss items (50 percent or more missed), and determine if corrective action is required. If the course is under validation, consider the training activities for possible impact.

5.8.3. Identify deficiencies in measurement items, instruction, training materials, etc., and correct as necessary. Record the name of the reviewer and when the review was conducted on AETC Form 668 or in a measurement review computer file.

5.8.4. During measurement validation, if desired, administer a single test version without test rotation, except in the case of a retest.

5.8.5. Maintain individual student checklist results for the first three administrations of performance test and progress checks for validation review. The instructor identifies measurement items missed by more than 50 percent of the students during their first attempt and documents actions taken to correct deficiencies. Continue to maintain results until the deficiencies are corrected.

5.8.6. Retain validation data according to AFMAN 37-139, *Records Disposition Schedule*.

5.9. Periodic Test Analysis After Validation:

5.9.1. If high-miss items become evident after a measurement device has been validated, review the training activities associated with these items to determine the cause. To help isolate the problem, review a composite test analysis and trends printout of classes conducted since validation was terminated. Take action to reduce or eliminate high-miss items. Document the review and actions taken.

5.9.2. Periodically review the AETC Form 668 or a composite printout of measurement results. Base frequency of the review cycle on student flow. Conduct at least one review each 12 months, regardless of the number of students taking the test.

5.9.3. Identify high-miss trends and revise questions or instructions as necessary.

★5.9.4. Periodically review performance test results. Base frequency of the review cycle on student flow. Analyze the high miss items to determine if any corrective action is required and document any

action taken. Conduct at least one review annually and maintain the record of review and any action taken with the master copy of the performance test.

5.9.5. Record the name of the reviewer and when the review was conducted.

5.10. Student Measurement Responsibilities. The training group or designated level within the group:

5.10.1. Establishes local measurement procedures.

5.10.2. Provides staff supervision and surveillance to ensure student measurement is implemented and remains consistent with the intent of this instruction.

5.10.3. Establishes local requirements for security, validation of tests, and periodic test analysis.

Chapter 6

COURSE CHARTS

6.1. Description. The course chart provides an executive summary of training, outlining the general structure and content of a course. It also provides course parameters and other course data to be used for course planning and control. Type 1 should be handled on a case-by-case basis. A sample course chart is at attachment 12. The 982 TRG may use a combined course chart and course training standard.

★6.1.1. An approved course chart is required for Types 2, 3, 4, 6, and M courses.

★6.1.2. Use the standard training day, except in the InterAmerican Air Force Academy (IAAFA), BMT, and Type 6 Job Site Training. The standard training day includes 8 hours of classroom/lab divided into eight 50-minute periods with 10 minutes of break time. It is acceptable to continue training beyond 50 minutes and accumulate break time if doing so enhances the learning activity. The compressed work schedule (CWS) standard training day in use at Keesler AFB is an 8-hour training day that includes 445 minutes of instruction and 35 minutes of break time. A total of 4,000 minutes of instruction must be provided during a 9-day training period. Variations from either standard training day must be requested by the group commander, coordinated through HQ AETC/XPMR, and approved by HQ AETC/DOO. However, the group commander may approve variations for field trips not to exceed 5 days total per course, and field exercises that extend beyond either standard training day. As a minimum, variations to the training day must include at least 6 hours of classroom/laboratory (C/L) time. Up to 2 hours per day may be supervised or directed study (see definitions in subsequent paragraphs). Variations may not be used to justify additional resources or personnel. A few examples of the type of situation that might require a variation are equipment or facility constraints that necessitate a multiple shift operation or individual projects that require access to classified information. The 982 TRG courses where the majority of the objectives are hands-on or performance based, and courses involving TDY instructors or where the majority of students are in a TDY status, will be accomplished on a standard training day. Courses designed and scheduled to be taught on other than a standard training day must be approved and annually validated by the 982 TRG/CC. These approvals and validations will be documented and filed in the course record set. Equipment or facility availability and host mission requirements may form the basis of valid justification for deviation from the standard training day. Deviations for other reasons must be approved by HQ AETC/DOO as indicated earlier. Keep deviations to the training day minimized. Day-to-day deviations for events such as appointments, functions, or unforeseen course interruptions (for example, severe weather, illnesses, equipment and aircraft malfunctions) are approved by the detachment or operating location commander or chief. Reporting the day-to-day deviations to the 982 TRG/CC is not required.

6.1.2.1. Supervised study is time dedicated to student achievement of course objectives using self-study instructional materials. Specific objectives must be assigned and measured. Material covered by supervised study must not be retaught. A subject-matter qualified instructor must be present and may monitor more than one group of students.

6.1.2.2. Directed study is time dedicated to student achievement of course objectives using self-study instructional materials. Specific objectives must be assigned and measured. Material covered by directed study must not be retaught. An instructor is *not* required to provide direct supervision to students for this period. No instructor authorizations are earned for directed study hours.

6.1.2.3. Do not confuse directed study or supervised study with special individualized assistance (SIA). Guidance for SIA is in AETCI 36-2215.

6.1.3. Course charts will reflect the following standard training parameters:

★6.1.3.1. Course orientation and introduction: maximum of 2 hours per course. Type 6 courses usually require less time. In BMT, the immediate incoming briefing serves as the course orientation and introduction.

★6.1.3.2. Course feedback and graduation: maximum of 1.5 hours per course. IAAFA is exempt from this requirement. Course feedback surveys are administered twice during the program: one shortly after arrival and the other shortly before departure. Each survey should take no more than 30 minutes to complete. In BMT, the graduation parade lasts for 1 hour. Type 6 courses may require significantly less time because there is no graduation ceremony upon course completion.

6.1.3.3. Written measurements and feedback should not exceed 1.5 hours per test. If extra time is needed, the block of instruction may be shortened to increase test time for that block not to exceed 2.5 hours per test. Document justification for extended testing time and prepare a revised course chart for approval by the squadron commander or designated level within the squadron. Keep the justification on file at the local level. Typically written tests should cover a minimum of 32 to 40 course hours; however, they may be as infrequent as 80 to 120 course hours or greater. In any case test frequency and content coverage must be consistent with sound educational practice and must accomplish the purposes set forth for written measurement in this instruction.

★6.1.3.4. Outprocessing appointments: maximum of 2 hours per course. IAAFA and Type 6 courses are exempt from this requirement. In BMT, picking up orders serves as the trainee's outprocessing appointment and takes less than 2 hours. **NOTE:** This time does not earn manpower resources.

6.1.3.5. Traffic safety education: maximum of 2 hours per course, when required by the training wing or training group. **NOTE:** This time does not earn manpower resources.

6.1.4. Commander's call or graduate evaluation information will not be included as a part of course chart time.

6.1.5. The last training day must be at least 5 hours in length (except in type 6 courses) when the course is over 20 academic days in length.

6.1.6. Tentative course charts may include write-in changes based on interim validation findings if the changes are coordinated with the course TM.

6.2. Developing Course Charts:

6.2.1. Show supervised and directed study hours separately from C/L hours on the AETC Form 449, **Course Chart**. In Table 2 of the course chart, separate C/L hours from supervised or directed study hours with a slash ("/") for each unit of instruction. While the course chart is tentative, it is not necessary to show the supervised or directed study time separately in Table 2.

6.2.2. Do not include PME or ancillary training as part of course time unless a waiver has been granted by HQ USAF/DPDE.

6.2.3. Identify tentative course charts on the AETC Form 449 by centering the word "Tentative" at the top margin. This may be typed, stamped, or handwritten.

6.2.4. Include the following information in the remarks section of AETC Form 449, as appropriate:

6.2.4.1. Effective date.

6.2.4.2. On all enlisted courses and officer courses that enlisted attend, a statement of whether the course is a CCAF degree applicable or certificate course (reference *CCAF Campus Relations, Policies, Procedures, and Guidelines*, [http://www.au.af.mil/au/ccaf.campus.relations/camp_re/1.htm]). Place this statement in the remarks section of the course chart.

6.2.4.3. Listing of other course charts that apply during a phaseout or validation period.

6.2.4.4. When applicable, document constraints that require a variation from the standard training day.

6.2.4.5. The name, office symbol (OS), and phone number of the TM responsible for the accuracy of the information on the course chart.

6.2.4.6. Appropriate wartime remarks if applicable.

6.2.5. In Table 1 of AETC Form 449, list only major items of equipment (engine, engine stand, etc.). Do not list administrative or course support type items. The intent is to identify the major equipment items to be trained.

6.2.6. Prepare Table 2 on the back of AETC Form 449 or on plain bond paper. See Attachment 12 for a sample of Table 2.

6.2.7. Mark classified course charts, classified block and unit titles, and individual segments and paragraphs with the appropriate security classification in accordance with DoD 5200.1-PH, *DoD Guide to Marking Classified Documents*, and local special security office procedures. When titles of classified units of instruction are unclassified, add a statement in the remarks section or in Table 2 indicating the titles are unclassified and are marked only to reflect classification of course content.

6.3. Developing Wartime Course Charts:

6.3.1. A wartime course chart does not need to be prepared if the length of the training day or number of days per week are the only changes from the existing course chart. The length of the training day and shift configuration that provides the greatest number of graduates in the least amount of time will always apply during wartime. If there are other changes for wartime, identify them by making write-in changes to the existing course chart (AETC Form 449). **NOTE:** Wartime course charts are not required for Type 6 courses.

6.3.2. Identify wartime course charts at the top margin of AETC Form 449 (may be typed, stamped, or handwritten).

6.4. Contingency Delivery Plan. For IVT courses, the course chart will identify alternative delivery methods in the event of satellite failure.

6.5. Training Group Responsibilities. The training group or designated level within the group:

6.5.1. Forwards requests for variations to the standard training day on a course-by-course basis to HQ AETC/DOV (requires group commander signature). Requests must be coordinated through HQ AETC/XPMR.

6.5.2. Provides guidance, expertise, and oversight for developing course charts.

6.5.3. Prepares, approves, and distributes course charts.

6.5.4. Coordinates (if designated by 2 AF/XPP as the OPR) course charts for standardized courses with other groups before approving them.

6.5.5. Distributes final unclassified course charts as follows:

6.5.5.1. CCAF/SLC - 1. **NOTE:** Forward course chart and POI together to CCAF/SLC, 130 W. Maxwell Blvd, Maxwell AFB AL 36112-6613. Send *classified* course charts and POIs together to AU/SSO, Attention: CCAF, 401 Chennault Circle, Maxwell AFB AL 36112-6428.

6.5.5.2. MAJCOM Formal Training Section - 1.

6.5.5.3. Air Force Security Assistance Training (AFSAT)/TO - 1 (Type 3 courses).

6.5.5.4. HQ AFPC/DPMM - 1 (medical courses).

6.5.5.5. Local registrar - 1 (982 TRG exempt).

6.5.5.6. Local evaluations office – 1 (982 TRG exempt).

6.5.5.7. Local manpower and organization flight - 1 (Types 2, 3, and 4 courses) (982 TRG AFSC awarding courses only).

6.5.5.8. HQ AETC/SGA - 1 (for medical AFSCs).

6.5.5.9. AFCFM - 1 (982 TRG AFSC awarding courses only).

6.5.5.10. AFOMS/OMY - 1.

6.5.6. Maintains record sets of course charts. This can be accomplished either electronically or paper-based. It is not necessary to maintain one copy of the published document and the camera-ready copy of the same document.

Chapter 7

PLANS OF INSTRUCTION (POI) AND LESSON PLANS (LP)

7.1. Purpose of POI. The POI serves as a course control document, organized by blocks and units in the preferred sequence of instruction. It lists the objectives to be accomplished during the course, the support materials needed, and the apportionment of training time. Actual instructional times may vary due to differences in class size or student ability.

7.1.1. The POI includes a non measured orientation which covers at least the following:

7.1.1.1. Course overview and administration.

7.1.1.2. Student feedback program.

7.1.1.3. Effective study techniques (airman basic resident and airman prerequisite resident courses only).

7.1.1.4. Benefits and credits awarded by CCAF (enlisted courses and officer courses attended by enlisted). IAAFA is exempt from this requirement.

7.1.1.5. Types and uses of instructional materials.

7.1.1.6. Conservation of training materials, resources, and energy.

7.1.1.7. Safety in the training environment including chemical and or radiation hazards when appropriate.

7.1.1.8. Air Force Fraud, Waste, and Abuse Prevention and Detection.

★7.1.1.9. Sexual harassment, professional relationships, and hazing. Describe standards of conduct required and point out AETC VA 36-6, *Points of Contact for Students and Trainees*.

7.2. Developing a POI:

7.2.1. Prepare a POI for all courses except:

7.2.1.1. Types 1, Contract Special Training, and 5, Training by Other Government Agencies, courses.

7.2.1.2. Familiarization, symposium, orientation, seminar, and refresher courses.

7.2.1.3. Type 2, AETC Special Training, resident training courses, and Type 4, Training Detachment or Mobile Training Team courses, when these courses are scheduled to operate for 1 year or less.

7.2.2. Ensure the POI is approved before the start of the first class.

7.2.3. Do not use students to fulfill the multiple instructor requirement (MIR).

7.2.4. Ensure field trips and visits outside the classroom support specific objectives as necessary training activities.

7.2.5. Rather than revising a POI, make minor changes to the POI which will not affect training resources or change the level of support for the training standard. When making minor changes, the following guidelines apply:

7.2.5.1. The OPR approves by initialing the annotated record set copy.

7.2.5.2. The OPR forwards updated information to applicable offices and agencies listed in paragraph 7.4 to ensure that the content of all POIs is changed to correspond with the record set copy.

7.2.5.3. All annotations are incorporated into the next published change.

7.2.6. During preparation of the POI:

7.2.6.1. Integrate job-oriented safety (See applicable Air Force Occupational Safety and Health (AFOSH) standards), environmental issues (including pollution prevention awareness), publications awareness (emphasize compliance with instructions is mandatory), Operational Risk Management (weave principles throughout the core curriculum), where appropriate throughout all courses. Integrate Air Force doctrine (see AFI 10-1302, Air and Space Doctrine Education) into initial skills courses. (See AFIND 17 for a list of AFOSH standards.)

7.2.6.2. Ensure instructional guidance states that instructors will present Air Force core values, as referenced in *The Little Blue Book*, to all Air Force students. Throughout the course instructors will weave in information about core values using active learning techniques. These techniques are identified as modeling, one-way stories, guided discussions, two-way stories, simulations, lived experiences, and case studies. Instructors will use their discretion as to the technique to be used and optimum times to inject the core value information.

7.2.6.3. Integrate the Air Force technical data system and other publications applicable to an AFSC throughout the course. IAAFA is exempt from this requirement.

7.2.7. In each unit or module of instruction except the introductory unit, include one or more objectives and the supporting teaching steps, if appropriate.

7.2.8. Reference each objective to the training standard element it supports and underline the element where the proficiency level specified in the training standard is attained.

7.2.8.1. An objective involving the use of a skill or knowledge previously taught will not reference that training standard element unless there is a planned increase in the proficiency as a result of the student's accomplishment of the objective.

7.2.8.2. Do not underline (formalize) an STS or CTS item more than once or use the underlined reference again in the planned sequence of instruction. **NOTE:** This does not prohibit using knowledge and skill previously learned and formalized in future lessons or blocks.

7.2.8.3. Prepare a training standard to POI correlation document to show which objectives support and satisfy each training standard element.

7.2.9. Indicate the type of student measurement for each objective. Use the codes PC (progress check), P (performance test), and W (written measurement).

7.2.10. Show support materials and guidance for each unit or module of instruction. Instructional guidance should include information on planned usage of multiple instructors, when progress checks will be accomplished, and general conduct of the lesson.

7.2.11. Prepare a front cover of the POI on plain bond paper. Modify covers for classified publications to comply with security directives.

7.2.12. Prepare the POI on AETC Form 133, **Plan of Instruction Lesson Plan - Part I**. A computer-generated document may be used if all required information is included and appropriately identified.

7.2.13. When two or more courses have identical contents (piggyback courses or an MTT), use the same POI for each. Annotate the POI with all applicable course titles, numbers, etc.

7.3. Training Group Responsibilities. The training group or designated level within the group:

7.3.1. Provides guidance, expertise, and oversight for developing POIs.

7.3.2. Approves, prints, and distributes POIs.

7.3.3. Maintains record sets of all POIs. This can be accomplished either electronically or paper-based. It is not necessary to maintain one copy of the published document and the camera-ready copy of the same document.

7.4. Distribution of POIs. Distribute copies of unclassified POIs and POI changes to CCAF, the AFCFM for the specialty, the local manpower office, and HQ AETC/SGA (medical courses). **NOTE:** Forward POI and course chart together to CCAF/SLC, 130 W. Maxwell Blvd, Maxwell AFB AL 36112-6613.

7.5. Classified POIs. Do not compromise the qualitative requirements of the POI for the administrative convenience of using an unclassified document. Prepare classified POIs according to security directives and local procedures. **NOTE:** Forward classified POIs and course charts together to AU/SSO, Attention: CCAF, 401 Chennault Circle, Maxwell AFB AL 36112-6428.

7.6. Multiple Instructor Requirement (MIR):

7.6.1. Qualification:

7.6.1.1. Use only qualified personnel as primary instructors or to certify students as having achieved the course objectives. An individual who has not completed the basic instructor course (BIC) or who is not totally subject-matter qualified may be used to satisfy some MIRs such as safety.

7.6.2. Waivers:

7.6.2.1. If unit objectives can be achieved and safety requirements are not compromised, the training flight commander or chief may waive, in writing and on a temporary basis, the MIR stated in the POI. This may require an extension of the training day or other temporary modification of the training situation. The training flight maintains a record of MIR waivers for 12 months.

7.6.2.2. If the MIR cannot be met and a waiver is not granted, training will not be conducted and a training deficiency will exist.

7.7. Lesson Plan Part II, Teaching Guide:

7.7.1. The instructor uses the LP to guide the training activities in a unit of instruction. An LP is not required for Type 6 courses designed for use without an instructor. The three types of LPs are master LP, personalized LP, and station LP.

7.7.1.1. A master LP is an unpersonalized LP used for control and standardization of instruction in each course except those taught only once or twice a year. It is the standard against which instructor supervisors check all individual instructor LPs. Maintain at least one set of LPs at the course level. This set may be the master LP unless the master set is maintained elsewhere. The master LP does not require a signature and it may be maintained on computer or disk.

7.7.1.2. A personalized LP contains information to aid the instructor and supplement the master LP. It must be approved by the instructor supervisor to verify that information added to personalize the LP is accurate and applicable to the lesson.

7.7.1.3. A station LP is an LP that can be used by anyone teaching the lesson and is particularly useful when teaching classified information, which changes classification as additional information is provided. It may include support material.

7.7.2. An LP is a detailed outline of information and activities used by instructors to conduct the training prescribed in the POI. Use the corresponding POI page as the cover page for the LP. The POI page indicates the LP approval.

7.7.3. An approved LP is one that has been reviewed at least annually by the instructor supervisor who certifies:

7.7.3.1. The LP is current and adequately outlines the subject covered.

7.7.3.2. The LP contains adequate support material to ensure student achievement of objectives.

7.7.3.3. The LP contains adequate technical information to ensure standardized instruction of each objective.

7.7.3.4. Information added to a personalized lesson plan is accurate and applicable to the objectives.

7.7.4. Each training activity must be based upon a learning objective.

7.7.5. Each instructor will use an LP identifying the approved training activities.

7.7.6. The primary instructor must have an LP approved by the instructor supervisor in the C/L area. Supervisors may use a subordinate's lesson plan when substituting during the unexpected absence of the primary instructor.

7.7.7. Personalized LPs are optional, but encouraged.

7.7.8. Prepare an LP to guide the training activities even when a POI is not required except as noted in paragraph 7.7.1.

7.7.9. An LP is not required for units of instruction or objectives presented by a guest lecturer (a person not affiliated with the course); however, a list of objectives is required.

7.7.10. For courses taught entirely by guest lecturers, prepare a brief outline of the points the lecturer is expected to cover. Also, prepare an alternate plan for use in the absence of the lecturer.

7.7.11. Use a three-part format for LPs. State an approximate duration for each of the three parts. The time indicated for each part is approximate and allows for a reasonable degree of flexibility, but it must agree with the total time indicated in the POI. Provide for student breaks in accordance with paragraph 6.1.2.

7.7.11.1. Introduction. This portion contains, as appropriate, a review, attention, overview, motivation, and transition. Classified courses include classification level during introduction.

7.7.11.2. Body. This portion normally includes the presentation, application, and evaluation, as applicable. Identify the methods of instruction in the lesson plan.

7.7.11.3. Conclusion. This portion contains, as appropriate, the summary, study assignments, remotivation, and closing. Classified courses include a classification reminder in the conclusion.

7.7.12. Include support elements with each objective and teaching step, stated in sufficient detail to facilitate use by a beginning instructor. Indicate planned usage of instructional aids.

7.7.13. Identify station LPs as such, i.e., used by all instructors at a station, lab, or position. It is not personalized.

7.7.14. Include a statement in the LP describing the purpose and content of the trip or visit when a course employs a field trip, visit, or symposium away from the course environment.

7.8. Training Group Responsibilities for LPs. The training group or designated level within the group:

7.8.1. Provides guidance, expertise, and oversight for development of LPs.

7.8.2. Specifies coordination and approval procedures for LPs and establishes control procedures to ensure LP currency.

7.8.3. Maintains record sets of all LPs. This can be accomplished either electronically or paper-based. It is not necessary to maintain one copy of the published document and the camera-ready copy of the same document.

Chapter 8

STUDENT INSTRUCTIONAL MATERIALS

8.1. Purpose. Use instructional materials within AETC courses to help students complete training activities or to augment or supplement commercial text, technical orders, etc., when required.

8.2. Description. Student instructional materials can be paper-based handouts, study guides, workbooks, or programmed texts, videos, audio tapes, computer-assisted programs, note-taking devices, or other technology-based instructional aids.

8.3. Writing Standards: (IAAFA is exempt from this requirement.)

8.3.1. Use plain English standards. To ensure written material is kept at an appropriate level of reading for the target audience, write technical training publications in plain English.

8.3.1.1. Use words that are simple, direct, and clear.

8.3.1.2. Avoid abstractions.

8.3.1.3. Explain technical terms when used.

8.3.1.4. Write in the active voice.

8.3.1.5. Write simply and concisely, using short and familiar words and short sentences and paragraphs. Use grammatical sentences that are preferably no longer than 20 words. Use paragraphs that are preferably no longer than 10 to 15 lines.

8.3.1.6. Use the same tense, person, and voice consistently throughout a paragraph.

8.3.2. Present the material in a logical, orderly sequence.

8.3.3. Keep the organization simple. Avoid complicated subparagraphs; convert them to main paragraphs.

8.3.4. Illustrate your text when appropriate. Good illustrations make the text easier to read and understand.

8.3.5. Write clear and descriptive titles for figures, paragraphs, chapters, etc. Avoid one-word titles; be specific. Position illustrations as near as possible to the first paragraph that refers to the illustration. Always reference the figure before it appears in the text. Avoid the need to flip pages between text and illustration.

8.3.6. Edit carefully and rewrite to improve readability. Replace multi-syllable words with shorter words when it aids in clarity and readability.

8.3.7. Spell out each acronym the first time it is used. Spell out lengthy and uncommon acronyms intermittently during their initial introduction. This will enable the student to learn the acronym more quickly.

8.3.8. Provide a bibliography for referenced material. Ensure copyright laws are followed.

8.4. Review of Student Instructional Materials. Before publishing or reprinting student instructional materials or releasing computer-based products, review to ensure material:

8.4.1. Is necessary and consistent with Air Force doctrine, existing law, and national, DoD, and Air Force policies.

8.4.2. Is current, technically accurate, and correlates with and supports course objectives.

8.4.3. Is written with familiar words, where possible, and easily understood sentences and paragraphs. Where unfamiliar, profession-specific words are used, ensure they are carefully explained.

8.4.4. Is directed to the appropriate audience.

8.4.5. Does not include information that conflicts with other publications.

8.4.6. Does not include information that could cause adverse public opinion of the Air Force.

8.4.7. Uses sex-neutral language and is written in good taste.

8.4.8. Does not imply in any way that the Air Force endorses, favors, or restricts the use of a commercial product, commodity, or service.

8.4.9. Does not contain classified information unless it is an authorized classified lesson. Prepare classified student instructional materials according to DoD publications and other security directives.

8.4.10. Does not contain copyright material unless a release has been obtained from the copyright holder. Refer questions to the legal assistance office concerning use and obtaining releases for use of copyright material and trademarks.

8.4.10.1. Retain a copy of releases on file. Furnish one copy of the copyright release to SAF/GCQ in accordance with AFI 51-303, Chapter 10, *Intellectual Property - Patents, Patent Related Matters, Trademarks, and Copyrights*.

8.4.10.2. Do not reproduce copyright material from Air Force or other governmental publications without obtaining a separate release for material to be included in student instructional material.

8.4.11. Provides a record of coordinating officials and their review (for example, AF Form 1768, **Staff Summary Sheet**, memorandum, etc.).

8.4.11.1. Annotate record if classified material is used.

8.4.11.2. Annotate record if document contains copyright material. Identify the location of the copyright release.

8.5. Printing and Distributing Student Instructional Materials:

★8.5.1. Fill requests for student instructional materials from the general public as prescribed in DoD 5400.7-R, *DoD Freedom of Information Act Program*. Use the criteria located in Chapter 3 of the directive to determine if the material requested is releasable. The owner (OPR) of the material requested makes the release determination. A request from one Air Force agency to another Air Force agency is not a Freedom of Information request and should be evaluated on its own merit. For classified and official use only materials, refer to the appropriate classification guide. For copyright materials, refer to the original copyright owner prior to release.

8.5.2. When computing total initial requirements for new and revised items of student instructional materials (AETC and group) used by more than one activity, list the individual activities and their requirements under special (X) distribution in the front of each publication.

8.6. Cost Effectiveness:

8.6.1. When possible, use available standard or specialized publications such as Air Force instructions (AFI) and technical orders (T.O.) instead of locally developed student instructional materials. Extract, for reproduction only, those pages of the standard or specialized publication necessary for training. Use commercial publications (such as textbooks or reference books) when they support course objectives.

8.6.2. Technical orders, specialized publications, technical data extracts, and commercial publications should be kept current as they would be in an operational unit (for example, T.O.s will be maintained according to T.O. 00-5-1) to the maximum extent possible. T.O.s and publications used to support knowledge objectives may be outdated and will be marked, "For Training Purposes Only." T.O.s and publications used to train tasks to the performance level must be current. If numerous T.O.s and publications are used in the same flight, squadron, or family group, only one master reference copy need be maintained. The others may be marked "For Training Purposes Only." T.O.s used to train performance objectives and marked "For Training Purposes Only" must be reviewed periodically to ensure all safety and significant changes are posted. Technical data extracts used to support performance objectives must be from current T.O.s and publications.

8.6.3. Reuse locally developed student instructional materials when possible.

8.7. Technical Data as Student Instructional Material:

8.7.1. When use of Air Force technical data is required for job performance in a given AFSC, ensure application of technical data is integrated throughout the course. Students must use T.O.s, inspection workcards, and checklists during the operation and maintenance of systems, subsystems, and support equipment.

8.7.2. Maintain technical data as directed by Air Force.

8.8. Preparing Student Instructional Materials:

8.8.1. For detailed guidance on preparing student instructional materials, consult the Technical Writer Resident Course.

8.8.2. For printed material, prepare the cover of all locally developed training literature on bond paper and include:

8.8.2.1. Type of student training material (study guide [SG], workbook [WB], student text [ST], student handout [HO], appraisal [A], study guide and workbook [SW], or programmed text [PT]).

8.8.2.2. Course identifiers of courses supported.

8.8.2.3. Title of text.

8.8.2.4. Date of publication.

8.8.2.5. Identification of OPR.

8.8.2.6. Disclaimer: "Designed for AETC course use. Not intended for use on the job." **NOTE:** This disclaimer is not required on the instructional materials contained in the Technical Writer Resident Course.

8.8.2.7. A supersession line at the bottom of either the title page, the first page, or the (i) page.

8.8.2.8. Ensure a bibliography of referenced materials is included in the text. When the document contains copyright material, include a copyright statement on the cover page. Specific requirements for this documentation may be identified by the grantor of the copyright release.

8.8.3. For reproduction of student instructional materials, order at least a 12-month supply if no changes are anticipated and storage space is available. If documents are exceptionally large, limit production to a 3-6 month supply to preclude over extending production capabilities and excessive waste in the event of unexpected revision.

8.8.4. For computer-based instruction materials, use AFH 36-2235, Volume 5, *Information for Designers of Instructional Systems Interactive Courseware (ICW) Design Development and Management Guide*.

8.9. Annual Review of Student Instructional Materials. OPRs maintain the currency of material through annual review and or special review before duplication of course materials . They record the results of the annual reviews in the annual course review (when required locally), or they document the review by memorandum, course, or self-inspections. All Type 6 courses will be reviewed annually.

8.10. Training Group Responsibilities:

8.10.1. Establishes procedures for developing and using locally prepared student instructional materials that comply with the guidelines established in this instruction.

8.10.2. Keep record sets of locally developed instructional materials. This can be done either electronically or paper-based. It is not necessary to maintain one copy of the published document and the camera-ready copy of the same document.

8.11. Type 6, Job Site Training:

8.11.1. Reduce TDY-to-school expenditures and students' time away from their assigned duty stations by distributing suitable technical training courses or portions of courses to the students at their duty locations when possible.

8.11.2. Prepare job site training instructional materials as outlined in this instruction, considering the design, delivery characteristics, and management of JST. Refer to AFMAN 36-2235, Volume 5, and AETCIs 36-2208 and 36-2209.

8.12. Instructional Materials for Job Site Training:

8.12.1. AETC offers exported courses as an alternative to resident training. The training materials may consist of a variety of media such as paper, interactive multimedia courseware, interactive video teletraining (IVT), Internet-based instruction, or video tape. Perform a media selection analysis to match the appropriate media with each lesson objective. Frequently, a course will use a combination of media.

8.12.2. Avoid lengthy instructions. In the case of interactive video teletraining where the instructor is conducting the course from a different location, instructions should be easy to follow. Primarily use broadcast time for training. Use the JST point of contact (POC) or student handouts as much as possible to cover administrative issues.

8.13. Training Group Responsibilities. The training group or designated level within the group:

8.13.1. In accordance with AETCI 36-2208, establish a distance learning (DL) POC for the group to work JST issues.

8.13.2. Establishes procedures for analyzing, developing, delivering, and using job site training instructional materials according to AETCIs 36-2208 and 36-2209.

8.13.3. Keeps record sets of locally developed job site training materials. This can be accomplished either electronically or paper-based. It is not necessary to maintain one copy of the published document and the camera-ready copy of the same document.

Chapter 9

VALIDATION OF COURSES

9.1. Purpose for Validation:

9.1.1. The goal of validation is to identify and correct imperfection in the instructional system. Validation is a process of determining if instructional system decisions concerning content, sequence, methods, and media are sound. The decisions are sound if the desired change in student behavior occurs for the least expenditure of time, money, and other resources.

9.1.2. Ideally, validation is a concurrent and continual process applied to the system as portions are developed. Validation planning begins early in the course development process. It is a part of normal course development, addressing all aspects of the course efforts.

9.2. Procedures:

9.2.1. Base validation primarily on measurement of student accomplishment of each objective. Consider comments from students and instructors who have completed the instruction.

9.2.2. Validate as much of the course as possible before the students arrive, such as content, sequence of objectives, visual aids, and training media used for instruction.

9.2.3. Tentative course documents and student materials may be used until course validation is completed, appropriate course changes have been made, and final documents are published. Write-in changes based on interim validation findings are authorized provided the OPR concurs. These should be accomplished using a formal POI change memo. When course validation is completed, have the local manpower office reprice any changes to course parameters and include in the training plan.

9.2.4. Validation of the parent course serves as the validation of the piggyback course if no changes have occurred to the piggyback course.

9.3. Planning:

9.3.1. Use at least three classes for validation, but fewer classes may be used if classes are so infrequent the process would require more than 1 year to complete. For Type 6 self-paced courses, validation consists of a minimum of 30 students; for IVT courses, it consists of a minimum of three broadcasts with a minimum of 30 students. Conduct validation classes under actual training conditions. Validate new courses and major revisions taught more than twice.

9.3.2. The validation planning process should address the significant aspects of course development. Normally, this includes instructional methods and materials, time allocations, training equipment, alternate delivery and training media selection, and measurement. The validation plan tailors the process to the specifics of development. For example, if only one block of a course is revised, plan to validate only that block unless the changed block has a significant impact on the course, such as flow and sequence of material. Validation plans contain:

9.3.2.1. Start and end dates and classes to be used.

9.3.2.2. Blocks, modules, and units to be validated.

9.3.2.3. Data to be collected and the means of collection.

9.3.2.4. Who will analyze the data and prepare the validation summary report.

9.4. Data Collection and Analysis:

9.4.1. As a minimum, collect the following data during validation classes:

9.4.1.1. Student data and student critiques. Also include student background information, such as amount of schooling, length of time in service, and any student comments about the course's strong and weak points.

9.4.1.2. Training development and instructor personnel comments and recommendations relating to items examined during validation. Ensure comments and recommendations are documented.

9.4.1.3. Measurement data, including the following, as applicable:

9.4.1.3.1. Appraisal results (kept only during validation period).

9.4.1.3.2. Progress check results.

9.4.1.3.3. Written measurement results. Completed AETC Form 668 or a computerized test analysis.

9.4.1.3.4. Performance test results. Completed AETC Forms 98 or locally approved checklist.

9.4.1.4. Student washback and academic elimination data.

9.4.1.5. Student remediation data; that is, a summary of remedial training on specific objectives.

9.4.1.6. Resource problems or utilization data; summarize any shortfalls or constraints.

9.4.2. Analyze data collected during validation to determine whether course design, instruction, equipment, and or materials meet objectives. Use subject matter experts to check lessons for technical accuracy. Analysis should substantiate that time allocations and objectives are appropriate, especially for self-paced, supervised study, and directed study portions.

9.5. Reports. A validation report documents the actions taken to improve the course and serves to prevent duplication of effort. Complete the validation report within 30 calendar days after completion of the last validation class.

9.5.1. Ensure the validation report contains the following:

9.5.1.1. A summary of the process. Include variations from the validation plan (with reasons for the variations, number of classes, and students used) and interim changes made to control documents and instructional materials during validation.

9.5.1.2. Constraints. Identify any known resource constraints before or during validation.

9.5.1.3. A summary of significant findings. Include the number of washbacks and eliminations, block or unit where the action occurred, and adequacy of time allocations, instructional materials, and adequacy of the instructors.

9.5.1.4. Conclusions and corrective actions. Summarize the adequacy of the validation process to provide the data needed to finalize the course. Include changes needed to finalize control documents and instructional materials and equipment and actions taken or planned. Identify the planned implementation date of the final POI. Identify recommended estimated completion dates (ECD) for open items and a recommended POC to correct findings.

9.5.2. Correct problems found during validation before teaching the course again. Preferably, finalize course documents within 90 days of graduation of the last validation class.

9.5.3. Maintain the validation report with the training manager's course record set. After the validation report is written, the source data collected need not be maintained.

9.6. Responsibilities. Training groups or designated levels within the groups establish procedures for validating courses, ensuring problems are identified, corrected, and documented.

9.7. Seminar, symposium, orientation, and refresher courses for which there is no measurement should be reviewed for effectiveness and applicability, but are exempt from formal validation requirements.

Chapter 10

TRAINING DEFICIENCIES

10.1. Purpose for Reporting. Reporting training deficiencies alerts managerial personnel and gaining organizations of students who did not receive the training as documented in the training standard.

10.2. Training Deficiency Report:

10.2.1. When training cannot be provided on all items as specified in the training standard before graduation, submit a training deficiency memo to the student's gaining organization (this may be accomplished by annotating the deficiency on the AETC Form 156 or the TTMS Student Training Report in the remarks section). Include the training standard number, date, and paragraph reference for which training was deficient, the proficiency code level required, and the level of training provided.

10.2.1.1. When a training deficiency occurs, submit a training deficiency report to 2 AF/DO (for personnel, facility, and equipment deficiencies), HQ AETC/SGA (for medical AFSCs), HQ AETC/DOO, and the AFCFM. For training deficiencies expected to exist longer than one class, submit the memo after the first class graduates. A training deficiency report includes:

10.2.1.1.1. The training standard number, date, and paragraph reference for which training was deficient, the proficiency code level required, and the level of training provided.

10.2.1.1.2. The number of students affected, by class entry and graduation date. For a deficiency expected to exist longer than one class, include the projected number of students affected.

10.2.1.1.3. Corrective action taken or planned and expected completion date.

10.2.1.2. When a training deficiency is corrected, send a written notice of termination of the deficiency to the original report addressees.

10.3. Responsibilities:

10.3.1. Second Air Force Operations provides support to correct equipment, personnel, and facility-related deficiencies. HQ AETC/SGA provides support for medical AFSCs.

10.3.2. The training group or designated level within the group establishes procedures to report training deficiencies and procedures to correct deficiencies when they occur.

Chapter 11

NONRESIDENT TRAINING PUBLICATIONS

11.1. Purpose. Nonresident student instructional materials are for use at the operational bases for students in either a self-study or group-study mode or in some combination of the two. These materials may be in support of career development courses (CDC) or specialized courses (SC). **NOTE:** These training publications are *not* procured through or approved by the publications manager. IAAFA is exempt from this chapter.

11.1.1. Subject matter specialists in the training groups prepare the Air Force CDCs, SCs, and other training publications. The materials are used Air Force wide. The terms preparing agency (PA) and training group are interchangeable.

★11.1.2. All PAs (except Goodfellow for cryptologic and certain other CDCs) send their CDC and SC manuscripts to the Air Force Institute for Advanced Distributed Learning, Curriculum Division (AFIADL/DC), for educational review, edit, test construction, publication, and administration. (Goodfellow reviews, edits, and distributes cryptologic and certain other CDCs.)

11.2. Types of Nonresident Publications:

11.2.1. CDCs. These self-study correspondence courses provide airmen with the fundamental knowledge of their AFS. CDCs directly support the Air Force OJT program and the SKT portion of the WAPS.

11.2.2. SCs. These self-study correspondence courses extend the educational and training capabilities of Air Force schools to all eligible personnel worldwide. They are used to meet requirements outside the scope of CDCs. **NOTE:** Job site training is not included in this chapter because the course materials are prepared, distributed, and administered by the training wings according to resident training guidance and local procedures.

11.3. Support of Air Force OJT Program:

11.3.1. To the extent possible, CDCs will provide the career knowledge upgrade requirements listed and coded in the current STS.

11.3.2. CDCs furnish only the career knowledge component of tasks listed on the STS. When the CDC content cannot be developed to correlate with the knowledge levels coded in the STS, document the reasons.

11.3.3. When the STS requirements in the CDC columns cannot be achieved and the STS must be revised, notify the AFCFM.

11.4. Requirements for a CDC:

11.4.1. A current and accurate CDC is an integral part of the training in support of an AFS. Therefore, consider CDCs during training planning, STS preparation, and at U&TWs. CDC writers should participate in these processes.

11.4.2. Establish and document the requirement for a CDC in the STS or CFETP. The AFCFM must approve in writing when the requirement for a CDC is generated by factors that do not result in a new or revised STS or CFETP.

11.4.2.1. CDCs are mandatory at the 5-skill level for all AFSs.

11.4.2.2. CDCs will not be developed solely to support SKT development.

11.4.3. Consider the following additional factors when determining the possibility of a CDC or SC as a means for meeting training needs:

11.4.3.1. Future population trend of the AFS.

11.4.3.2. Security classification of proposed subject matter.

11.4.3.3. Life-cycle training requirements for the AFS.

11.4.3.4. Number of items on current STS requiring knowledge upgrade.

11.4.3.5. Scope of the CDC in relation to resources required.

11.4.3.6. Availability of material from other services that will satisfy Air Force OJT and SKT requirements.

11.4.3.7. Number of personnel who will use the CDC.

11.4.3.8. Available in-house training in the using commands.

11.4.3.9. Type of AFS. If procedurally oriented and subject to frequent change or equipment oriented, give consideration to the stability of the equipment in the Air Force inventory.

11.5. Writer Resources. Follow AFMAN 36-2108 for writer qualifications, selection, and assignments criteria. Positions are authorized in the training groups to support CDC-related projects, but management action to ensure trained personnel are available is essential for mission accomplishment.

11.5.1. Early identification of the need and assignment of qualified personnel to a CDC project is essential for timely support of both the OJT and SKT programs. Also, resource requirements must be considered in further training planning. The CDC writer will attend training identified in AETCI 36-2202, *Faculty Development and Master Instructor Programs*, Attachment 5. The writer should also attend the ECI Course for Authors as soon as practical.

11.5.2. SEI 386, Instructional Materials Writer Manager, is assigned after completion of the technical writer nonresident training materials course and 6 months of satisfactory writing experience.

11.5.3. Training groups may request MAJCOM assistance for preparing a new or revised CDC.

11.6. General Preparation:

11.6.1. Certification by Approving Official. Approval to issue or continue a CDC or SC certifies the publication:

11.6.1.1. Is necessary to the Air Force mission and is consistent with Air Force doctrine, existing law, and national, DoD, and Air Force policy.

11.6.1.2. Is current, technically accurate, and adequate.

11.6.1.3. Is directed to a specific audience.

11.6.1.4. Does not include information that conflicts with, belongs in, or duplicates another publication.

11.6.1.5. Does not include training offered locally or otherwise at any appropriate point in an airman's career, such as AFOSH, OPSEC, and COMSEC.

11.6.1.6. Does not include information that could cause adverse public opinion of the Air Force.

11.6.1.7. Uses sex-neutral language and is written in propriety and good taste.

11.6.1.8. Does not imply in any way that the Air Force endorses, favors, or restricts the use of a commercial product, commodity, or service.

11.6.1.9. Does not contain copyright material unless a release has been obtained.

11.6.1.10. Does not contain classified information unless necessary. Classified CDCs must be properly marked and controlled according to applicable security directives.

11.6.2. Job Safety. Integrate job-oriented safety training throughout the publication.

★11.6.3. Copyright Material. Obtain permission for use of copyright material and trademarks as soon as the writer determines the need in the planning stage of the writing project. Keep these releases on file. For CDCs and SCs, furnish one copy of the copyright release to the AFIADL/DC, with the manuscript and one copy to SAF/GCQ in accordance with AFI 51-303, *Intellectual Property--Patents, Patent Related Matters, Trademarks and Copyrights*.

★11.6.4. Classified Material. Prepare classified publications according to Air Force and DoD security publications. Ensure course manuscripts processed through AFIADL do not contain classified information.

11.6.5. Use of Electronic Media. To meet a long-term goal of increased use of electronic media in place of paper forms and documents, writers and managers are encouraged to use computer-generated forms and documents. Use of E-mail and file transfer protocol (FTP) for transferring messages and CDC manuscripts is highly encouraged.

11.6.6. Content and Preparation. CDCs provide AFS career knowledge and support the WAPS/SKT. The CDC is specialty oriented and does not teach specific equipment, weapons systems, or work centers (except career ladders with multiple AFSs or AFSC shreds).

11.6.6.1. To adequately meet their mission objective, CDCs should contain sufficient information to illustrate basic principles, techniques, procedures, and their application to systems and situations common to the AFS. In keeping with their charter, CDCs may discuss items of specific equipment only when that piece or type of equipment best illustrates the procedures or techniques that have utility to the overall AFS.

11.6.6.2. When appropriate, content may include a review of knowledge to introduce new material or to provide reinforcement of previously learned material.

11.6.6.3. Design CDCs as self-contained packages. Trainees should be able to complete the entire package without referring to outside sources, except classified CDCs.

★11.6.6.4. Career ladders with multiple AFSs and/or shreds have STS tasks common to several or all of the AFSs in the ladder. Also, some STS tasks are common to two or more related career ladders. Information based on these common tasks is identified and organized into common sections, chapters, or volumes, and then designated as applicable to the appropriate CDCs. Common material normally addresses several subjects and has limited application. Identify common material to AFIADL.

★11.7. **Deactivation of CDC.** Deactivation requires AFCFM approval. When a course review, U&TW, or other event identifies a CDC as no longer required, the PA sends the appropriate AFCFM the rationale for deactivation and explains the alternate study references. If approved, the AFCFM notifies AFIADL to deactivate the course and HQ AFPC/DPPAT so they may submit a training requirements message to field units.

11.8. Need Dates:

11.8.1. A command goal is to produce quality nonresident training materials by customer need dates.

11.8.2. Ideally, CDC projects resulting from an STS change that also impact resident training should be activated by the graduation date of the first students from the associated resident course.

★11.8.3. CDC production involves two critical dates. The first is the CDC delivery date by which the CDC writer must deliver the final CDC volume or its subset to AFIADL. The second is the customer need date by which the CDC should be available in the field.

★11.8.4. The TM negotiates the CDC delivery date to AFIADL and the customer need date with the CDC writer, AFIADL, AFOMS (for SKT integration), and the AFCFM. This should be accomplished during the U&TW.

11.8.5. The AFCFM calculates the customer need date.

11.8.6. Estimate the time required to prepare each CDC volume based on the customer need date for new volumes and volumes requiring major revision. Identify sources of time compression or delay that may modify these estimates. The AFCFM may authorize adjustments.

★11.8.7. Document the customer need date and the CDC delivery date to AFIADL in the minutes of the U&TW, the CDC course chart, AETC Form 469, **Career Development Course Chart (Part 1)**, and the production plan. (Instructions and examples for preparing CDC course charts and production plans are

included at Attachment 13.) When AETC Forms 469 and 469A, **Career Development Course Chart (Continued)**, are not used, the replacement form or document should be similar enough to facilitate interpretation by receiving organizations. Provide copies of all course documents to AFIADL/DC and AFOMS/OMD. Send only a copy of the production plan to 2 AF/DOTT. These organizations have a critical need to track CDC production.

★11.8.8. Changes and change supplements are normally produced within 30 days per volume. For change supplements, prepare the AETC Form 469 and distribute copies to AFIADL/DC, AFOMS/OMD, and 2 AF/DOTT.

11.8.9. The approving official ensures proposed manuscript submission dates either support the desired activation date for the CDC or are prepared as quickly as possible, considering the scope and complexity of project, writer availability, and other factors that can impact productivity. Notify the TM of any deviations to production dates. If the customer-need date agreed upon at the U&TW can not be met, the TM notifies the AFCFM.

★11.8.10. If the PA is unable to meet negotiated volume submission dates, the approving official prepares a production slippage memorandum with a revised production plan showing new submission dates and an explanation of the factors that affected production. Coordinate the memorandum with the TM and send to 2 AF/DOTT, AFOMS/OMD, and AFIADL/DC.

★**11.9. Volume Revisions and Changes.** Prepare revisions to individual volumes, as needed, when the time required for the enrollee to post changes to the entire course (excluding typographical errors) exceeds 1 hour. After a course author has determined the extent to which a present CDC must be revised or has identified the content of a new CDC, contact the AFIADL course development team responsible for the course to discuss the most efficient strategy to use. Make this contact before the writer begins any preparation of text or illustrations.

11.10. Priority Processing:

★11.10.1. When the need for a CDC revision is considered critical by the PA or others, the PA sends a written request for assignment of priority to AFIADL/DC through the TM. The request must include adequate justification to support the requirement.

★11.10.2. Certain changes are authorized first priority and do not require a separate action. When inclusion or deletion of material involves personnel safety or damage to equipment, the PA submits a change marked first priority and requests the priority in the memorandum of transmittal to AFIADL.

11.10.3. AFOMS/OMD approves priorities for WAPS-critical CDC processing.

11.11. Planning:

11.11.1. Preparation time for CDCs requires careful allocation. Work on the CDC should begin with notification of AFS change approval or any other event that initiates a change to the STS. The most critical phase of CDC production is the time span between the first alert of a change and the approval of a course chart and production plan. During this time, the writer should complete detailed research and course planning.

11.11.2. Consider occupational survey data, if available, when translating broad STS tasks into CDC content. Use the CDC course documents and administrative file to document the process.

11.12. STS Correlation. Document correlation of key topical statements in the course outline to the applicable task or knowledge statements and proficiency codes or behavioral statements from the STS. Use an STS or locally devised correlation instrument to associate topical statements to the STS items.

11.13. Manuscript Preparation:

★11.13.1. The *AFIADL Guide for Authors* provides guidance to prepare manuscripts. AFIADL, Maxwell AFB, Gunter Annex AL 36118-5643, publishes and distributes this guide to writers.

★11.13.2. When revising a published CDC, request the current record from AFIADL to ensure incorporation of changes made by AFIADL during the production cycle.

★11.13.3. AFIADL prescribes the format and provides directions for keyboarding manuscripts (except classified CDCs) in the *AFIADL Guide for Authors*. It is essential to follow these directions to the letter.

★11.13.4. Submit each volume manuscript to AFIADL as soon as it is completed.

11.14. Duplication of Other Air Force Training Programs. When PME or ancillary training provides the task knowledge required for a particular STS item, document such programs to indicate the CDC will not duplicate information provided by other Air Force training programs. Include the specific type and title of training that satisfies the STS requirement. Limit CDC content to AFSC knowledge.

11.15. Quality Control:

11.15.1. For prepublication review, use AETC Form 158, **CDC Quality Control Checklist**, which is a systematic checklist for the reviewer. Each reviewer signs the appropriate block of the form according to local procedures.

11.15.2. Review the CDC documents and manuscripts within the training squadron for technical accuracy and adherence to quality standards. Ensure an AFSC-qualified individual, other than the CDC writer or training development element (TDE) chief, conducts the technical review.

11.15.3. Approval by the reviewing official to publish a CDC or SC certifies that all required STS knowledge items have been translated to learning objectives of the appropriate scope and level and the publication is consistent with Air Force doctrine, existing law, and national, DoD, and Air Force policies.

★11.15.4. Personnel responsible for quality control should review the manuscript to ensure the scope and depth of the course are in accordance with approved course control documents (STS and course chart) and that the course content reflects the writing techniques of the *AFIADL Guide for Authors*. CDC manuscripts must be technically accurate, grammatically sound, free of textual and illustrative errors, and include all illustrations. Keyboard manuscripts as instructed by AFIADL. CDC texts must support the learning objectives. Identify a new writer's first manuscript in the memorandum of transmittal so AFIADL can provide quick review and feedback on manuscript acceptability.

★11.15.5. Instructional system specialists at AFIADL review for instructional adequacy, organization, readability, style, format, and conformance to prescribed methodology. They critique the material and suggest improvements to achieve more effective presentation. A specific reviewer may be requested by name for reasons of experience, continuity, etc.; AFIADL will honor such a request when possible. AFIADL returns to the PA any manuscript that does not meet prescribed standards and correction is impossible by telephone. The PA reworks the manuscript and returns it to AFIADL. As an additional means of helping course authors improve volumes, AFIADL reviewers prepare AFIADL Form 68, **Summary of Manuscript Review**, which evaluates a CDC or SC manuscript in terms of processing factors, subject matter, text, and graphics.

★11.15.6. For a course examination review, PAs conduct a prepublication review for technical accuracy of each CDC examination prepared and forwarded by AFIADL. Changes are made by telephone and then confirmed in writing. The PA should destroy manuscript copies of examinations on receipt of published copies. Safeguard course examinations and accompanying materials according to AFI 36-2201. AFIADL/DC furnishes specific procedures regarding test review and changes. Direct communication with the AFIADL course development team responsible for the specific course is encouraged. Mail examinations according to AFI 36-2605, *Air Force Military Personnel Testing System*.

★11.15.7. AFIADL prepares and sends the Manuscript Status Report monthly to 2 AF/DOTT and each designated level in the training group. This report contains the status of each manuscript being processed; a list of scheduled submissions that are past the stated submission date; a list of manuscripts on hold or returned as unsatisfactory, showing the number of days delayed and the reason for the delay; and a list of courses activated.

11.16. Reviews. Upon approval, an annual or special review authorizes the continued use of the CDC and determines its currency, technical accuracy, and adequacy of information. AETC Form 107, **Annual or Special Review Record**, may be used to document results of the review.

11.16.1. Initial. The group office of records reviews the published CDC upon receipt to ensure it contains the information originally submitted. Correct any errors detected, but make no other changes to the text at this point.

★**11.16.2. Annual.** Review CDCs on the anniversary of the publication date for essentiality, currency, technical accuracy, and adequacy. Reviews of CDCs being used in the field should be completed as scheduled even though the CDC is being revised, edited, or printed. Continuation of a CDC (or specialized course) with fewer than 26 enrollments per year must be justified in terms of cost effectiveness. Inform AFIADL/DC by memorandum when there is a program change that significantly alters the number of airmen using the CDC. Failure to inform them of such changes could result in excessive or inadequate quantities of stock being maintained at AFIADL.

★**11.16.3. Special.** Do not wait for a scheduled annual review when a significant change is implemented in the AFSC. Special reviews should be made when warranted by any career field change, an STS revision, request by AFIADL because of a high failure rate or low enrollment, and/or in conjunction with review of OSRs. Check for any AFIADL volume review records on file to identify any possible recommendations or future revisions.

11.17. Field Evaluation:

★11.17.1. AFI 36-2201 requires a continuous evaluation to determine how well the CDC provides the knowledge for specific career development. AFIADL collects data relating to the quality of the CDC program from two sources:

★11.17.1.1. **CDC Survey.** The survey is packaged with each CDC course examination and is to be completed by the supervisor and trainee. AFIADL compiles responses and makes the data available to AFCFMs and PAs.

★11.17.1.2. **Course Examination (CE).** AFIADL collects data on and develops statistical analysis of each CE. The statistical analysis indicates student performance on the CE as a whole and also shows the performance of each item on the CE. AFIADL reviews the statistical analysis and provides a copy to the course author for use in evaluating course effectiveness and in helping to determine future disposition of course components.

11.17.2. The results of the continuous evaluation data should be reviewed for trends and acted on as required.

11.18. Administrative Procedures:

11.18.1. Reference Publications:

★11.18.1.1. **AFIADL.** AFIADL automatically distributes current correspondence courses, AFIADL course materials, shipping lists, change supplements, and other materials to responsible PAs. AFIADL provides additional copies of AFIADL materials upon request (DD Form 1150, **Request for Issue or Turn-in**).

11.18.1.2. **Other Armed Forces.** Under the direction of AFI(I) 36-2230, course writers research other Armed Forces correspondence courses and procure other Armed Forces correspondence materials (catalogs and courses) as appropriate.

11.18.1.3. **Page Proofs of Revised Air Force Directives.** Writers should contact the OPR for page proofs of directives that are source documents for an assigned project. This procedure could make some source references available much earlier than printed copies distributed through the PDO.

11.18.2. **Direct Communication.** PAs should communicate directly with industry, MAJCOMs, and other Air Force activities to obtain copyright releases, source materials, or other information required to prepare an assigned CDC or arrange for necessary temporary duty (TDY) visits.

★11.18.3. **Student Inquiries.** Writers should promptly answer student memorandums of inquiry regarding CDCs. Only inquiries received by AFIADL of a technical nature are forwarded to the PA for reply. Document student telephone inquiries for use as feedback information by maintaining a record of telephone conversations.

11.18.4. **Packaging (Except Classified CDCs).** Protect camera-ready material. Pack CDC manuscripts in containers of sufficient strength to protect them during transit. Packages must be wrapped to meet Air Force and postal requirements. It is advisable to use AF Form 74, **Communication Status Notice/Request**.

★**11.18.5. CDC Support of SKT Development.** If CDCs are being processed at AFIADL or being revised before the scheduled SKT development date, PAs prepare two copies of the finalized CDC manuscript for use by the SKT team. At least one copy remains at AFOMS on completion of the project. SKT development schedules are often based on the scheduled availability dates of CDC manuscripts. Submitting CDC manuscripts as scheduled thus becomes critical to SKT support. Inform AFOMS/OMD and AFIADL/DC of any delays in submitting manuscripts so their managers can determine the availability of published CDCs for the scheduled WAPS testing cycle.

11.18.6. SKT/CDC/STS Compatibility Critiques. SKT development teams use the CDC as the source for SKT items. When appropriate, the SKT team identifies specific areas on the STS and the CDC where the team members consider the currency, relevancy, or coverage of material needing improvement.

11.18.6.1. AFOMS/OMD forwards comments and recommendations to the responsible PA in the form of an SKT/CDC/STS compatibility critique.

11.18.6.2. The PA reviews the compatibility critique, takes any necessary corrective action, and provides an itemized critique response to AFOMS/OMD. These responses are used by the next SKT writing team.

11.18.6.3. Send an information copy of the critique response to the group evaluation section and the Air Force career field manager (HQ AETC/SGAE for medical CDCs).

11.19. Specialized Courses (SC):

11.19.1. New SCs require Air Force-level approval. Submit production plans for new SCs to the appropriate AFCFM. Production plans for revisions are approved locally.

11.19.2. Prepare SC production plans in the same format as CDC production plans; but for new courses, also include justification for the proposed courses in terms of Air Force quantitative requirements, a summary or outline of the proposed content, and recommended enrollment criteria.

11.19.3. Unlike the CDC, the SC is not normally based on an STS or used as a source reference for WAPS.

11.19.4. Do not prepare course charts for new SCs until after the production plan has been approved.

★11.19.5. When an SC is no longer required, send a request for deactivation and detailed rationale to the AFCFM. Upon approval, notify AFIADL.

11.20. CDC and SC Instructional Material Responsibilities:

★11.20.1. HQ AETC/DOO is the liaison on policy and 2 AF/DOTT is the liaison on procedural matters to Air Staff, AFPC, MAJCOMs, AFIADL, AFOMS, and other agencies.

11.20.2. The training group or designated level within the group:

11.20.2.1. Programs and schedules CDC and SC preparation and revision.

11.20.2.2. Prepares, approves, and distributes course charts.

★11.20.2.3. Prepares, reviews, and forwards CDC and SC manuscripts, illustrations, and volume review exercises to AFIADL.

★11.20.2.4. Responds to corrective actions recommended by AFIADL to ensure manuscripts conform to standards of instructional adequacy.

11.20.2.5. Manages writer resources authorized for CDC and SC preparation and maintenance. Provides subject matter specialist and other required support for SKT projects as tasked in the USAF Training Planning Document.

★11.20.2.6. Provides CDC status information to 2 AF/DOTT as requested.

11.20.2.7. Reviews these publications annually for essentiality, currency, technical accuracy, and adequacy. Record the results on AETC Form 107.

Chapter 12

LOW FLOW COURSE REVIEW

12.1. Purpose. This review verifies courses that entered fewer than 26 students the previous year (the 982 TRG will use three or fewer classes) are cost-effective and can be fully justified.

12.2. Procedures:

12.2.1. Annually review all low flow courses. Use the anniversary date of the STS and or CTS to determine the 12-month interval for the review. Include items such as purpose of course, actual, scheduled entries for the current FY, scheduled entries for the next FY, committed resources, criticality of skill, and alternative training availability and recommendations. For courses still in validation on the anniversary date of the STS and or CTS, conduct the annual review and document it as part of the validation process.

12.2.2. Consider job site training as an alternative to low flow resident courses. Coordinate recommendation with AFCFM.

12.3. Responsibilities. The training group (TRG) or designated level within the group establishes a program to annually review low flow courses and coordinates recommendations with AFCFM and provides 2 AF/DO (HQ AETC/SGA for medical courses) and HQ AETC/DOO an information copy. IAAFA is exempt from this coordination.

Chapter 13

SERVICE TESTING OF COURSES

13.1. Purpose. Service testing stimulates innovations in training effectiveness and increases responsiveness to training customers. It could include changes such as using a different instructional method or media, a different testing method, changing the sequence of instruction, or temporarily implementing changes in training dictated by time constraints and customer needs.

13.2. Procedures:

13.2.1. Service testing must have an anticipated benefit to the Air Force and be conducted during a given time period (specific start and end date).

13.2.2. Service testing must be documented in a plan and have the approval of the training squadron commander.

13.2.3. Tests that deviate from an approved training standard must have the approval of the AFCFM.

13.2.4. Course documentation is exempt from inspections until conclusion of the test. However, the process itself is subject to inspection and such documents as the measurement plan may be reviewed to ensure that the requirements of the training standard are being met. When the service test results in a substantial change (20 percent or more) in an approved course, obtain a new PDS code.

13.2.5. Use validation procedures to collect and report findings (refer to Chapter 9).

13.2.6. Forward revised and modified course control documents (POI and course charts) to CCAF for review for those courses attended by enlisted personnel.

13.2.7. Report any training deficiencies occurring as a result of the service test in accordance with Chapter 10 of this instruction.

13.2.8. At completion of the test, objectively evaluate findings and report the results using the validation report procedures (refer to Chapter 9).

13.3. Responsibilities. The training group or designated level within the group develops a program to service test courses.

Chapter 14

BIENNIAL ANALYSIS OF TECHNICAL TRAINING (BATT)

14.1. Purpose. The BATT is a thorough periodic look at our continuum of training within the various courses and family groups of courses. **NOTE:** A family group is two or more courses that require like instructor AFSCs within the same flight or squadron. The BATT is designed to generate an in depth look at our officer and enlisted various skill level courses to ensure only relevant skills and knowledge are contained in our courses and that the courses are satisfying the customer's requirements. It must be accomplished using a team concept with members knowledgeable in training process and procedure. Potential team members are instructor supervisors, course supervisors, training development specialists, instructional system specialists, training managers, training evaluators, training resource specialists, flight chiefs, and training squadron commanders. The team need not have each of these as members; however, the typical team would consist of individuals with these types of experience.

14.2. Procedures:

14.2.1. Conduct a BATT on all type 2, 3, 4, ITRO 5 if involved in award of AFSC, and 6 courses every 2 years.

14.2.2. Scrutinize the training standard, course chart, plan of instruction, lesson plan, resident training materials, student measurement, field evaluation questionnaire summary, graduate assessment survey data, and course validation data to determine whether the courses are meeting customer requirements; whether material contained in courses expands in depth and breadth among the skill levels, i.e., 3, 5, and 7; whether courses maintain a clear relationship with others in the same family group; and whether the courses are still needed.

14.2.3. Use the anniversary month of the CFETP or the training standard if there is no CFETP to determine the 24-month period of the biennial analysis.

14.3. Responsibilities. The training group (TRG) establishes a program to conduct the BATT. This is accomplished by creating a guide for conducting the analyses or by including the process in your supplement to this instruction. In either case your procedures must be forwarded to AETC/DOVP for review and approval at least 60 days prior to their use. The training squadron commander (TRS/CC) is responsible to ensure the BATT is accomplished and to initiate appropriate action on the results. The TRS/CC completes initiated actions with the AFCFM, 2 AF/DO, and AETC/DOO as required by this and any other applicable AETC instructions.

★14.4. DELETED.

★CHAPTER 15

★COURSE RESOURCE ESTIMATE (CRE)

★15.1. **CRE Description.** A CRE is the initial vehicle used to seek resource funding in support of the training process. It includes resources needed to initiate training and sustain it through the Future Years Defense Plan (FYDP). The CRE is intended to be an accurate estimate, but not in finite budget detail. The process of refining the resource requirements takes place as the CTP is finalized.

★15.2. **When To Develop a CRE.** A CRE is developed by the training manager (TM) immediately after the utilization and training workshop (U&TW), or the event that directed the change in training, to begin resourcing the requirements. **NOTE:** A CRE is not required if there are no impacts on resources.

★15.3. **What To Include in the CRE.** The CRE contains the following information:

★15.3.1. Reason for developing new training or changing existing training, such as an approved AFMAN 36-2108 or AFMAN 36-2109, *Chief Master Sergeant of the Air Force and Senior Enlisted Advisor Programs*, change; new equipment; field evaluation questionnaire summaries; occupational survey report; or U&TW decisions.

★15.3.2. Estimated change in or new course length, group size, and student training requirements.

★15.3.3. Estimated manpower requirements, provided by the base manpower office, for instructors, maintenance personnel, training development personnel, training overhead support, base operating support (BOS), and student man-years.

★15.3.4. Estimate of training equipment, training spares, support equipment (test equipment and special tools), and contractor logistics support. Include as much information as possible, to include computer requirements.

★15.3.5. Estimate of facility requirements to include classroom and laboratory requirements, housing, specialized space, and administrative space. Also, any other known additional space and special needs, such as electricity; floor loading; security; local area network server; proxy or cable run requirements; TEMPEST; air-conditioning; and door, ceiling, and hallway dimensions.

★15.3.6. Estimate of funding requirement to include funds for equipment, facilities, manpower, spares support, TDY, and contractor support. Address each fiscal year as well as the FYDP sustainment.

★15.3.7. Estimate of any non-AETC support required.

★15.3.8. Any impact on the training standard.

★15.3.9. Any impact on the course chart.

★15.3.10. The course security classification and proposed instructional design.

★15.3.11. Known environmental impacts and/or changes to current environmental assessments.

★**NOTE:** Include the information outlined in paragraphs 15.3.1 through 15.3.11 that impacts resources in a narrative and attach the narrative to a course resource estimate summary (see the sample at Attachment 14).

★**15.4. Coordinating CREs.** The TM develops the CRE as indicated in paragraphs 15.2 and 15.3, accomplishes any local coordination, and forwards it to HQ AETC/DOO (HQ AETC/SGA for medical courses). (Specific guidance for the 982 TRG is included in their supplement.)

★**15.5. CRE Funding Flow:**

★15.5.1. Can the course be funded within the TRW? If yes, the TM develops the CTP according to chapter 2. If no, the TM forwards the CRE to the TRSS. The TRSS confirms nonavailability of local support and forwards the CRE to the group for approval and forwarding to HQ AETC/DOO (HQ AETC/SGA for medical courses) with a copy to 2 AF/DO and HQ AETC/XPMRT.

★15.5.2. Can the course be funded within AETC? If yes, HQ AETC/DOO (HQ AETC/SGA for medical courses) notifies the TM who proceeds with developing the CTP. If no, HQ AETC/DOO (HQ AETC/SGA for medical courses) forwards the CRE to the Air Force career field manager (AFCFM) (HQ USAF/SGA for medical courses).

★15.5.3. Did the AFCFM notify AETC of intent to fund? If yes, HQ AETC/DOO (HQ AETC/SGA for medical courses) notifies the TM to proceed with developing the CTP and to forward an updated CRE to HQ AETC/DOO (HQ AETC/SGA for medical courses) who forwards it on to the AFCFM. If no, HQ AETC/DOO (HQ AETC/SGA for medical courses) notifies the AFCFM and the TM that the course is on hold and the AFCFM forwards the CRE to the Air Force Education and Training integrated process team (IPT) for funding consideration.

★15.5.4. Is the course funded by HQ USAF? If yes, the TM proceeds with developing the CTP. If no, the AFCFM and AETC revisit the training requirement.

★**15.6. Forms Prescribed.** AETC Forms 23, 60, 98, 107, 120, 133, 150, 158, 179, 449, 469, 469A, 667, 667A, 668, and 1200.

WILLIAM WELSER III, Major General, USAF
Director of Operations

Attachment 1

GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION

References

★DoD 5400.7-R, *DoD Freedom of Information Act Program*
AFPD 31-4, *Information Security*
AFPD 36-22, *Military Training*
AFI 10-1302, *Air and Space Doctrine Education*
AFI 16-301, *U S Air Force Priority System for Resources Management*
AFI 16-402, *Aerospace Vehicle Programming Assignment, Distribution, Accounting, and Termination*
AFI 32-7061, *The Environmental Impact Analysis Process*
AFI 33-110, *Data Administration Program*
AFMAN 36-2108, *Airman Classification*
AFI 36-2201, *Developing, Managing, and Conducting Training*
AFI(I) 36-2230, *Interservice Training*
AFMAN 36-2234, *Instructional System Development*
AFH 36-2235V1, *ISD Executive Summary for Commanders and Managers*
AFH 36-2235V2, *Information for Designers of Instructional Systems - ISD Automated Tools/What Works*
AFH 36-2235V3, *Information for Designers of Instructional Systems - Application to Acquisition*
AFH 36-2235V4, *Manager's Guide to New Education and Training Technologies*
AFH 36-2235V5, *Information for Designers of Instructional Systems - Interactive Courseware (ICW) Design Development, and Management Guide*
AFH 36-2235V6, *Information for Designers of Instructional Systems - Guide to Needs Assessment*
AFH 36-2235V7, *Information for Designers of Instructional Systems - Design Guide for Device-Based Aircrew Training*
AFH 36-2235V8, *Information for Designers of Instructional Systems - Application to Aircrew Training*
AFH 36-2235V9, *Information for Designers of Instructional Systems - Application to Technical Training*
AFH 36-2235V10, *Information for Designers of Instructional Systems - Application to Education*
AFH 36-2235V11, *Information for Designers of Instructional Systems - Application to Unit Training*
AFMAN 36-2245, *Managing Career Field Education and Training*
AFI 36-2605, *Air Force Military Personnel Testing System*
AFMAN 37-139, *Records Disposition Schedule*
AFI 51-303, *Intellectual Property - Patents, Patent Related Matters, Trademarks, and Copyrights*
AFIND8, *Numerical Index of Specialized Education/Training Publications*
★ATCR 25-2, *Technical Training Course Manpower Standards*
AETCI 36-2201, *Training Evaluation*
AETCI 36-2202, *Faculty Development and Master Instructor Programs*
AETCI 36-2208, *Job Site Training*
AETCI 36-2209, *Interactive Courseware (ICW) Development and Maintenance*
AETCI 36-2215, *Training Administration*
CCAF Campus Relations, Policies, Procedures, and Guidelines
AFIADL Guide for Authors
The Little Blue Book
TPS Procedures Manual

Abbreviations and Acronyms

A—appraisal
AETC—Air Education and Training Command
AFCFM—Air Force career field manager
AFMC—Air Force Materiel Command
AFOMS—Air Force Occupational Measurement Squadron
AFOSH—Air Force Occupational Safety and Health
AFPDC—Air Force Publishing Distribution Center
AFPC—Air Force Personnel Center
AFS—Air Force specialty
AFSC—Air Force specialty code
★BA—basic authorization
BMT—basic military training
★BOS—base operating support
C/L—classroom/laboratory
CATEX—categorical exclusion
CCAF—Community College of the Air Force
CDC—career development course
CE—course examination
★CEDS—course evaluation data sheet
CFETP—career field education and training plan
COTS—commercial off-the-shelf
★CRE—course resource estimate
CSIL—customer service information line
CTP—course training plan
CTS—course training standard
DLA—Defense Logistics Agency
DoD—Department of Defense
DSN—Defense Switched Network
DTE—developmental test and evaluation
EAID—equipment authorization inventory document
EEIC—element of expense investment code
ERRC—expendability, recoverability, reparability, cost
ETCA—Education and Training Course Announcements
FCTPRT—factor printout
FEQS—field evaluation questionnaire summary
FOA—field operating agency
FONSI—finding of no significant impact
FTT—field training team
★FYDP—Future Years Defense Plan
GAS—graduate assessment survey
GSA—General Services Administration
HO—student handout
IAAFA—Inter American Air Force Academy
ICW—interactive courseware
★IPT—integrated process team
ISD—instructional systems development

ITRO—interservice training review organization
JST—job site training
LP—lesson plan
MAJCOM—major command
MAP—mission area planning
MFM—MAJCOM functional manager
MIR—multiple instructor requirement
★MMR—minimum manning requirement
MRA—mission ready airman
MTT—mobile training team
O&M—operations and maintenance
OAS—Office of Academic Support
OCR—office of collateral responsibility
OJT—on-the-job training
OPR—office of primary responsibility
OPSEC—operations security
ORM—Operational Risk Management
OS—office symbol
OSR—occupational survey report
PA—preparing agency
PCD—program control document
PDO—publishing distribution office
PDS—Personnel Data System
PMD—program management directive
PME—professional military education
POI—plan of instruction
★POM—program objective memorandum
R&D—research and development
ROD—record of decision
SC—specialized course
SEI—special experience identifier
SG—study guide
SIA—special individualized assistance
SKT—specialty knowledge test
SME—subject matter expert
SPRAM—special purpose recoverables authorized to maintenance
ST—student text
STR—student training requirement
STS—specialty training standard
SW—study guide and workbook
TCDF—training course data file
TA—Table of Allowances
TD—training detachment
TDE—training development element
TDY—temporary duty
TIDES—Training Impact Decision System
TM—training manager
TO—technical order

TPS—training planning system
TPR—trained personnel requirement
TR—training reference
TRQI—training requestor quota identifier
TRS—training squadron
TRSS—training support squadron
TRW—training wing
TTMS—technical training management system
U&TW—utilization and training workshop
VTC—video teleconference
WAPS—Weighted Airman Promotion System
WB—workbook

Terms

Abbreviated Training Plan—A means to make minor changes to an approved course. An abbreviated training plan is used when course parameters are changed less than 20% but does not require a new course dash number and PDS code.

Appraisals (A)—An optional method of application, requiring no control measures, comprised of a group of questions and (or) projects used to check the day-to-day learning process. Used informally during teaching-learning activity to help determine student comprehension and progress. The appraisal can be used in consideration for washback and advancement, but not to satisfy an objective.

Behavior—Specifies what a student must do to satisfy a job performance requirement. The behavior may involve recall, manipulation, discrimination, problem-solving, performing a step-by-step procedure, or producing a product.

Behavioral Objective—A specification of the behavior the student is to exhibit, the conditions under which the behavior is accomplished, and the minimum standard of acceptable performance.

Behavioral Statement—A statement of the behavior the student must exhibit. If a condition or standard is needed to clarify the behavior, either or both should be included.

Block of Instruction—One or more related units or modules grouped to cover major subject or task areas of a course.

Career Field Education and Training Plan (CFETP)—An Air Force publication which provides a life-cycle management tool that identifies career path education and training requirements and core tasks for each skill level or duty position of every AFS.

Classroom/Laboratory (C/L)—Time spent in a C/L environment dedicated to student achievement of course objectives. Even though instructional methodology may vary, a qualified instructor must be present during this time.

Condition—Specify the limits under which the behavior is performed. Conditions may include the use of specific T.O.s, equipment, etc., provided to perform a task in which the behavior is to be

demonstrated. Conditions may also be in the form of information provided which will guide the action in a specific way.

Course Chart—A document that outlines the general structure and content of a course by block and unit of instruction. It also provides course parameters and other course data for staff personnel.

Course Control Documents—Documents used to control course content and instruction. They include the training standard, course chart, and plan of instruction (POI).

Course Implementation—Course implementation begins with the start of the first validation class.

Course Training Plan (CTP)—Provides the basis for planning, programming, and implementing training. When approved, it is the justification for using current resources and for acquiring additional resources through the planning, programming, and budget cycle. The course training plan defines in detail a specific course or courses, the resources required, and actions needed to acquire the resources to accomplish the training identified in the plan.

Directed Study—Time dedicated to student achievement of course objectives using self-study instructional materials. Specific objectives must be assigned and measured. Material covered by directed study must not be retaught. An instructor is NOT required to provide direct supervision to students for this period. No instructor authorizations are earned for directed study hours.

Expansion Group Size—The maximum number of students (maximum group size plus) that can be accommodated under wartime surge conditions (training expansion). Consider all local options available, but do not allow for washbacks. This group size is to be used for wartime planning purposes only and will be based upon wartime course requirements.

Group or Team Measurement—A performance progress check or performance test used to measure students' achievement of performance objectives when they are participating as members of a group or team.

Group Size—Group sizes are established to make efficient use of facilities and resources, ensure transfer of learning, program classes to satisfy training requirements, determine instructor requirements, evaluate training expansion capability, and manage class cancellation. Group sizes are established in coordination with the local manpower office.

Group-Lock Step—Each group of students progresses through the course at a predetermined pace completing training on schedule. This design is normally used where course-operating constraints dictate adherence to planned instructional times.

Group-Paced—Students progress through the course together as a group at the same rate. The hours listed in the course chart are averages the typical group is expected to need based on hours established during course validation.

Instructional Design—One of three planned strategies (group-lock-step, group-paced, or self-paced) for students to progress through the course. Combinations of these strategies may be used as appropriate.

Instructional Materials—Materials used by instructors and (or) students in formal courses, including

training aids, T.O.s, commercial publications, visual aids, etc.

Instructional Methods—Lecture, demonstration, self study, computer-based training and OJT.

Knowledge Objective—An objective written to satisfy training standard subject or task knowledge requirements. It is not necessary to have conditions and standards for knowledge objectives because they may be implied and measured by a written test.

Lesson Plan (LP)—A document used by the instructor to guide teaching-learning activities in a unit of instruction. An LP consists of Part I, the appropriate POI pages or a list of objectives on AETC Form 133, and Part II, the teaching guide.

Major Course Change—A change that affects course content and (or) course length by 20 percent or more. Either of these changes require a new course number and PDS code. Examples of changes are 20 percent or more addition or deletion in course length, 20 percent or more change in course content, or a series of minor changes that constitute a 20 percent or more change in course content and/or length since the PDS code was issued.

Master Copy of Written Test—A copy of each written test, annotated as a minimum, to identify the correct answers, show POI objective correlation to each test item, and identify the approved corrections and changes made in the test.

Master LP—An LP or set of LPs used for control and standardization in instruction. The master LP is not personalized, but it is in sufficient detail for the beginning instructor to use and is the standard against which instructor supervisors check all other LPs. Right column data may be included to guide and expand upon the lesson, but will not contain individual instructor personalization.

Maximum Group Size—The maximum number of students that can be accommodated based on peacetime use of facilities and equipment, considering safety and the application of effective instructional methods. Maximum group size does not include consideration for washbacks, however, the programmed group size does. For courses in which the group is subdivided or where a team concept is used, the multiple instructor requirement must be identified in the manpower annex.

Measurement Plan—A plan designating the methods used to measure student achievement of course objectives and indicating the correlation between measurement device (or test item) and POI objective.

Measurement—The process of determining student achievement of course objectives. This process includes appraisals, progress checks, performance tests, performance rechecks, and written test.

Minimum Group Size—The least number of students who can be trained and still satisfy course training objectives; team instructional requirements; safety requirements; and (or) the cost-effective use of resources, such as impact on equipment, instructors, energy, etc. Except in unusual circumstances, the minimum class size will be two or more. This group size will be used to determine whether or not to cancel a particular class.

Minor Course Change—A change that does not significantly change course content and (or) course length by 20 percent or more. This change does not require a new course number or PDS code.

Mission Ready Airman (MRA)—A task certified, performance certified technical training graduate ready to perform his or her duties upon arrival at their first duty *station*.

Multiple Instructor Requirement (MIR)—The total number of instructors required (including the primary instructor) to teach a unit of instruction to one instructional group at a specific time during the course, based on equipment, safety, supervision, etc.

Nonstandard Training Day—A training day consisting of more or less than 8 hours **NOTE:** The manpower resource is affected when there is any revision to the manpower equation, whether or not it increases or decreases the manpower authorizations.

Orientation or Familiarization Course—A course that provides introductory information on methods, procedures, equipment, systems, environment, or job requirements.

Outprocessing Appointments (Other Training or Administrative Time)—Time dedicated to end-of-course appointments.

Performance Objective—An objective written to satisfy one or more training standard task performance requirements. Conditions and standards are required.

Performance Recheck—A test used to reevaluate a student's performance on a specific objective. It is administered in exactly the same manner as a performance test.

Performance Test—A measurement instrument administered during the time allocated in the POI to evaluate student attainment of performance objectives. This test requires the student to accomplish a performance objective under controlled conditions in a formal testing mode.

Personalized LP—A duplicate of the master LP which has been annotated by each instructor for their individual use.

Piggyback Course—A course consisting of all or a portion of another course and using the same resources. Students attending piggyback courses normally attend one or more blocks of instruction of the basic course.

Plan of Instruction (POI)—A course control document used for course planning, organization, operation, and validation.

Program Group Size—The number of students per group used to schedule (program) classes. The program group size, which is the basis for manpower computations, will be the same as the maximum group size, except when adjustments are required due to experienced washback and elimination rates. For new courses, when no attrition or washback data is available, the group size reduction rate will be determined from other family-related courses. After 1 year, the course will be reviewed and the group size reduction will be based on actual washback and elimination rate experience. The program group size may be exceeded (to maximum group size) to reduce pretechnical training buildup (students in-processing and awaiting training).

Programmed Text—Instructional materials in programmed instruction format.

Progress Check—Instructor assessment of student accomplishment of knowledge or performance objectives during the time allocated for classroom or laboratory instruction. This check provides immediate feedback to the student and instructor.

Record Set—A set of student training materials maintained either electronically or paper-based for locally produced training, including changes and (or) revisions. It consists of at least one copy of the published document, AF Form 673 (or equivalent), copyright release, if appropriate, and a distribution list, if required. A camera-ready copy is not part of the record set. It is optional to maintain one copy of the published document and the camera-ready copy of the same document. Either may be maintained electronically or paper-based.

Refresher Course—A course that provides a review of previous training.

Self-Paced—Individuals move through the course at varying rates within parameters established during validation and documented in the course chart (similar to group-paced except students move through the course as individuals not dependent on group times). The hours listed in the course chart are averages the typical student is expected to need.

Special Individualized Assistance—Remedial instruction supervised by a qualified instructor for students who have difficulty attaining the required level of achievement. SIA is mandatory for students (except civilians) during probationary continuation and is optional during washback or repeat. It is strongly recommended when appraisals or progress checks indicate lack of achievement and after any test failure. Guidance on SIA is in AETCI 36-2215.

Standard Training Day—The standard training day is 8 hours of classroom and or lab divided into eight 50-minute periods with 10 minutes of break time. It is acceptable to continue training beyond 50 minutes and accumulate break time if doing so enhances the learning activity. The compressed work schedule (CWS) standard training day in use at Keesler AFB is an 8-hour training day that includes 445 minutes of instruction and 35 minutes of break time. A total of 4000 minutes of instruction must be provided during a 9 day training period.

Standardized AETC Training Literature—Resident training literature that supports courses taught at more than one location.

Standards—Specified terms such as accuracy, speed, percent/ratio, number of permissible errors, degree of excellence. Standards may reference other directives that identify specific standards such as TOs.

Station LP—An LP for instruction at a station, classroom, laboratory, position, etc. It is not personalized and is used by all instructors assigned to the station.

Student Handout (HO)—A booklet, schematic, circuit diagram, table, or similar material that augments the SG, WB, or student text, or otherwise supports course objectives.

Student Instructional Materials—Materials used within AETC, normally prepared locally by the training group.

Student Progress Checklist—A list of elements or steps that helps determine whether a student

satisfactorily accomplishes an objective during a performance progress check or performance test.

Student Text—Reading material that helps the student achieve course objectives.

Student Training Requirements (STR)—The total number of student requirements for a given course. For initial skills courses this includes the Trained Personnel requirements (TPR) plus additional requirements to compensate for attrition, plus all other requirements (Air National Guard, Reserves, other services). For supplemental and advanced courses it is the total of all requirements for a course in a given fiscal year.

Study Guide (SG) and Workbook (WB)—An SG contains task and subject information supporting the objectives of the unit of instruction. It may have review questions. A WB provides practical work, the application of procedures, and problem-solving exercises. The SG and WB may be published separately or as one publication called a study guide/workbook(SW).

Supervised Study—Time dedicated to student achievement of course objectives using self-study instructional materials. Specific objectives must be assigned and measured. Material covered by supervised study must not be retaught. A subject-matter qualified instructor must be present and may monitor more than one group of students.

Teaching Steps—The main points of the lesson that support the objective being covered.

Test Data—Summary of results of written test administrations documented in the computer test analysis report or on AETC Form 668, Test Data.

Test Item Pool—A file of written measurement items that can be used to construct or revise a test. Items may be handwritten or entered on an automated data storage device. Items may also be contained in a copy of a test replaced by a newer revision or in a copy of a test containing annotated proposed changes (working copy). Maintenance of a test item pool is optional.

Test Review—A component of test validation to solicit feedback on a measurement instrument. The results are summarized and then examined to assess test reliability and validity.

Test Validation—The process of determining if a test successfully measures the objectives it was intended to measure.

Trained Personnel Requirements (TPR)—The total Air Force production requirements for a given initial skills course. It is expressed as nonprior service (NPS), retrainees, or a combination of both. It does not include Air National Guard, Reserves, or other services.

Training Deficiency—A condition in which students are NOT provided training on all items specified in the training standard prior to their graduation. For example, broken or yet to be delivered equipment could cause a deficiency or a temporary shortage of instructor personnel required to teach the course could also cause a deficiency.

Training Resource—Any facilities, equipment, manpower (as affected by student training requirement, student authorization, group size, course length, multiple instructor requirements, etc.), funding, supplies, training spares, and supply spares required to develop and conduct approved training.

Unit or Module of Instruction—A segment of instruction containing one or more closely related objectives and the supporting instructional activities.

Validation Data—Data collected and analyzed during the validation process. Examples of data include measurement data, general information about the students, comments concerning instructional materials, post-lesson interviews, questions concerning instructor-presented lessons, and audio or video media.

Wartime Course Chart—A chart that provides estimates of the wartime course length in academic days, the titles of each unit or module of instruction taught in wartime, and the number of hours in each unit or module of instruction.

Wartime Course—Any course (for officers or enlisted) designated by higher headquarters to be conducted during wartime. Wartime courses are categorized as (1) courses directed to continue training at the existing student flow to satisfy the TPR or (2) courses directed to expand student flow above the TPR to satisfy wartime training requirements.

Wartime Training Day—Computed to produce the greatest number of graduates in the least amount of time; for example, two 10-hour shifts, three 8-hour shifts, or four 6-hour shifts.

Wartime Training Week—Six days with no holidays.

Written Test—The instrument used to sample each knowledge objective and, when necessary, the knowledge components of performance objectives. These tests can be unit, module, block, or end-of-course tests administered during time allotted in the POI in a formal testing mode.

Attachment 2

COURSE TRAINING PLAN DEVELOPMENT AND APPROVAL FLOW CHART DECISION LOGIC NARRATIVE

NOTE: This narrative is used to process a completed CTP after all of the applicable annexes have been completely staffed. To complete the equipment annex, refer to Attachment 3; for the manpower annex, refer to Attachment 4. The steps below correspond to the steps on the flow chart (Figure A2.1).

A2.1. Step 1. A CTP is required when a course is transferred from one base to another (if parameters remain the same, the TM makes changes in TPS, the losing TM discontinues the old course, and the gaining TM loads the new parameters), major modification to an existing course is known, or when developing a new course. **NOTE:** An abbreviated training plan will suffice when an existing course has less than a 20 percent change in current resources, such as changes in multiple instructor requirements (MIR); additional equipment needs; increases or decreases in course length (days or hours); or changes in the maximum, program, or minimum class size parameters, etc.

A2.2. Step 2. The TM enters new or changed course parameters and information in TPS (requesting a new dash number and PDS code if necessary) and prepares CTP annexes. The TM simultaneously starts and completes applicable annexes immediately when course changes are known (step 1), such as, utilization and training workshop (U&TW) taskings, training planning team (TPT)-driven changes, or field feedback result-driven changes, etc. **NOTE:** The TM must coordinate all technical content changes with the Air Force career field manager (AFCFM) before changes are made. Refer to the manpower and equipment resources flow charts (Attachment 3 and Attachment 4) for specific completion of these key annexes.

A2.3. Step 3. The TM completes the CTP and coordinates with all base agencies according to local established guidelines. **NOTE:** If TMs have not received a response within 2 weeks, follow up with the applicable agency.

A2.4. Step 4. The TM ensures CTP coordination is completed by base agencies and then forwards the CTP to TRG/CC or his or her designated representative for approval.

A2.5. Step 5. The TRG/CC or designated representative approves the CTP and sends it to the TM.

A2.6. Step 6. The TM forwards three copies of the CTP to the TRW/MO. The TRW/MO compares course parameter information in TPS with the CTP as part of their coordination action.

A2.7. Step 7. The TRW/MO coordinates course parameter information in TPS. The TRW/MO maintains one copy of the CTP, and submits one copy of the CTP to HQ AETC/XPMR and one copy of the CTP to HQ AETC/DOO. For medical courses, TRW/MO forwards the CTP to HQ AETC/SGA. HQ AETC/SGA certifies the CTP and forwards it to HQ AETC/XPMRT.

A2.8. Step 8. HQ AETC/XPMR validates the manpower annex in the CTP with course parameter information in TPS and notifies HQ AETC/DOO and HQ AETC/SGA (medical).

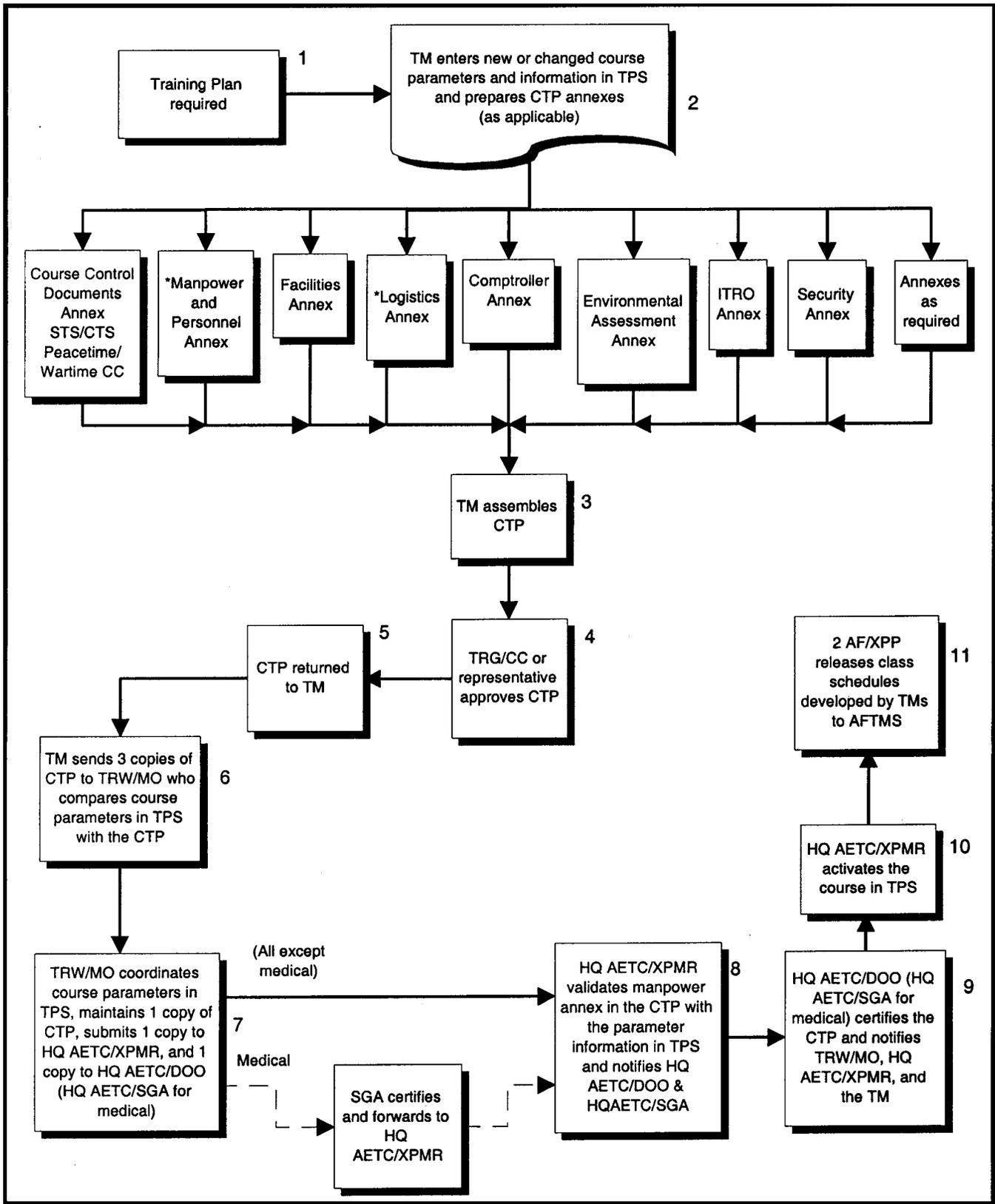
A2.9. Step 9. HQ AETC/DOO (HQ AETC/SGA for medical courses) certifies the CTP and notifies TRW/MO, HQ AETC/XPMR, and the TM.

NOTE: The term certification as used in the CTP and manpower annex processes means the manpower for a given course is available and will be applied against a course. The ultimate responsibility for the completeness and accuracy of the CTP remains with the CTP approval authority (TRG/CC or designated representative). However, HQ AETC/DOO (HQ AETC/SGA for medical courses) will perform an overall quality check of the CTP.

A2.10. Step 10. HQ AETC/XPMR activates the course in TPS.

A2.11. Step 11. 2 AF/XPP releases class schedules developed by the TMs to AFTMS.

Figure A2.1. Training Plan Development and Approval Flow Chart.



Attachment 3**EQUIPMENT RESOURCES FLOW CHART
DECISION LOGIC NARRATIVE**

NOTE: The following paragraphs correspond to the steps numbered on the flow chart (Figure A3.1).

A3.1. Step 1. The TM identifies equipment requirements on AETC Form 120.

A3.2. Step 2. If equipment is available in the training squadron (TRS), the TM completes the logistics annex for the CTP.

A3.3. Step 3. If equipment is not available in the TRS, the TM contacts the training support squadron (TRSS) POC for equipment availability in the training wing (TRW). If equipment is available in the TRW, the TRSS POC contacts the TM to proceed with the equipment annex.

A3.4. Step 4. If equipment is not available in the TRW, the TRSS POC contacts 2 AF/DO (HQ AETC/SGA for 882 TRG) for equipment availability within 2 AF. TRSS POC provides the TM with information copy of request sent to 2 AF. For medical courses: HQ AETC/SGA queries other MAJCOMs and AETC bases. If equipment is available, proceed to step 5. If equipment is not available, proceed to step 8.

A3.5. Step 5. If equipment is available within 2 AF, 2 AF/DO contacts the TRSS POC and advises on source of supplier. TRSS notifies the TM to develop the logistics annex.

A3.6. Step 6. If equipment is not available within 2 AF, 2 AF/DO contacts HQ AETC/DOO action officer and HQ AFMC for assistance. Second Air Force Operations provides the TRSS and TM an information copy of the request sent forward. If equipment is available at HQ AETC/DOO or AFMC, 2 AF/DO contacts TRSS POC and advises on source of supplier. TRSS notifies the TM to proceed with the annex.

A3.7. Step 7. If equipment is not available at HQ AETC/DOO or AFMC, the 2 AF/DO is notified of the nonavailability.

A3.8. Step 8. Second Air Force Operations notifies the TRSS of nonavailability of equipment with information copy to the TM.

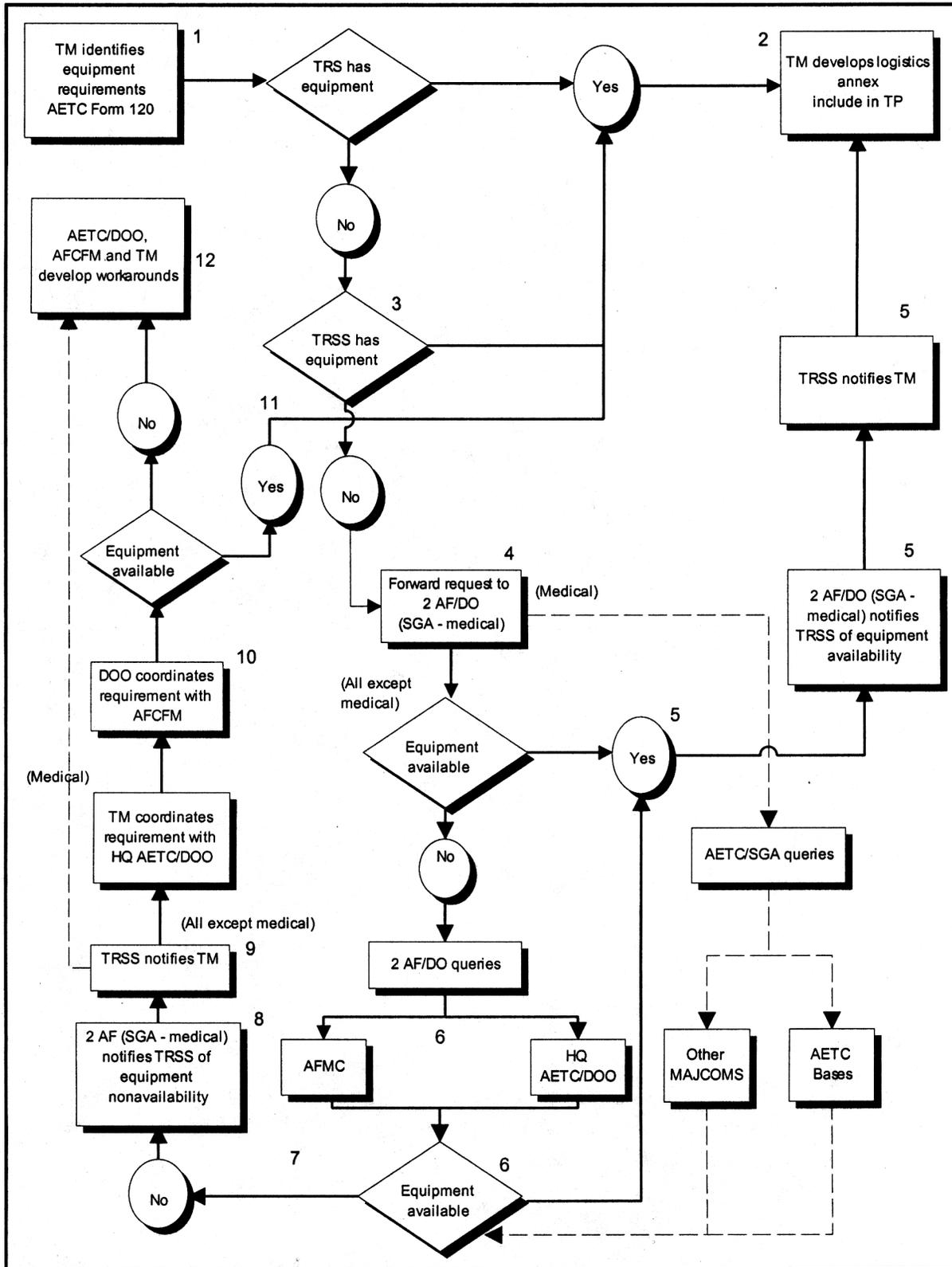
A3.9. Step 9. The TRSS notifies the TM of nonavailability of equipment. For medical courses: TMs proceed with step 12 upon notification.

★A3.10. Step 10. The TM contacts HQ AETC/DOO for assistance. HQ AETC/DOO contacts the AFCFM for assistance and informs the AFCFM that he or she will jointly work the shortfall with the AFCFM.

★A3.11. Step 11. Once equipment or funds are made available by the AFCFM, HQ AETC/DOO informs the TM to proceed with the equipment annex.

★A3.12. Step 12. If equipment is not available, the AFCFM, HQ AETC/DOO, and TM look for alternatives or workarounds. Training is not implemented until resources are found or workarounds or alternatives are coordinated and the training plan approval.

★Figure A3.1. Equipment Resources Flow Chart.



Attachment 4**MANPOWER RESOURCES FLOW CHART
DECISION LOGIC NARRATIVE**

NOTE: This narrative is used to develop and process the manpower annex to complete a CTP (Attachment 2). The manpower annex must be validated by HQ AETC/XPMR and certified by HQ AETC/DOO (HQ AETC/SGA for medical courses) before the course can be activated and conducted. Manpower annexes either have no manpower impact or require manpower that the wing has identified as an offset to pay for the added cost of the new or updated course. If no offsets are identified in the wing, HQ AETC/DOO (in coordination with 2 AF/DO) will prioritize the course among all others that require resources. Once resources are available, HQ AETC/DOO will certify the course and notify the TM, HQ AETC/XPMR, and TRW/MO. The following steps correspond to the steps numbered on the flow chart (Figure A4.1).

★A4.1. Step 1. The training manager (TM) forwards a request for a manpower annex to the TRW/MO when a course is transferred from one base to another, any changes to existing course parameters are made (such as course length [days or hours], use of multiple instructor hours, program group size, or shift limit), or when developing a new course. **NOTE:** HQ AETC/XPMRT requires 30 days to process a manpower annex and 30 days to process a CTP.

★A4.2. Step 2. The TRW/MO develops the manpower annex using data supplied by the TM and from appropriate databases and validates the manpower-related data.

A4.3. Step 3. TRW/MO sends the manpower annex to the TM.

A4.4. Step 4:

A4.4.1. If there is no manpower impact (no additional instructor authorizations or student manyears required to certify the course) the TM completes the CTP (refer to Attachment 2).

A4.4.2. If there is a manpower impact and the TM can identify offsets from within the training squadron (TRS), the TM identifies the offset to TRW/MO, who, in turn, annotates the offset in the manpower annex.

A4.4.3. If there are no offsets available in the TRS, skip to step 8.

A4.4.4. If there are no offsets available in the training support squadron (TRSS), skip to step 9.

★A4.5. Step 5. The TRW/MO finalizes the annex, attaches a cover letter summarizing the resource impact, and forwards copies of the draft manpower annex to HQ AETC/XPMRT and HQ AETC/DOO identifying the manpower requirements and the offsets found within the TRS.

A4.6. Step 6:

★A4.6.1. Step 6a. HQ AETC/XPMRT validates the draft manpower annex and notifies HQ AETC/DOO.

★A4.6.2. **Step 6b.** When offsets are identified to pay for the new course from an existing course, HQ AETC/DOO certifies use of the offset to HQ AETC/XPMRT, the TRW/MO, and the TM.

A4.7. **Step 7.** The TM includes the certification letter in the manpower annex in the CTP (Attachment 2).

A4.8. **Step 8.** If manpower offsets are *not* available in the TRS, the TM contacts the TRSS for availability within the training group or wing. If manpower offsets are available to offset the cost of the new course, the TRSS notifies the TM who, in turn, proceeds with step 4.

A4.9. **Step 9.** If there are no offsets available within the training group or wing, TM forwards the manpower annex to the TRW/MO requesting the additional manpower resources be filled by HQ AETC. TRW/MO proceeds, but in this case, identifies the manpower shortages.

A4.10. Step 10:

★A4.10.1. **Step 10a.** The TRW/MO attaches a cover letter summarizing the resource impact and forwards the manpower annex with the shortages to HQ AETC/XPMRT and HQ AETC/DOO (HQ AETC/SGA for medical courses).

★A4.10.2. **Step 10b.** HQ AETC/XPMRT validates the manpower shortages and notifies HQ AETC/DOO (HQ AETC/SGA for medical courses).

★A4.10.3. **Step 10c.** If resources are available, HQ AETC/DOO will certify the annex and notify HQ AETC/XPMRT, TRW/MO, and the TM.

A4.11. Step 11:

★A4.11.1. **Step 11a.** If resources are not readily available, HQ AETC/DOO (in coordination with 2 AF/DO) will prioritize the course with other courses in awaiting manpower status. HQ AETC/DOO will notify HQ AETC/XPMRT, TRW/MO, and the TM of the course's inclusion on the priority list.

★A4.11.2. **Step 11b.** When resources become available for the course, HQ AETC/DOO will certify the annex and notify HQ AETC/XPMRT, TRW/MO, and the TM who, in turn, will complete the CTP (Attachment 2).

★A4.11.3. **Step 11c.** HQ AETC/DOO will maintain and update the list of courses awaiting manpower resources and advise HQ AETC/XPMRT as updates are made.

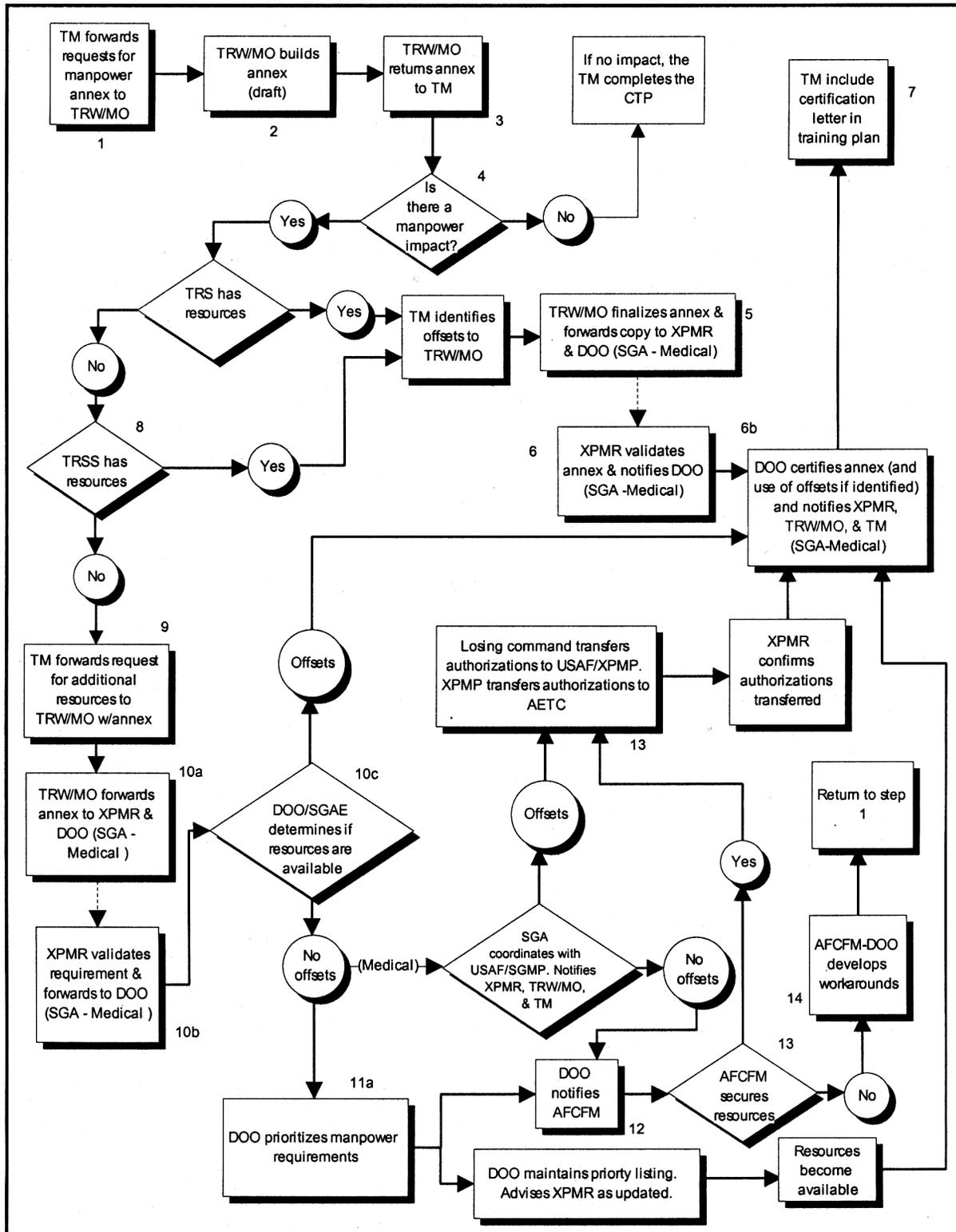
★A4.11.4. **Step 11d.** For medical courses: If no offsets are identified by HQ AETC/DOO or HQ AETC/SGA, then HQ AETC/SGA will coordinate the requirement with HQ USAF/SGMP. If offsets are found, HQ AETC/SGA notifies HQ AETC/XPMRT, TRW/MO, and the TM. The losing command transfers the authorizations and HQ AETC/SGA certifies the manpower annex. If no offsets are found, HQ AETC/SGA notifies HQ AETC/XPMRT, TRW/MO, and the TM.

★A4.12. **Step 12.** When no resources are available to certify the course, HQ AETC/DOO contacts the AFCFM to obtain the manpower from using commands to meet course manpower requirements.

★**A4.13. Step 13.** If the AFCFM secures the manpower from using commands (to be used by AETC as instructors, student man-years, or support personnel), the losing commands transfer the authorizations to HQ USAF/XPMP. In turn, HQ USAF/XPMP transfers the authorizations to HQ AETC. When notified by HQ AETC/XPMRT that the authorizations have been transferred, HQ AETC/DOO certifies the manpower annex and notifies HQ AETC/XPMRT, TRW/MO, and the TM. The TM completes the CTP (Attachment 2). **NOTE:** HQ AETC/XPMRT will return excess manpower resources to the functional community that initially furnished the resources provided the manpower becomes excess after the validation phase of the course. Courses under validation will not be priced until after the validation phase is completed, at which time a final standard will be submitted. The TM and base manpower office are responsible for ensuring the manpower annex for the CTP states that the course is under validation and the standard is interim. Manpower for supplemental or advanced courses will be returned to the functional community that originally provided it if the course was established with a known term and discontinue date.

A4.14. Step 14. If manpower is not made available, the TM coordinates with the AFCFM to determine if other workarounds can be found to satisfy the training requirement until resources are made available.

★Figure A4.1. Manpower Resources Flow Chart.



Attachment 5**AETC FORM 120 COMPLETION INSTRUCTIONS**

A5.1. Complete all blocks as applicable. See Figure A5.1 for a sample AETC Form 120. Enter start date and date form is being prepared in the following order; year in four digits and month and day in two digits each; for example, 14 December 1999 is written 19991214 and 7 January 2000 is written 20000107.

A5.2. List equipment in four parts under the following headings:

A5.2.1. PART I - INVESTMENT ITEMS (BASE FUNDED). This part includes Air Force decentrally managed investment type equipment items (ERRC codes "NF") and a unit cost of \$100,000 or more. Items are procured or requisitioned at base level from commercial vendors, from Defense Logistics Agency (DLA), General Services Administration (GSA), or are locally manufactured. These items are charged to AETC appropriations 57X3080 and EEIC 140. They are identified by budget code "Z."

A5.2.2. PART II - EXPENSED ITEMS (BASE FUNDED). This part includes Air Force centrally procured expense items (ERRC coded "XB," "XF," and possibly "XD"). It also includes Air Force decentrally managed expense items that are requisitioned or procured at base level DLA, GSA, Army, Navy, Depot Maintenance Service, Air Force Industrial Fund, local purchase, commercial vendors, and equipment items acquired from functional communities other than AFMC. These items are applicable to operations and maintenance (O&M) appropriation 57X3400 and identified by budget codes "1," "9," and possibly XD8 SPRAM assets.

A5.2.3. PART III - AFMC FINANCED ITEMS. This part includes items that are procured and funded by Air Force Materiel Command (AFMC).

A5.2.4. PART IV - FINANCIAL RESPONSIBILITY UNKNOWN. This part includes items from which funding responsibility cannot be ascertained. Special purpose recoverables authorized to maintenance (SPRAM) training spares XD/XF coded repair assets will also be included in this part.

A5.2.4.1. Stock Number. If the item is not stock listed, provide manufacturer's part number. For EAID items the prime NSA cited is appropriate TA.

A5.2.4.2. Nomenclature. Use abbreviated nomenclature if the item has a valid stock number; otherwise, describe the item in sufficient detail to identify it.

A5.2.4.3. ASC. Enter "NA" for non-EAID or non-CAP items. Enter "CAP" if applicable. For EAID items, enter the first three digits of the applicable allowance source code (ASC) or refer to remarks column with action being taken.

A5.2.4.4. Quantity - Maintenance. Enter the quantity required by maintenance to support the course.

A5.2.4.5. Quantity - Support. Enter the quantity support items required for the course. Support items are those authorized on administrative and support EAIDs.

A5.2.4.6. Quantity - Training. Enter the quantity required for training. Training spares are SPRAM assets identified in appropriate technical orders and authorized on AF Form 601, **Equipment Action Request**, AF Form 2005, **Issue/Turn in Request**, or by letter.

A5.2.4.7. Quantity - Short. Enter the quantity short; that is, the quantity that cannot be supplied from base assets. Enter the base supply requisition number in the remarks column.

A5.2.4.8. Cost - Unit. Enter a unit cost for all "base investment," "base expensed," and "financing responsibility unknown" items. When the cost is not known, enter an estimated cost. Unit cost entries are not required for AFMC financed items.

A5.2.4.9. Cost - Quantity Short. Compute this entry by multiplying "quantity short" by the "unit cost." Total the quantity short cost for Part I - investment items and Part II - expenses items.

NOTE: For Medical Courses: Equipment is not base funded or AFMC funded. Add Part V, Other Known Financing. List under this part known sources of funding adhering to subparagraphs A5.2.4.1 through A5.2.4.9 under Part IV. Also address any equipment owned by others and used through a memorandum of understanding.

Attachment 6**PREPARING AETC FORM 179
(TRAINING COURSE DATA REQUIREMENTS)**

A6.1. Preparing AETC Form 179. NOTE: The following paragraph numbers correspond to the items on AETC Form 179 and provide information on how to complete the form.

- 1. Training Manager.** Type or print the name of the AETC TM completing the form. Include TM code, grade, and DSN number.
- 2. Date.** Enter the date the form is prepared. Enter date as YYYYMMDD.
- 3. FY.** Enter the fiscal year in which entries will be programmed.
- 4. AETC Wing Course ID; PDS.** For revisions, deletions, or discontinuances of an established course, complete the 15-position course identification number and the 3-position PDS code. For a new course, leave the series (dash) number and the AF course number (PDS code) blank for 2 AF/XPP to complete. When an established course has undergone a significant revision (greater than 20 percent), it requires a new series number and PDS code--treat it as a new course. In the remarks block, add a comment to include course number, PDS code, and discontinuance date of course being replaced. Ensure course identification to research and development (R&D) programs.
- 5. Course Title.** Enter the course title. For all courses supporting a system, the title should reflect the system number, the training grouping (see item 28), and a brief descriptive title, as applicable.
- 6. Training Plan for This Course Approved.** Check "yes" or "no." Indicate effective date of training if "yes" is checked.
- 7. Course Conversion.** Indicate whether the course is converting from another course number. If so, enter in the remarks block the old course number, PDS code, discontinue date, and effective date of conversion.
- 8. Training Location.** Enter the location (specific contractor's facility or government installation for type 1 and type 5) at which training will be conducted. If multiple locations, list either in this block or enter "Varies" and list in the remarks block. If unknown, enter "Unknown." When information becomes available, send correction.
- 9. Course Length.** Enter the course length in academic dates (fundamentals and equipment portions) and effective date (YYYYMMDD) of the course or course length change. Enter the course length for wartime courses as appropriate. Effective date normally identifies the start date of the first class to be conducted. If unknown, give an estimated date.
- 10. Security Requirement.** Enter the security classification of the course, such as, U, C, S, or TS.
- 11. Agency Conducting Training.** Enter the complete name of the activity or school conducting the training and indicate the service to which it is assigned; for example, Army, Navy, Marine Corps, or DoD. If Air Force, identify the command. Normally, this block will reflect "contractor" for type 1

training.

12. Interservice Training. Check one block only--either Interservice, Foreign Military Sales (FMS), or Not Applicable (NA). **Caution:** Not every course with students from other services is an interservice training review organization (ITRO) course. Check only if course has been identified by ITRO. Contact 2 AF/XPP for assistance.

13. Training or TDY in Support of. Mark appropriate block. T&E: This is primarily to identify training in support of test and evaluation. Other: For any other type of training, explain.

14. Orgn Structure Code. Complete the organization structure code for type 2, 3, and 4 training. Check the Manpower Organization Structure Code Listing.

15a. Group Size. Required for type 2 and 3 courses only. Enter course group size for expansion, maximum, program, and minimum.

15b. War. Indicate war group size for wartime course only.

16. Min Entry Intervals. Required for types 2 and 3 courses only. Enter the minimum interval between class entry dates in academic days, such as, 1, 5, 10, etc., and the maximum number of instructional groups per shift based on equipment and facility limitations. For courses with fundamental phases, the number of groups is based on the entire course length and not just on the length of the equipment phase. All training courses are conducted on an 8-hour day. Normally, "S" indicates the morning shift, "T" the afternoon, and "R" the regular shift. Start and stop times for "R" shift may vary as long as 8 hours of training is provided. With a waiver or approval, the classroom day may be 6 hours with 2 hours directed or supervised study; identify the appropriate A, B, C, and D shifts. (See the shift schedule at Figure A6.1.) Enter number of war groups in training for wartime courses only.

17. Requester Quota ID (TRQI). Enter the training requester's quota allocation code; AOSO, AOTO, etc. Refer to the current TRQI listing furnished by 2 AF/XPP.

18. Line Number. Enter the 6-digit line number assigned to the requirement by the user.

19. Training Priority. Enter the training priority (FAD/UND) assigned to the requirement by the user. Obtain from AF Form 403, **Request for Special Training**, if available. For an explanation, refer to AFI 16-301, *US Air Force Priority System for Resources Management*.

20. Training Requirements. Enter the training requirements, as stated by the user; show as "A" officer, "B" airman, or "C" civilian.

21. Operating Parameters. Most resident courses programmed by 2 AF/XPP are scheduled by using the parameters 5A2212U. Other operating parameter codes follow (see Table A6.1).

22a. Maximum No. Groups in Training. Indicates a maximum number of groups that can be programmed at any one time. For wartime courses only, indicate maximum number of war groups.

22b. War. For wartime courses only; indicate the number of war shifts and shifts per hour.

23. Remarks. Include any information that assists in programming the course, such as special security requirements for access to a facility or course material, prerequisite, or follow-on training course, etc. If a course has fundamentals, indicate the course numbers and length in days. The total of fundamental days will be shown in block 9a.

For Contract Training Only:

24. System Name, Number, or PMD Number. Complete for type 1 contract training only. Enter the program management directive (PMD) number (see TPD, Part III).

25. AF Precedence. AF precedence is required for type 1 and costed type 5 courses only. Reference AFI 16-301 for Air Force precedence rating description. Use Systems Program Directive or the PMD to determine the appropriate rating for the requested training. If training cannot be related to an Air Force system, use the precedence rating of the requesting organization.

26. AETC Priority. To facilitate the prioritization of user requirements, the group TM uses the 8-item criteria for prioritizing type 1 and costed type 5 requirements.

27. Name of Contractor. Complete if known.

28. Projected Location of Training. Check appropriate item: Contractor, AF Location, or Other.

29. Procurement Source. Check the appropriate block: Off-the Shelf, Sole Source, or Competitive. The TM must provide an estimate of the cost for off-the-shelf contracts. Obtain this from the contractor's printed catalog or brochure. Also use this block to furnish the estimated cost of type 5 training for which the Air Force must reimburse the agency furnishing the training.

30. Prep/Pres Effort. Complete for all off-the-shelf courses to assist HQ AETC/FMA in developing estimated costs.

30a. Budget Code. Select the appropriate training group under the applicable budget code, checking only one square per course. (See Figures A6.2 and A6.3.)

30b. Estimated Ratios. Estimate the number of hours spent in preparation or presentation for each class hour and reflect the TM's best estimate based on the type of training, contractor's organizational structure, amount of lead-time, etc. Examples: 2:1 or 4.5:1.

31. No. of Classes. Number of classes to be conducted.

32. New Course. For type 1 training only, indicate whether the course is new. The TM signs this block.

33. Approval. Individuals who have an assigned TM code or flight commander, approve AETC Form 179 in block 33.

34. __TRW/MO Coordination. Signature by local wing MO indicates concurrence.

35. HQ Manpower Certification. Signature indicates information is certified as correct.

A6.2. Responsibilities for AETC Form 179:

A6.2.1. For blocks 1 through 33, the TM prepares and signs in block 32 (type 1 training) and block 33.

A6.2.2. For block 34, the local wing MO signs and forwards as follows:

A6.2.2.1. To obtain course number and PDS code, deletion, or discontinuance, the local wing MO forwards completed AETC Form 179 to HQ AETC/XPMR who signs and forwards to 2 AF/XPPR. 2 AF/XPPR establishes course number and PDS code and forwards copies of completed form to AFPC/DPPAPEO to establish PDS code in AFTMS and to HQ AETC/XPMR to announce new course.

A6.2.2.2. To activate a new course or change an existing course with no change in resources, the local wing MO forwards completed AETC Form 179 to 2 AF/XPPR; 2 AF/XPPR updates course information and forwards copies of completed form to TM and HQ AETC/XPMR.

A6.2.2.3. If there is a change in resources, the local wing MO forwards completed AETC Form 179 to HQ AETC/XPMR (with training plan). HQ AETC/XMPR reviews and certifies information is correct.

A6.2.3. For block 35, HQ AETC/XPMR signs and forwards to 2 AF/XPPR. The 2 AF/XPPR programmer updates information in AFTMS and forwards copy of completed form to TM and HQ AETC/XPMR.

Figure A6.1. Training Schedules.

Code	Schedule
S	0600-1500
T	1500-2400
R	Varies (8 hours) (0700-1600 or 0730-1630, etc.)
A	0600-1200 plus 2 hours of supervised or directed study
B	1200-1800 plus 2 hours of supervised or directed study
C	1800-2400 plus 2 hours of supervised or directed study
D	2400-0600 plus 2 hours of supervised or directed study

Figure A6.2. Training Groups.

Code	Definition
FI	Flight Crew Instructor Training
OS	Management Support (Supervisor, Instructor, and Other Management Specialist)
OP	Operator (Radio, Vehicle)
OR	Organizational Maintenance
IN	Intermediate Maintenance
OI	Organizational and Intermediate Maintenance
DO	Depot Repair and (or) Overhaul
CM	Computer Maintenance
AM	Applications Program Maintenance
AD	Applications Program Development
SM	System Software Maintenance
SD	System Software Development

Figure A6.3. Budget Codes.

Code	Definition
A	Aircraft Systems and Support
M	Missile Systems and Support
R	Remotely Piloted Vehicles and Support
E	Electronic Systems and Support
C	Computer Systems (not associated with A, M, R, or E)
G	General Support Areas

Table A6.1. Operating Parameter Codes. (see notes 1 and 2)

I T E M	A	B	C
	Code	Item	Explanation
1	C (Course Operating Standard Code)	5	Represents 5 training days per week (Monday-Friday).
2		6	Represents 6 training days per week (Monday-Saturday).
3		7	Represents 6 continuous training days with a 7th nontraining day.
4		8	Represents 7 training days a week.
5	H (Holiday Observance Standard)	A	Extend class length 1 training day for each holiday occurring during that class period.
6		B	Do not adjust class length for holidays.
7	E (Entry Date Action [EDA])	1	Class entry dates falling on a holiday are not adjusted.

I T E M	A	B	C
	Code	Item	Explanation
8		2	Class entry dates falling on a holiday are delayed to the next training day.
9	G (Grad Date Action [GDA])	1	Class entry dates falling on a holiday are not adjusted.
10		2	Class entry dates falling on a holiday are delayed to the next training day.
11	X (Christmas Grad Code)	1	If class graduation date occurs during the designated Christmas-New Year time period, or within 2 training days following the observed holiday, that graduation date is adjusted to the training day preceding the beginning of the Christmas-New Year time period.
12		2	Class graduation dates occurring during the Christmas-New Year time period are not adjusted.
13	I (Class Interval Code)	1	Ignore holidays occurring on a training day when computing interval between class start dates.
14		2	Extend intervals between class start dates 1 day for each holiday occurring during the interval.
15	Holiday Switch (Action on Christmas Holiday Period). Place this code in the 7th position of the "operating parameters" field.	A	None, except the official holidays. BMT uses this code.
16		U	24 Dec - 31 Dec. Use for all resident type 2 and 3 courses.
17		P	19 Dec - 1 Jan.
18		J	21 Dec - 5 Jan.
19		E	24 Dec - 5 Jan.

NOTES:

1. For nonresident training, types 1, 4, and 5, each individual code is examined.
2. Combination of parameters most generally used: 5A2212U - adjust entry and graduation dates for holidays; 5A2211U - retain the same entry day of the week for class starts and adjust graduation dates for holidays; and 5A2222A - military training courses at BMT.

Attachment 7

AETC COURSE IDENTIFIER PREFIX CODE

Table A7.1. AETC Course Identifier Prefix Code.

I T E M	A 1st Position Responsible AETC TRW	B 2d Position Training Type Designation	C 3d Position Type of Student	D 4th Position Planned Area of Training	E 5th Position Activity Conducting or Method of Training
1	E - Keesler	M - basic military training	A - USAF airmen/enlisted duties	A - advanced training	A - Dept of Army school course (resident or contract)
2	J - Sheppard	1 - special contract training	O - USAF officer duties	B - initial training (AFSC-awarding course)	B - Dept of Army MTTs
3	L - Lackland	2 - AETC resident special training	R - Nonactive duty resident airmen (military training only)	C - year of training (7-skill level and officer advanced)	C - civilian industrial or business contract (3400) (by AETC contract)
4	M - Maxwell (AU)	3 - AETC resident regular training		D - video teletraining	D - DoD courses administered by other than DA, DN, USMC, or DAF
5	X - Goodfellow	4 - field operations training for training detachments (TD) or mobile training teams (MTT)		E - intermediate training (DLIFLC only)	E - training supported by research and development funds (qualifies Air Force personnel to perform initial operational test and evaluation (IOT&E)/developmental test and evaluation (DT&E) testing (3600)
6	V - Vandenberg	5 - other US Government agency operations training		F - aircrew familiarization training (regular field training)	F - AETC TD
7	W - Wright Patterson (AFIT)	6 - job site training		G - multimedia	G - US Government activity other than a DoD activity
				H - aircrew familiarization training (special flying - type 1, 2, 4, 5)	H - embedded contract training funded by user (includes cost of student travel and per diem)
				I - instructor training	K - DoD MTTs
			J - OJT supervisor training	L - AETC exportable training activity (noncomputer-based assisted instruction)	
			K - video tape	M - AETC military training activity	
			L - lateral (awards AFSC in airman courses only)	N - Dept of Navy course (resident or contract)	
			M - field and organizational maintenance training or field training at conversion sites	O - USAF activity other than ESC, AU, AFSC, or AETC military training	
			N - CD-ROM (JST)	P - AETC separate operating location	
			O - operator training	Q - Dept of Navy MTTs	
			P - precommissioning or preparatory training	R - AETC training wings in residence	
Q - fundamental or preparatory training (resident)	S - specialized training packages (STP)				
R - refresher training	T - AETC MTTs				
S - special operations training	U - computer-assisted instruction				
V - basic training for nonspecialist (Defense Institute Foreign Language only)	W - US Marine Corps MTTs				
Z - supplemental	X - US Marine resident training				
	Y - Human System Division (AFMC) activity				
	Z - Defense Language Institute				

Attachment 8

UTILIZATION AND TRAINING WORKSHOP (U&TW) CHECKLIST

NOTE: See Figure A8.1 for a diagram of the procedural steps.

OPR: Air Force Career Field Manager (AFCFM)

OCR: AETC Training Manager (TM)

MAJCOM Functional Manager (MFM)

NOTE: Early in the process, a decision must be made to determine whether to conduct the U&TW via a TDY meeting or through a video teleconference (VTC). There are actually two checklists contained herein. The first three paragraphs contain guidance for U&TWs via a TDY meeting or a VTC. Paragraphs 4 through 9 are used when a TDY meeting is conducted and paragraphs 10 through 16 are used for a VTC.

___ **1. All participants review existing policy/guidance:**

- ___ a. AFI 36-2201, *Developing, Managing, and Conducting Training*.
- ___ b. AFMAN 36-2245, *Managing Career Field Education and Training*.
- ___ c. AETCI 36-2203, *Technical Training Development*.

___ **2. Determine the need for a U&TW: (OPR: AFCFM; OCR: AETC TM)**

- ___ a. Management directed, such as, CSAF Year of Training Initiative.
- ___ b. Establish a new AFSC.
- ___ c. Major modification to existing AFSC.
- ___ d. Merge two or more AFSCs.
- ___ e. Graduate assessment survey (GAS) inputs received from AETC TM.
- ___ f. Field evaluation questionnaire summary (FEQS) inputs received from AETC TM.

___ **3. Conduct Research: (OPR: AFCFM; OCR: AETC TM)**

NOTE: Begins with decision to conduct U&TW and must be done before U&TW is convened.

- ___ a. Identify points of contact (these are not necessarily attendees or participants):
 - ___ (1) MFMs.
 - ___ (2) AETC CDC writer.
 - ___ (3) AFOMS.
 - ___ (4) Air Force Personnel Center (AFPC) Classification Analysis (AFSC mergers, changes in specialties, or SEI/SDIs). AFPC is often contacted by AFCFM or MFM before U&TW for any possible needed information.
 - ___ (5) Any other known sources:
 - ___ (a) First line supervisors.
 - ___ (b) Representatives from other services (ITRO courses).
- ___ b. Gather supporting documents:
 - ___ (1) Any policy, procedure, information that assists in managing the AFSC:
 - ___ (a) AFPDs, AFIs, AFMANs, or AFPAMs.
 - ___ (b) Occupational survey reports and training extracts.
 - ___ (c) Existing STS.

___(d) Course training standard, course chart, plan of instruction.

NOTE: AETC TM is focal point for policy, procedure, and information on the development of training and can provide these documents.

___(e) Field evaluation questionnaire summaries.

___(f) GAS responses -- consistent issue or trend.

___(g) Specialty descriptions:

___(1) AFMAN 36-2105, *Officer Classification*.

___(2) AFMAN 36-2108, *Airman Classification*.

___c. Gather information from MFMs:

___(1) Use message with questions to determine training requirements, standards, and resources needed to build strawman CFETP. Consider providing a standardized disk format for ease in receipt and organization of the information.

___(2) See Attachment 2 in AFMAN 36-2245 for example.

___(3) Ask MFMs to review specialty descriptions, identify job performance requirements, identify skill level training requirements, CDC requirements, wartime requirements, core tasks, and MAJCOM unique requirements.

___(4) Identify supporting resources:

___(a) Know the resources available to support any expanded training.

___(b) AETC TM can identify existing resources and any included in the Mission Area Plan (MAP).

___(c) Have essential documents like MAP, POM packages, or any other strategic plans available at U&TW.

NOTE: At this point the decision to conduct the U&TW using a TDY meeting or by means of a VTC must be made by the AFCFM and the AETC TM. Use the following question to help in making this decision: *Is this a new AFSC or a merger of two or more AFSCs?* If yes, then there is a high probability of needing a TDY meeting. Proceed to paragraph 4. If no, then there is a high probability of a VTC meeting the need. Proceed to paragraph 10.

___4. Organize the U&TW--using TDY meeting: (OPR: AFCFM OCR: AETC TM)

___a. Use 4-month lead time to prepare for meeting.

___b. Complete all research actions before the meeting.

___(1) Includes identifying points of contact, gathering supporting documents, and receiving TM and MFMs inputs.

___(2) Includes everything listed in paragraph 3.

___c. Hold meeting at training squadron, if possible.

___d. Schedule wing CC or group CC to open the U&TW.

___e. Confirm billeting for attendees.

___f. Confirm transportation mode.

___g. Have TM brief on training standards and codes.

___h. Confirm administrative support at meeting site.

___i. Consider cost of U&TW; have only number of people needed.

___j. Announce time and place if not included in earlier message.

___k. Keep documented trail of the actions and decisions.

___5. Prepare Strawman CFETP Document: OPR: (AFCFM OCR: AETC TM)

___a. Receive inputs from field and MFMs:

___(1) Consolidate and arrange information for easy use.

- ___(2) Send followup message if necessary (see AFMAN 36-2245, Attachment 2).
- ___b. Draft the strawman CFETP:
 - ___(1) AETC TM prepares the strawman CFETP.
 - ___(2) Use appropriate format.
- ___c. Begin strawman CFETP coordination process:
 - ___(1) Forward to MFMs to validate requirements.
 - ___(2) Draft strawman into final after all MAJCOMs have responded.

___ **6. Prepare for U&TW: OPR: (AFCFM OCR: AETC TM)**

- ___a. Draft and forward message announcing specifics to all attendees.
- ___b. Receive return messages from MFMs identifying attendees.
- ___c. Draft meeting agenda.
- ___d. Draft seating arrangement.
- ___e. Organize working groups.
- ___f. Prepare draft U&TW handbook (see AFMAN 36-2245, Attachment 3).
- ___g. Reserve any support equipment needed.
- ___h. Consider method to establish rapport.
- ___i. Confirm everything and finalize the agenda.

___ **7. Conduct the U&TW: OPR: (AFCFM OCR: AETC TM)**

- ___a. Have wing CC or group CC open the U&TW.
 - ___(1) Emphasize importance of the meeting.
 - ___(2) Stress funding responsibility -- equipment, manpower, facilities.
- ___b. AFCFM chairs the meeting.
- ___c. Resolve any outstanding issues:
 - ___(1) Review, edit, and revise final strawman CFETP.
 - ___(a) Finalize job description, 3 skill-level school requirements, wartime requirements, 5 skill-level CDC and core tasks, 7 skill-level CDC and core tasks, and formal school requirements.
- ___d. Discuss resource issues:
 - ___(1) MAJCOM representatives must be prepared to provide funding (instructor authorizations, equipment, and facilities) to support any new or revised training they require.
 - ___(2) Determine which organizations will furnish what and establish commitment and delivery dates in writing.
 - ___(3) Document equipment availability dates and any problems.
- ___e. Identify any instructor authorizations needed.
- ___f. Discuss classroom availability.
- ___g. Document long-range requirements in the AETC MAP. (OPR: AETC TM)
- ___h. Establish training need dates.
 - ___(1) Consider all factors: manpower, facilities, CDCs, money, etc.
- ___i. Defer only those issues needing additional staffing -- annotate in the U&TW minutes.
- ___j. The deliverable product of the U&TW should be a CFETP ready for final approval from the AFCFM.

___ **8. Meeting Followup Requirements: OPR: (AFCFM OCR: AETC TM)**

- ___a. Develop meeting minutes. Include all steps involved in decision making, all taskings, and all deferred items.

- ___ b. AETC TM briefs and provides the group CC written summarization of action items and taskings within a week of the conclusion of the U&TW. If there are any resource shortfalls that cannot be resolved by the group, then inform the wing CC, 2 AF, and HQ AETC. The wing CC provides written documentation to HQ AETC/DO and or XP requesting assistance in obtaining needed resources.
- ___ c. Receive coordination and completed tasking inputs.
- ___ d. AFCFM approves the final CFETP.
- ___ e. Publish the CFETP. AFCFM tasks AETC TM to prepare camera copy and publication announcement and forward both for publication and distribution.
- ___ f. Monitor and track all taskings identified in the minutes.

___ **9. Review CFETP annually. OPR: (AFCFM OCR: AETC TM)**

___ **10. Organize the U&TW using the VTC:**

- ___ a. Use 4-month lead time to prepare for meeting.
- ___ b. Complete all research actions before the meeting.
 - ___ (1) Includes identifying points of contact, gathering supporting documents, and receiving TM and MFM inputs.
 - ___ (2) Includes all of paragraph 3.
- ___ c. Determine date and time (AFCFM and TM):
 - ___ (1) AETC TM schedules VTC with local VTC studio.
 - ___ (2) Local VTC studio coordinates studio availability with other sites.
- ___ d. Schedule wing CC or group CC to open the U&TW.

___ **11. Prepare Strawman CFETP Document: OPR: (AFCFM OCR: AETC TM)**

- ___ a. Receive inputs from field and MFMs:
 - ___ (1) Consolidate and arrange for easy use.
 - ___ (2) Send followup message if necessary (see AFMAN 36-2245, Attachment 2).
- ___ b. Draft the strawman CFETP:
 - ___ (1) AETC TM prepares the strawman CFETP.
 - ___ (2) Use the appropriate format.
- ___ c. Begin strawman CFETP coordination process:
 - ___ (1) Forward to MFMs to validate field requirements.
 - ___ (2) Draft strawman into final draft after all MAJCOMs have responded.

___ **12. Prepare for U&TW: OPR: (AFCFM OCR: AETC TM)**

- ___ a. Draft and forward message announcing specifics to all participants.
- ___ b. Receive return messages from MFMs confirming participants.
- ___ c. Draft meeting agenda.
- ___ d. Organize working groups.
 - ___ (1) Use a kick-off VTC and have these groups conduct separate VTCs to address specific issues.
 - ___ (2) Use a followup VTC as the forum or decision portion of U&TW.
- ___ e. Prepare draft U&TW handbook (see AFMAN 36-2245, Attachment 3).
- ___ f. Confirm and finalize the agenda.
- ___ g. Distribute U&TW handbook to all participants.

___ **13. Conduct the U&TW: OPR: (AFCFM OCR: AETC TM)**

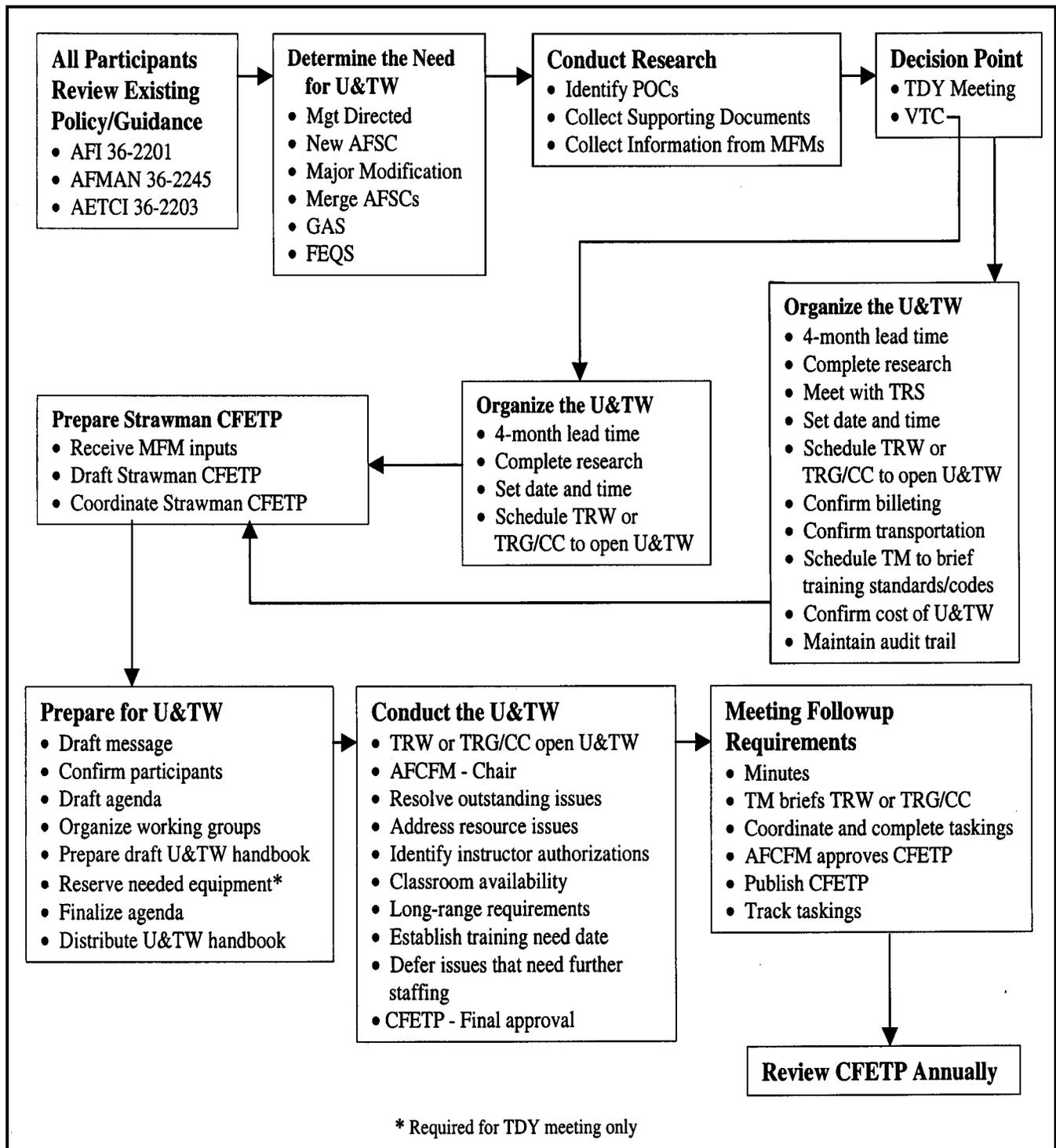
- ___ a. Have wing CC or group CC open the U&TW.
 - ___ (1) Emphasize importance of the meeting.
 - ___ (2) Stress funding responsibilities (equipment, manpower, facilities, etc.).
- ___ b. AFCFM chairs the meeting.
- ___ c. Resolve any outstanding issues:
 - ___ (1) Review, edit, and revise final strawman CFETP.
 - ___ (2) Finalize job description, 3 skill-level school requirements, wartime requirements, 5 skill-level CDC and core tasks, 7 skill-level CDC and core tasks, and formal school requirements.
- ___ d. Discuss resource issues:
 - ___ (1) MAJCOM representatives must be prepared to provide funding (instructor authorizations, equipment, and facilities) to support any new or revised training they require.
 - ___ (2) Determine which organizations will furnish what and establish commitments and delivery dates in writing.
 - ___ (3) Document equipment availability dates and any problems.
- ___ e. Identify any instructor authorizations needed.
- ___ f. Discuss classroom availability.
- ___ g. Document long-range requirements in the AETC MAP. (OPR: AETC TM)
- ___ h. Establish training need dates.
 - ___ (1) Consider all factors (manpower, money, facilities, and CDCs, etc.).
- ___ i. Defer only those issues needing additional staffing (annotate in the U&TW minutes).
- ___ j. The deliverable product of the U&TW should be a CFETP ready for final approval by the AFCFM.

___ **14. Meeting Followup Requirements: OPR: (AFCFM OCR: AETC TM)**

- ___ a. Develop meeting minutes. Include all steps involved in decision making, all taskings and their OPRs, and all deferred items and their suspense dates.
- ___ b. AETC TM briefs and provides the group CC written summarization of action items and taskings within a week of the conclusion of the U&TW. If there are any resource shortfalls that cannot be resolved by the group, then inform the wing CC, 2 AF, and HQ AETC. The wing CC provides written documentation to HQ AETC/DO and or XP requesting assistance in obtaining needed resources.
- ___ c. Receive coordination and completed tasking inputs.
- ___ d. AFCFM approves final CFETP.
- ___ e. CFETP is published.
 - ___ (1) AFCFM tasks the AETC TM to prepare the camera-ready copy and publication announcement and forward both for publication and distribution.
- ___ f. Monitor and track all taskings identified in the minutes.

___ **15. CFETP must be reviewed annually. OPR: (AFCFM OCR: AETC TM)**

Figure A8.1. U&TW Flow Process.



Attachment 9

SAMPLE CFETP/STS STATUS REPORT

MEMORANDUM FOR **HQ AETC/DOVP**
AFOMS/OMDQ

FROM: (Training Group Mailing Address)

SUBJECT: CFETP/STS Status Report

1. CFETP/STSs published since last report:

Short Title	Date	Title	AFSCs
--------------------	-------------	--------------	--------------

2. CFETP/STSs scheduled for revision, deletion, or consolidation:

Short Title	Date Affected	AFSCs Required	Action Completed	Date
--------------------	----------------------	-----------------------	-------------------------	-------------

(Group OPR Signature)

Attachment 10

SAMPLE PROFICIENCY CODE CTS

DEPARTMENT OF THE AIR FORCE
37th Training Group (AETC)
Lackland Air Force Base TX 78236-5717

CTS L3OZR33S3A-010
(PDS Code LVH)
January 1999

TEMPEST TESTING BASICS

1. Implementation of training in support of this CTS is with class beginning 990111 and graduating 990219.
2. Purpose. This course training standard:
 - a. Establishes the training requirements using tasks, knowledge, and proficiency levels of training for course L3OZR33S3A-010, TEMPEST Testing Basics.
 - b. Provides the basis for the development of more detailed training materials, training objectives, and training evaluation instruments for the course.
3. Course Description. This course provides training to selected Department of Defense personnel in the basic knowledge and skills needed to perform TEMPEST testing. The scope of training includes the TEMPEST channel, instrumentation, TEMPEST documentation, TEMPEST test execution, post test, Crosstalk, and attenuation testing.
4. Qualitative Requirements. Attachment 1 contains the task, knowledge, and proficiency levels referenced in paragraph 2. Prerequisites: Completion of the L3OZR33S3A-000, TEMPEST Fundamentals, or equivalent knowledge is required. Student must be assigned or scheduled to be assigned duties involving TEMPEST testing. Working knowledge of oscilloscope and frequency generators is mandatory. Possession of engineering AFSCs 62E32, 33S3A, electronic technician AFSCs 2EXXX, equivalent MOSSs, or DOD/Civilian Specialty Identifier is mandatory. Further, student must have a working knowledge of algebra, logarithms, and scientific and engineering notation. (Trainees without prerequisites specified cannot be expected to meet proficiency levels indicated and may be used as a basis to refuse admission and return students to their home station.)
5. Recommendations. Comments and recommendations are invited concerning quality of AETC training. Reference this CTS and address correspondence regarding changes to 37 TRG/TTS, 1000 Mercury Drive, Lackland AFB TX 78236-5717. A customer service information line has been installed for the supervisors' convenience to identify graduates who may have received over or under training on task/knowledge items listed in this training standard. For a quick response to problems, call our customer information line, DSN 473-2917, any time day or night.

John B. Smith, Col, USAF
Commander

1 Atch
Qualitative Requirements

Supersedes CTS L3OZR4934-010, October 1996
Prepared by: 342 TRS/TTX
Approved by and Date: 342 TRS/CC, 18 January 1999

Distribution: X:
HQ AETC/DPAT-1; HQ USAFE/DPAT-1; HQ ACC/DPAT-1; HQ AFMC/DPAT-1; HQ AMC/DPAT-1; HQ AFCC/DPAT-1; HQ AFSPC/DPAT-1; HQ PACAF/DPAT-1; HQ AFRES/DPAT-1; HQ AIA/DPAT-1; AFOMS/OMY-1; AFSAT/TO-1; NSACSS/E11-1; 37 TRG/TTSC-1; 342 TRS/TTX-10; 342 TRS/TTSC

CTS L3OZR33S3A-010

QUALITATIVE REQUIREMENTS

Tasks, Knowledge, and Proficiency Level

- | | |
|---|----|
| 1. TEMPEST CHANNEL | |
| a. Recognize Emanation Types | B |
| a. Recognize Emanation Types | B |
| b. Test Messages | B |
| 2. INSTRUMENTATION | |
| a. Receivers | |
| (1) Tunable/Nontunable | B |
| (2) Basic Receiver Theory | B |
| (3) Bandwidth Parameters | B |
| (4) Operate Receivers | 2b |
| b. Spectrum Analyzers | |
| (1) Limitations | B |
| (2) Uses | B |
| (3) Operate Spectrum Analyzers | 2b |
| c. Transducers Selection | B |
| d. Substitution Devices | |
| (1) Function Generator | B |
| (2) Sine Wave Generator | B |
| (3) Impulse Generator | B |
| (4) Operate Substitution Devices | 2b |
| e. Oscilloscopes | |
| (1) Display TEMPEST Signals | 2b |
| (2) Raster an Oscilloscope | 2b |
| f. Operate Recording Devices | |
| (1) Photograph TEMPEST Signals | 2b |
| (2) Record TEMPEST signals using a VCR | 2b |
| (3) Record TEMPEST signals using a Digital Oscilloscope | 2b |
| 3. TEMPEST TEST DOCUMENTATION | |
| a. Plan Content | B |
| b. Report Content | B |
| 4. TEMPEST TEST EXECUTION | |
| a. Laboratory | |
| (1) Perform 6db Bandwidth Measurement and Impulse Bandwidth
Correction Factors | 2b |
| (2) Laboratory Setup | b |
| (3) Optimize Bandwidth | 2b |
| (4) Perform Search Procedures | 2b |
| (5) Identify CORRE | 2b |

(6) Measure DSS	2b
(7) Measure Ambient	2b
(8) Measure Emanations	2b
(9) Monitor Sync Signals	B
b. Field	
(1) Field vs Laboratory Testing	B
(2) Optimize Signal to Noise	2b
(3) Perform Walkaway Tests	2b
(4) Antenna Selection	B
(5) Identify CORRE without a Monitor/Sync	2b
5. POST TEST	
a. Use of Conversion and Correction Factors to Determine Final Absolute Signal Levels	B
b. Data Limits	
(1) NSTISSAM TEMPEST/1-92 Emanations Limits	B
(2) Equipment Zones	B
6. PERFORM CROSSTALK TESTS	
a. Perform Shielded Enclosure Test	2b
b. Perform Facility Zoning Test	2b
c. Reports	B
7. ATTENUATION TESTING	

SUMMARY OF CHANGES

Changes course number from L3OZR4934-010 to L3OZR33S3A-010 and restructures CTS line items and proficiency levels to better indicate required tasks and knowledge. Changes CTS line item 2c to read Transducer Selection which combines line items 2c(1) and (2); deletes CTS line items 2e(3) and (4) and moves them to line items 2f(1) and (3); changed line item 5a to read Use of Conversion Correction Factors to Determine Final Absolute Signal Levels and line item 5b (1) to read NSTISSAM TEMPEST Emanation Limits; and added a proficiency level of 2b to line item 6.

Attachment 11

SAMPLE BEHAVIORAL CTS

DEPARTMENT OF THE AIR FORCE
37th Training Group (AETC)
Lackland Air Force Base, Texas 78236-5717

CTS L3OZR33S3A-000
L4OST33S3A-000
(PDS Code 7SE)
December 1998

TEMPEST FUNDAMENTALS

1. Implementation of training in support of this CTS is with class beginning 981210 and graduating 981215.
2. Purpose. This course training standard:
 - a. Establishes the training requirements using task or knowledge statements for courses L3OZR33S3A-000/L4OST33S3A-000, TEMPEST Fundamentals.
 - b. Provides the basis for the development of more detailed training materials, training objectives, and training evaluation instruments for the course.
3. Course Description. This course provides training for US government and civilian contractor personnel in the knowledge required for entry-level positions in the national TEMPEST community. The scope of training includes the TEMPEST phenomenon, national TEMPEST program, TEMPEST tests, facility and equipment zoning tests, TEMPEST design concepts, TEMPEST countermeasure review, TEMPEST information security classification, and national TEMPEST publications.
4. Qualitative Requirements. Attachment 1 contains the knowledge referenced in paragraph 2.
5. Recommendations. Comments and recommendations are invited concerning quality of AETC training. Reference this CTS and address correspondence regarding changes to 37 TRG/TTS, 1000 Mercury Drive, Lackland AFB TX 78236-5717. A customer service information line has been installed for the supervisors' convenience to identify graduates who may have received over or under training on task/knowledge items listed in this training standard. For a quick response to problems, call our customer service information line, DSN 473-2917, any time day or night.

John B. Smith, Colonel, USAF
Commander

1 Atch
Qualitative Requirements

Supersedes CTS L3OZR4934-000, April 1991
Prepared by: 342 TRS/TTSCD
Approved by and Date: 342 TRS/CC, 2 December 1998

Distribution: X:
HQ AETC/DPAT-1; HQ USAFE/DPAT-1; HQ ACC/DPAT-1; HQ AFMC/DPAT-1; HQ AMC/DPAT-1; HQ AFCC/DPAT-1; HQ AFSPC/DPAT-1; HQ PACAF/DPAT-1; HQ AFRES/DPAT-1; HQ AIA/DPAT-1; AFOMS/OMY-1; AFSAT/TO-1; NSACSS/E11-1; 37 TRG/TTSC-1; 342 TRS/TTX-10; 342 TRS/TTSCD-5

L3OZR33S3A-000/L4OST33S3A-000

QUALITATIVE REQUIREMENTS
KNOWLEDGE BEHAVIORAL STATEMENTS

1. TEMPEST PHENOMENON

- a. Explain terms pertinent to the TEMPEST phenomenon.
- b. Identify items of equipment that could be sources of TEMPEST emanations.
- c. Identify how specific TEMPEST emanations are propagated.

2. Describe the organizations responsible for TEMPEST at the national level.

3. Assign security classifications to examples of TEMPEST information.

4. Identify national TEMPEST publications applicable to various situations.

5. TEMPEST TESTS

- a. Explain terms pertinent to TEMPEST tests.
- b. Identify valid uses for TEMPEST test data.

6. FACILITY AND EQUIPMENT ZONING

- a. Explain terms pertinent to facility and equipment zoning.
- b. Identify valid uses for facility and equipment zoning test data.

7. TEMPEST DESIGN CONCEPTS

- a. Explain fundamental TEMPEST concepts pertinent to equipment design.
- b. Explain fundamental TEMPEST concepts pertinent to system/facility design.

SUMMARY OF CHANGES

This revision changes the term countermeasure assessment to countermeasure review, changes the course number to reflect the new specialty code (AFSC), and eliminates countermeasures required for a facility.

TABLE 2 – TRAINING CONTENT

COURSE CHART – J3ABR2R131 003

Course Material - UNCLASSIFIED (or highest classification of the instruction in the block) **NOTE:** Titles are unclassified. Classification markings in parenthesis are used only to indicate classification of unit content.

Block I - Maintenance Scheduling Fundamentals		40 Hours TT
Orientation (S)	(2.0 hrs)	
Career Progression (U)	(2.0 hrs)	
Operational Procedures (U)	(2.0 hrs)	
Hazardous Materials (U)	(3.0 hrs)	
Maintenance Organization (U)	(3.0 hrs)	
Maintenance Concepts (U)	(1.5 hrs)	
Technical Orders (S)	(4.0 hrs)	
Air Force Manuals and Instructions (U)	(3.5 hrs)	
Automated Maintenance Management System (U)	(17.5 hrs)	
Written Test and Critique	(1.5 hrs)	
(Equipment Hazards and Personnel Safety are integrated with above subjects.)		
		40 Hours Total

Attachment 13

SAMPLE CAREER DEVELOPMENT COURSE CHART (PART 1)

CAREER DEVELOPMENT COURSE CHART (PART 1)		DATE SUBMITTED 19991019	APPROVAL DATE
TO 343 TRS/TOX		FROM 343 TRS/TBCT	
CDC TITLE Law Enforcement Journey			
SUPPORTS AFSC 3P0X2/X2A	TYPE OF PROJECT <input type="checkbox"/> INITIAL <input checked="" type="checkbox"/> REV	NEXT MAJOR SKT DATE 19981031	
APPLICABLE STS AND DATE Law Enforcement Apprentice/Journeyman/Craftsman		RESIDENT TRAINING USE ESTIMATED REQUIREMENT	
ENROLLMENT PREREQUISITES Open to anyone with AFSC 3P0X2/X2A or those performing duties which require the knowledge contained in this Career Development Course. This course is mandatory for all airmen in upgrade training to AFSC 3P052/52A.			
MANUSCRIPT SUBMISSION DATES (<i>Asterisk common volumes</i>)			COMMON VOLUMES IDENTICAL TO
VOL NO	TITLE	SUBMISSION DATE	COURSE NO
1.*	General Security Police Functions	19981220	3P052
2.	Law Enforcement Functions	19990218	
3.	Security Police Programs	19990319	
REMARKS Customer need date is 25 Oct 99. Expected activation date is 23 Aug 99. Delivery date to ECI is 19 Mar 99. cc: ECI/EICA AFOMS/OMD 2 AF/DOTF			
NAME AND GRADE OF WRITERS		ORGANIZATION	TELEPHONE NO
T. R. Smith, MSgt		343 TRS/TBCT	3-3333
REVIEWED BY			
TYPED NAME AND TITLE Paul W. Jones, GS-12, DAF Chief, Training Development Element		SIGNATURE	
COORDINATED BY			
TYPED NAME AND TITLE Mary L. Harris, GS-12, DAF Training Manager		SIGNATURE	
APPROVED BY			
TYPED NAME AND TITLE Richard A. James, Lt Col, USAF Commander		SIGNATURE	

SAMPLE PRODUCTION PLAN (PART II)

(to be attached to the course chart)

1. In general, these changes are driven by the addition of communication procedures to the specialty training standard (STS) and increased emphasis on probable cause searches. The existing CDC is adequate for continued use for mandatory upgrade training pending the availability of the revised CDC. The existing CDC is technically correct, but does not cover probable cause searches and communication procedures to the extent required by the new STS.
2. This revision requires a complete rewrite of about 20 percent of the CDC, another 10 percent requires substantial change, and 20 percent requires minor changes. Chapters 1, 2, and 3 of volume 1 require substantial change including UREs. Chapters 1 through 9 of volume 2 require total rewrite including illustrations and UREs. All chapters of volume 3 require minor changes, including UREs. Approximately 35 new illustrations must be prepared for volume 1.
3. Resident Course Data:
 - a. First class graduation date - 25 Jul 99.
 - b. Course Length - 30 academic days (6 weeks).
 - c. Frequency of classes - 12 classes per year.
 - d. Average number of students per class - 48.
4. Justification for CDC projected activation date. The CDC will be activated by the 25 Oct 99 customer need date. The rationale for the proposed activation date is as follows:
 - a. Beginning with the date the STS was approved, 4 Sep 98, 30 days will be required to prepare and approve a CDC course chart and production plan.
 - b. Volume 1 requires 45 calendar days to revise.
 - c. Volume 2 requires 60 calendar days to revise since the amount of work to be accomplished is substantially equal to a new CDC.
 - d. Volume 3 requires 30 calendar days to revise.
 - e. The course author must attend a 32-day SKT rewrite during Oct/Nov 98. This TDY will result in the loss of 32 calendar days of production time.
 - f. Total time is 197 days (19 Mar 99).
 - g. ECI will require 156 calendar days for processing and managing publications, resulting in a projected activation date of 23 Aug 99.

Attachment 15

IC 2001-1

INTERIM CHANGE (IC) 2001-1 TO AETCI 36-2203, *TECHNICAL TRAINING DEVELOPMENT*, 5 OCTOBER 1999**8 MARCH 2001*****SUMMARY OF REVISIONS***

This revision incorporates interim change (IC) 2001-1 which modifies the title to "Technical and Basic Military Training Development" with applicability to BMT (purpose paragraph, paragraphs 1.2, 1.3, 1.4, 1.4.7, 1.8.1, 1.8.1.1, 1.8.2.1, 1.8.2.2, 2.2.1, 2.7.3.2.4, 3.1, 3.8.1, 3.8.5.2, 5.1.3, 5.2.7, 5.2.7.1, 5.3.2, 5.3.3, 5.4.1, 5.4.6, 6.1.1, 6.1.2, 6.1.3.1, 6.1.3.2, 6.1.3.4); expands the guidance on course training plans for type 5 courses (paragraph 2.2), incorporates guidance on manpower authorizations for overhead positions (paragraph 2.5.1.1.4.1), incorporates the use of AETC Form 120A, **Field Training Equipment List**, for the 982 TRG (paragraph 2.5.1.1.6.1); expands guidance on the manpower annex (paragraph 2.5.2.1.2) and deletes appendixes 1, 2, 3 (paragraphs 2.5.2.1.2.1, 2.5.2.1.2.2, and 2.5.2.1.2.3); adds guidance on a safety annex (paragraph 2.5.2.1.9); expands guidance on student man-years (paragraph 2.6.2); deletes AETC Form 362D, **Specialty Training Standard Typing Guide** (paragraph 3.7.8.3.6); clarifies periodic review of performance tests (paragraph 5.9.4); expands guidance on deviations to the standard training day for the 982 TRG (para 6.1.2); updates the procedure for handling requests for student instructional materials from the general public (paragraph 8.5.1); updates 2 AF office symbols (paragraphs 11.8.7, 11.8.8, 11.8.10, 11.15.7, 11.20.1, and 11.20.2.6); updates change from Extension Course Institute (ECI) to Air Force Institute for Advanced Distributed Learning (AFIADL) (paragraphs 11.1.2, 11.6.3, 11.6.4, 11.6.6.4, 11.7, 11.8.3, 11.8.4, 11.8.7, 11.8.8, 11.8.10, 11.9, 11.10.1, 11.10.2, 11.13.1, 11.13.2, 11.13.3, 11.13.4, 11.15.4, 11.15.5, 11.15.6, 11.15.7, 11.16.2, 11.16.3, 11.17.1, 11.17.1.1, 11.17.1.2, 11.18.1.1, 11.18.3, 11.18.5, 11.19.5, 11.20.1, 11.20.2.3, and 11.20.2.4); incorporates guidance on course resource estimates (Chapter 15); changes the point of contact for TMs working equipment shortages to HQ AETC/DOO (paragraph A3.10); designates HQ AETC/DOO to contact the AFCFM for assistance (paragraph A3.11); designates HQ AETC/DOO to inform the TM of equipment or funds made available (paragraph A3.12); incorporates time period for HQ AETC/XPMRT to process manpower annexes and CTPs (paragraph A4.1); adds source of data used by TRW/MO to develop manpower annex (paragraph A4.2); adds requirement for TRW/MO to provide cover letter with manpower annexes (paragraphs A4.5 and A4.10.1); adds HQ AETC/DOO responsibility to advise HQ AETC/XPMR on updates to courses awaiting manpower listing (paragraph A4.11.3); adds HQ AETC/DOO responsibility to contact the AFCFM to obtain manpower (paragraph A4.12); clarifies the process used by HQ AETC/XPMRT to return excess manpower resources to the functional community that provided them (paragraph A4.13); incorporates a sample course resource estimate (Attachment 14); and updates office symbols throughout the publication. See the last attachment of this publication for the complete IC. A ★ indicates revision from the previous edition.

Purpose paragraph:

This instruction implements AEPD 36-22, *Military Training*. It contains responsibilities and procedures for planning, developing, and validating technical training to include resident and nonresident courses and basic military training (BMT). It applies to personnel in Air Education and Training Command

(AETC) who plan, prepare, review, approve, and conduct technical and basic military training. The reporting requirements in this instruction (paragraph 3.7.8.3.5 and Chapter 10) are exempt from licensing in accordance with paragraph 2.11.5 of AFI 33-324, *The Information Collections and Reports Management Program; Controlling Internal, Public, and Interagency Air Force Information Collections*. This instruction requires collecting and maintaining information protected by the Privacy Act of 1974 authorized by Title 10, United States Code, Section 8013. System of Records notice F036 AF PC Q, *Personnel Data System*, applies. Maintain and dispose of records created as a result of processes prescribed in this publication in accordance with AFMAN 37-139, *Records Disposition Schedule* (will become AFMAN 33-322, Volume 4). See Attachment 1 for a glossary of references and supporting information. Submit recommendations for changes and requests for waivers to any requirement stated in this instruction according to guidance in AFI 33-360, Volume 1, *Publications Management Program*. Training groups may supplement this instruction. Send copies of proposed supplements to the Policy Branch (HQ AETC/DOOV) for review and approval prior to implementation.

1.1. TTMS, TPS, and AFTMS. Where the Technical Training Management System (TTMS) and the Training Planning System (TPS) are installed and operational, use them for all unclassified training-related functions to include course development and delivery, instructor and student management, resource management, and product evaluation. Use automated products produced by TTMS and TPS, if available. These may be supplemented by Air Force Training Management System (AFTMS) products, as applicable. Forms generated electronically by this system may be used in lieu of prescribed forms (except AETC Forms 150, **Field Evaluation and Examination Answer Sheet [OCR]**, and 1200, **OMR Classroom Answer Sheet**. The HQ AETC/XPMRT Work Center is available on the web site (http://www.aetc.af.mil/xp/xpm/xpmr/xpmrt/xpmrt_index.html) to aid in development of official manpower documents.

1.2. Training Requirements. The major areas of training requirements are the need for personnel to conduct initial entry training (BMT); initial operation and maintenance of new or changing systems; replacement personnel to operate, maintain, and support existing systems; and personnel of various specialties to be trained for administrative, management, and service functions. Required training ranges from basic military knowledge to knowledge of principles in a scientific or technical area to complex operational and maintenance tasks. Specialty training includes initial, advanced, lateral, supplemental, special, and field training. **NOTE:** InterAmerican Air Forces Academy (IAAFA) specific guidance is included in their supplement.

1.3. Course Implementation and Modification. (**NOTE:** For BMT, new or modified training requirements are identified through MAJCOMs to the BMT Triennial Review Committee for approval, or if out of cycle, through HQ AETC/DOO to HQ USAF/DPD for approval.) (IAAFA specific guidance is included in their supplement.)

1.4. Types of Formal Training Courses. **NOTE:** IAAFA specific guidance is included in their supplement. The seven types of formal training described in paragraphs 1.4.1 through 1.4.7 are used singly or in varying combinations or patterns to meet the training needs of the Air Force.

1.4.7. Type M, Basic Military Training. This is initial entry training into the Air Force.

1.8.1. ISD is the basis for developing and revising all technical training and BMT. It ensures quality training is developed in the most effective way possible. The principles and processes of ISD are described in AFMAN 36-2234, *Instructional System Development*. Persons responsible for planning,

developing, and implementing training should refer to the appropriate volume of AFH 36-2235, *Information for Designers of Instructional Systems*, for guidance (see Attachment 1). Responsible persons:

1.8.1.1. Use the ISD process to develop and revise all instruction in technical training and BMT.

1.8.2.1. Training Support Division (HQ AETC/DOZ) establishes command ISD policy and procedures. (Reference AFMAN 36-2234 and AFH 36-2235, Volume 9.) **NOTE:** Also applies to BMT.

1.8.2.2. Second Air Force Operations (2 AF/DO) (HQ AETC/SGA for medical) provides guidance and support for implementing ISD within technical training and BMT, and assists training groups in obtaining equipment resources at the staff level if the training group is unable to satisfy the resource requirement.

2.2. When to Develop a CTP. A CTP must be developed for major course changes (see Attachment 1 for definition) that impact resource requirements and/or alter the number of manpower authorizations, and for new courses. For a minor course change (see Attachment 1 for definition), an abbreviated training plan will be developed using local procedures. Some examples would include final course charts, a final manpower standard, and other minor changes. **NOTE:** An abbreviated training plan will suffice when an existing course has less than a 20 percent change in current resources such as changes in multiple instructor requirements (MIR); additional equipment needs; increases or decreases in course length (days or hours); or changes in the maximum, program, or minimum class size parameters, etc. The 982 TRG specific guidance is included in their supplement.

2.2.1. CTPs are required for all Type 3, 4, 6, and M - (BMT). The following additional conditions and requirements dictate the development of CTPs:

2.2.1.1. Type 5 courses that consume student man-years (SMYs) (see paragraph 2.6.2) but do not earn AETC instructors or impact other AETC resources must have a CTP that contains a narrative and the SMY calculation sheet developed by the local manpower office. Courses that fall into this category are usually taught at DoD schools and the instructors are not provided by AETC.

2.2.1.2. Type 5 courses that earn AETC instructors but do not consume SMYs must have a CTP that contains a manpower annex.

2.2.1.3. Type 5 courses that do not consume SMYs or AETC instructors or impact AETC resources do not require a CTP. However, there may be instances where a course did not initially earn AETC instructors or impact AETC resources but develop an instructor impact after the number of students reaches a certain level. When this happens, AETC manpower receives an instructor bill from the Service that hosts the course. Manpower will notify HQ AETC/DOO and the TRW/MO that a CTP is required. HQ AETC/DOO will notify the appropriate training group that a CTP is required. Training groups have 30 working days from the date notified to submit the Type 5 CTP. Manpower will hold off paying the bill until the CTP is submitted, validated, and certified. **NOTE:** Anytime there is a specific manpower requirement such as specific grade or AFSC contained in a memorandum of agreement (MOA) or a memorandum of understanding (MOU), include the MOA or MOU as part of the CTP.

2.2.1.4. Any Type 5 course that earns both AETC instructors, consumes SMYs, and/or impacts AETC resources requires a CTP containing a narrative and appropriate annexes. CTPs need only address the instructor, SMY impact, and any other impacts on AETC.

2.2.1.5. A CTP is also required when a course is transferred from one base to another. If parameters remain the same, the TM makes the changes in TPS, the losing TM discontinues the old course, and the gaining TM loads the new parameters.

2.5.1.1.4.1. Manpower Authorizations. This section contains a brief narrative, commonly referred to as the course evaluation data sheet (CEDS), on the manpower required to support, develop, and conduct the training course. (For specific guidance on manpower authorizations for training, see ATCR 25-2, *Technical Training Course Manpower Standards*). It summarizes the data in the manpower annex and provides the rationale for the manpower. Work manpower authorizations with the local manpower office and training squadron resources, as applicable, to ensure availability. Consider student man-years when addressing all initial skill courses and all courses 100 academic days and more. **NOTE:** The manpower for overhead positions in the technical training groups such as training managers, training developers, training resources, and training evaluators is based on HQ AETC/XPMRT application of the manpower standards. These standards are normally applied by HQ AETC/XPMRT every 2 years. HQ AETC/DOO or 2 AF/DO may request the standards be applied sooner. The request is coordinated with HQ AETC/XPM. However, there may be instances when the standards are applied and there are not enough manpower authorizations available to support the subsequent increase. When this occurs, the funded authorizations are allocated based on the criticality of current training issues across the groups. Any remaining shortfall will be reviewed for possible inclusion in the program objective memorandum (POM).

2.5.1.1.6.1. Summarize actions taken to establish authorizations for equipment required to implement and support the course. State whether existing spares, repair parts, support equipment, training spares, special or modified tools, maintenance skills and technical data for maintenance (reference logistics annex), and other logistics resources are adequate to support the course. If logistics resources are not available, summarize the need and how the resources are to be acquired; provide details in the logistics annex. Address cross-utilization of equipment. Also identify equipment utilization agreements for non-AETC owned equipment. Address other MAJCOM equipment utilized in the MOA. See Attachment 5 for instructions on completing the AETC Form 120, **Training Equipment List**. **NOTE:** The 982 TRG will use the AETC Form 120A, **Field Training Equipment List**.

2.5.2.1.2. Manpower Annex. The manpower and organization flight (TRW/MO) develops and furnishes the manpower data to be included in the manpower annex. The manpower annex consists of the course price out, CEDS, annotated basic authorization (BA) (for nonstandard BA), washback calculation sheet (if needed), and MIR worksheet (if needed). Complete justification of the minimum manning requirement (MMR) is included in the CEDS. The course price out is signed by the MO and school commander or representative (usually the training manager). The course price out has a justification section to document requests for offset use from other courses or sources, courses being replaced, actions desired for BA, and to summarize overall manpower impact for the course. Development of the manpower annex requires a cooperative effort, with the training manager providing new course parameter data. Work studies and/or validation of data may be necessary to make accurate determination of the manpower resources needed. **NOTE:** See the manpower resource flow chart located at Attachment 4.

2.5.2.1.2.1. DELETED.**2.5.2.1.2.2. DELETED.****2.5.2.1.2.3. DELETED.**

2.5.2.1.9. Safety Annex. MIRs based on safety must be verified by the Safety Office. A memorandum signed by the Safety Office citing the applicable safety concerns or AFOSH standards is included in this annex.

2.6.2. Ensure student resourcing includes computation of student man-years. A student man-year annualizes an authorization dedicated to student coverage. To compute student man-years, multiply student entries by course length in days, then divide by 246 (training days in a year). If calculating SMYs for ITRO courses, divide by 250. Coverage is applicable to nonprior service (AJ10), military training/BMT/OTS (AJ20), nonprior service follow-on (AJ30), formal retrainees (AJ3J), officer accessions (AM10), active duty retrainees (AJ1J), prior service enlisted (AJ1K), PJ pipeline (A1LP), officer retrainees (AM11), PJ officer (A2LP), follow-on training - 982 TRG programs (AJ40). Coverage also applies to TRQI codes, other than those previously mentioned, beginning with "A" where students attend a course that is 100 days or more in length.

2.7.3.2.4. Prepare class schedules and validate and distribute allocations using TPS. This does not apply to IAAFA or BMT.

3.1. Conducting Utilization and Training Workshops (U&TW): (*NOTE:* The cryptologic community incorporates U&TW functions in their cryptologic training advisory groups and job educational training standards. The BMT Triennial Review Committee serves as the body that reviews Air Force requirements for BMT graduate performance, military training, military studies, initial enlisted entry training, curriculum course training standards, and other items of special interest.)

3.7.8.3.5. Reviews each CFETP and STS annually during its anniversary month. Send one copy to the Occupational Measurement Squadron (AFOMS/OMDQ). A sample format is at Attachment 9.

3.7.8.3.6. Uses AETC Form 23, **STS Proficiency Code Key (Final)**. A behavioral statement STS may be developed without proficiency codes or with the proficiency codes indicated in AFMAN 36-2245, Attachment 6, Figure A6.2.

3.8.1. Requirements. CTSs identify the training and level of proficiency to be provided in a specific course. The document serves as a contract between AETC and its customers. Optional supplemental training requirements are identified in CTSs. CTSs may also be used to identify both mandatory and optional course requirements in officer CFETPs. IAAFA guidance is included in their supplement. The 982 TRG may use a combined course training standard and course chart. The BMT course training standard is developed according to AFI 36-2201, Chapter 12.

3.8.5.2. Prepare CTSs to describe course content. Base task and knowledge statements listed in the CTS on an analysis of available source data. Base tasks and knowledge on an analysis of the applicable AFS description (not available for BMT), available OSR data, SME knowledge of the specialty, and MAJCOM requirements. With the exception of BMT, course content should not duplicate tasks and knowledge in PME or ancillary training. Level of training should not duplicate that provided in other

training courses. List tasks, knowledge items, and levels of proficiency in CTSs to prescribe only the training available in the course. Update CTSs by publishing revisions instead of changes. Document in the record set editorial-type changes that do not alter the training provided by the course.

5.1.3. Use percentage scores for written measurements. If a student fails a written measurement, retests and passes, the student receives the minimum passing score achievable for the written test. However, all scores should be documented because they might provide additional insight into student/trainee motivation or ability to study and learn. Performance tests and progress checks may be graded by either satisfactory (S), unsatisfactory (U), or percentage scores.

5.2.7. Score tests and individually inform students of their grades as soon as practical after administering a test. Temporarily return scored answer sheets and copies of the test to students for their review during the critique process (except video-teletraining and in computer-based instruction). In BMT, the critique will be accomplished using the test booklets only. For Type 6 courses requiring measurement, feedback is managed by the designated test site monitor.

5.2.7.1. Make students aware of the answers to missed questions and clarify misunderstandings to enhance learning. In BMT, trainees receive their scores after the test critique. For Type 6 courses, the test site monitor may refer students to the appropriate training squadron (TRS) for additional feedback.

5.3.2. Develop standardized instructions for the examiner to use in administering and critiquing the performance test. Include the performance test requirements and minimum student grade requirements on the AETC Form 98, **Student Progress Checklist**, a locally approved checklist, in TTMS, or in the BMT Airman's Database.

5.3.3. Individually inform each student of his or her grade and critique the student's performance as soon as practical after test administration. Record grades in TTMS or on AETC Form 156, or AETC Form 325, if TTMS is not available. BMT will record grades in the BMT Airman's Database.

5.4.1. In technical training units, progress checks are administered by the instructor during classroom or laboratory instruction time to assess the student's accomplishment of knowledge or performance objectives. These checks provide immediate feedback to the student and instructor. Develop a checklist for each performance objective assessed by a progress check. When operational aircraft and equipment are used for training you must use the appropriate technical order during the progress check. In this case, it is not necessary to develop a checklist. For BMT, refer to local guidance for accomplishing progress checks.

5.4.1.1. The instructor determines if the student has successfully accomplished the objective and bases that judgment on the behavioral outcome stated in the objective, the applicable checklist or technical order (if applicable) and an evaluation of the student's accomplishments.

5.4.6. In technical training, record only unsatisfactory completion of objectives in the TTMS database. Unsatisfactory results should be documented in TTMS as soon as possible after the failure occurred. When satisfactory completion of a block is documented in the database, all objectives in that block are considered passed. At all locations where TTMS is operational, use automated products produced by TTMS to track students. Where TTMS is unavailable, results may be maintained on AETC Form 667, **Criterion Checklist**; AETC Form 667A, **Criterion Checklist**; AETC Form 98; or a computer-

generated checklist. BMT will document results in the BMT Airman's Database. Maintain results of the checklist during the validation phase of training to permit analysis and validation of the checklist.

5.9.4. Periodically review performance test results. Base frequency of the review cycle on student flow. Analyze the high miss items to determine if any corrective action is required and document any action taken. Conduct at least one review annually and maintain the record of review and any action taken with the master copy of the performance test.

6.1.1. An approved course chart is required for Types 2, 3, 4, 6, and M courses.

6.1.2. Use the standard training day, except in the InterAmerican Air Force Academy (IAAFA), BMT, and Type 6 Job Site Training. The standard training day includes 8 hours of classroom/lab divided into eight 50-minute periods with 10 minutes of break time. It is acceptable to continue training beyond 50 minutes and accumulate break time if doing so enhances the learning activity. The compressed work schedule (CWS) standard training day in use at Keesler AFB is an 8-hour training day that includes 445 minutes of instruction and 35 minutes of break time. A total of 4,000 minutes of instruction must be provided during a 9-day training period. Variations from either standard training day must be requested by the group commander, coordinated through HQ AETC/XPMR, and approved by HQ AETC/DOO. However, the group commander may approve variations for field trips not to exceed 5 days total per course, and field exercises that extend beyond either standard training day. As a minimum, variations to the training day must include at least 6 hours of classroom/laboratory (C/L) time. Up to 2 hours per day may be supervised or directed study (see definitions in subsequent paragraphs). Variations may not be used to justify additional resources or personnel. A few examples of the type of situation that might require a variation are equipment or facility constraints that necessitate a multiple shift operation or individual projects that require access to classified information. The 982 TRG courses where the majority of the objectives are hands-on or performance based, and courses involving TDY instructors or where the majority of students are in a TDY status, will be accomplished on a standard training day. Courses designed and scheduled to be taught on other than a standard training day must be approved and annually validated by the 982 TRG/CC. These approvals and validations will be documented and filed in the course record set. Equipment or facility availability and host mission requirements may form the basis of valid justification for deviation from the standard training day. Deviations for other reasons must be approved by HQ AETC/DOO as indicated earlier. Keep deviations to the training day minimized. Day-to-day deviations for events such as appointments, functions, or unforeseen course interruptions (for example, severe weather, illnesses, equipment and aircraft malfunctions) are approved by the detachment or operating location commander or chief. Reporting the day-to-day deviations to the 982 TRG/CC is not required.

6.1.3.1. Course orientation and introduction: maximum of 2 hours per course. Type 6 courses usually require less time. In BMT, the immediate incoming briefing serves as the course orientation and introduction.

6.1.3.2. Course feedback and graduation: maximum of 1.5 hours per course. IAAFA is exempt from this requirement. Course feedback surveys are administered twice during the program: one shortly after arrival and the other shortly before departure. Each survey should take no more than 30 minutes to complete. In BMT, the graduation parade lasts for 1 hour. Type 6 courses may require significantly less time because there is no graduation ceremony upon course completion.

6.1.3.4. Outprocessing appointments: maximum of 2 hours per course. IAAFA and Type 6 courses are exempt from this requirement. In BMT, picking up orders serves as the trainee's outprocessing appointment and takes less than 2 hours. **NOTE:** This time does not earn manpower resources.

7.1.1.9. Sexual harassment, professional relationships, and hazing. Describe standards of conduct required and point out AETC VA 36-6, *Points of Contact for Students and Trainees*.

8.5.1. Fill requests for student instructional materials from the general public as prescribed in DoD 5400.7-R, *DoD Freedom of Information Act Program*. Use the criteria located in Chapter 3 of the directive to determine if the material requested is releasable. The owner (OPR) of the material requested makes the release determination. A request from one Air Force agency to another Air Force agency is not a Freedom of Information request and should be evaluated on its own merit. For classified and official use only materials, refer to the appropriate classification guide. For copyright materials, refer to the original copyright owner prior to release.

11.1.2. All PAs (except Goodfellow for cryptologic and certain other CDCs) send their CDC and SC manuscripts to the Air Force Institute for Advanced Distributed Learning, Curriculum Division (AFIADL/DC), for educational review, edit, test construction, publication, and administration. (Goodfellow reviews, edits, and distributes cryptologic and certain other CDCs.)

11.6.3. Copyright Material. Obtain permission for use of copyright material and trademarks as soon as the writer determines the need in the planning stage of the writing project. Keep these releases on file. For CDCs and SCs, furnish one copy of the copyright release to the AFIADL/DC, with the manuscript and one copy to SAF/GCQ in accordance with AFI 51-303, *Intellectual Property--Patents, Patent Related Matters, Trademarks and Copyrights*.

11.6.4. Classified Material. Prepare classified publications according to Air Force and DoD security publications. Ensure course manuscripts processed through AFIADL do not contain classified information.

11.6.6.4. Career ladders with multiple AFSs and/or shreds have STS tasks common to several or all of the AFSs in the ladder. Also, some STS tasks are common to two or more related career ladders. Information based on these common tasks is identified and organized into common sections, chapters, or volumes, and then designated as applicable to the appropriate CDCs. Common material normally addresses several subjects and has limited application. Identify common material to AFIADL.

11.7. Deactivation of CDC. Deactivation requires AFCFM approval. When a course review, U&TW, or other event identifies a CDC as no longer required, the PA sends the appropriate AFCFM the rationale for deactivation and explains the alternate study references. If approved, the AFCFM notifies AFIADL to deactivate the course and HQ AFPC/DPPAT so they may submit a training requirements message to field units.

11.8.3. CDC production involves two critical dates. The first is the CDC delivery date by which the CDC writer must deliver the final CDC volume or its subset to AFIADL. The second is the customer need date by which the CDC should be available in the field.

11.8.4. The TM negotiates the CDC delivery date to AFIADL and the customer need date with the CDC writer, AFIADL, AFOMS (for SKT integration), and the AFCFM. This should be accomplished during the U&TW.

11.8.7. Document the customer need date and the CDC delivery date to AFIADL in the minutes of the U&TW, the CDC course chart, AETC Form 469, **Career Development Course Chart (Part 1)**, and the production plan. (Instructions and examples for preparing CDC course charts and production plans are included at Attachment 13.) When AETC Forms 469 and 469A, **Career Development Course Chart (Continued)**, are not used, the replacement form or document should be similar enough to facilitate interpretation by receiving organizations. Provide copies of all course documents to AFIADL/DC and AFOMS/OMD. Send only a copy of the production plan to 2 AF/DOTT. These organizations have a critical need to track CDC production.

11.8.8. Changes and change supplements are normally produced within 30 days per volume. For change supplements, prepare the AETC Form 469 and distribute copies to AFIADL/DC, AFOMS/OMD, and 2 AF/DOTT.

11.8.10. If the PA is unable to meet negotiated volume submission dates, the approving official prepares a production slippage memorandum with a revised production plan showing new submission dates and an explanation of the factors that affected production. Coordinate the memorandum with the TM and send to 2 AF/DOTT, AFOMS/OMD, and AFIADL/DC.

11.9. Volume Revisions and Changes. Prepare revisions to individual volumes, as needed, when the time required for the enrollee to post changes to the entire course (excluding typographical errors) exceeds 1 hour. After a course author has determined the extent to which a present CDC must be revised or has identified the content of a new CDC, contact the AFIADL course development team responsible for the course to discuss the most efficient strategy to use. Make this contact before the writer begins any preparation of text or illustrations.

11.10.1. When the need for a CDC revision is considered critical by the PA or others, the PA sends a written request for assignment of priority to AFIADL/DC through the TM. The request must include adequate justification to support the requirement.

11.10.2. Certain changes are authorized first priority and do not require a separate action. When inclusion or deletion of material involves personnel safety or damage to equipment, the PA submits a change marked first priority and requests the priority in the memorandum of transmittal to AFIADL.

11.13.1. The *AFIADL Guide for Authors* provides guidance to prepare manuscripts. AFIADL, Maxwell AFB, Gunter Annex AL 36118-5643, publishes and distributes this guide to writers.

11.13.2. When revising a published CDC, request the current record from AFIADL to ensure incorporation of changes made by AFIADL during the production cycle.

11.13.3. AFIADL prescribes the format and provides directions for keyboarding manuscripts (except classified CDCs) in the *AFIADL Guide for Authors*. It is essential to follow these directions to the letter.

11.13.4. Submit each volume manuscript to AFIADL as soon as it is completed.

11.15.4. Personnel responsible for quality control should review the manuscript to ensure the scope and depth of the course are in accordance with approved course control documents (STS and course chart) and that the course content reflects the writing techniques of the *AFIADL Guide for Authors*. CDC manuscripts must be technically accurate, grammatically sound, free of textual and illustrative errors, and include all illustrations. Keyboard manuscripts as instructed by AFIADL. CDC texts must support the learning objectives. Identify a new writer's first manuscript in the memorandum of transmittal so AFIADL can provide quick review and feedback on manuscript acceptability.

11.15.5. Instructional system specialists at AFIADL review for instructional adequacy, organization, readability, style, format, and conformance to prescribed methodology. They critique the material and suggest improvements to achieve more effective presentation. A specific reviewer may be requested by name for reasons of experience, continuity, etc.; AFIADL will honor such a request when possible. AFIADL returns to the PA any manuscript that does not meet prescribed standards and correction is impossible by telephone. The PA reworks the manuscript and returns it to AFIADL. As an additional means of helping course authors improve volumes, AFIADL reviewers prepare AFIADL Form 68, **Summary of Manuscript Review**, which evaluates a CDC or SC manuscript in terms of processing factors, subject matter, text, and graphics.

11.15.6. For a course examination review, PAs conduct a prepublication review for technical accuracy of each CDC examination prepared and forwarded by AFIADL. Changes are made by telephone and then confirmed in writing. The PA should destroy manuscript copies of examinations on receipt of published copies. Safeguard course examinations and accompanying materials according to AFI 36-2201. AFIADL/DC furnishes specific procedures regarding test review and changes. Direct communication with the AFIADL course development team responsible for the specific course is encouraged. Mail examinations according to AFI 36-2605, *Air Force Military Personnel Testing System*.

11.15.7. AFIADL prepares and sends the Manuscript Status Report monthly to 2 AF/DOIT and each designated level in the training group. This report contains the status of each manuscript being processed; a list of scheduled submissions that are past the stated submission date; a list of manuscripts on hold or returned as unsatisfactory, showing the number of days delayed and the reason for the delay; and a list of courses activated.

11.16.2. Annual. Review CDCs on the anniversary of the publication date for essentiality, currency, technical accuracy, and adequacy. Reviews of CDCs being used in the field should be completed as scheduled even though the CDC is being revised, edited, or printed. Continuation of a CDC (or specialized course) with fewer than 26 enrollments per year must be justified in terms of cost effectiveness. Inform AFIADL/DC by memorandum when there is a program change that significantly alters the number of airmen using the CDC. Failure to inform them of such changes could result in excessive or inadequate quantities of stock being maintained at AFIADL.

11.16.3. Special. Do not wait for a scheduled annual review when a significant change is implemented in the AFSC. Special reviews should be made when warranted by any career field change, an STS revision, request by AFIADL because of a high failure rate or low enrollment, and/or in conjunction with review of OSRs. Check for any AFIADL volume review records on file to identify any possible recommendations or future revisions.

11.17.1. AFI 36-2201 requires a continuous evaluation to determine how well the CDC provides the knowledge for specific career development. AFIADL collects data relating to the quality of the CDC program from two sources:

11.17.1.1. CDC Survey. The survey is packaged with each CDC course examination and is to be completed by the supervisor and trainee. AFIADL compiles responses and makes the data available to AFCFMs and PAs.

11.17.1.2. Course Examination (CE). AFIADL collects data on and develops statistical analysis of each CE. The statistical analysis indicates student performance on the CE as a whole and also shows the performance of each item on the CE. AFIADL reviews the statistical analysis and provides a copy to the course author for use in evaluating course effectiveness and in helping to determine future disposition of course components.

11.18.1.1. AFIADL. AFIADL automatically distributes current correspondence courses, AFIADL course materials, shipping lists, change supplements, and other materials to responsible PAs. AFIADL provides additional copies of AFIADL materials upon request (DD Form 1150, **Request for Issue or Turn-in**).

11.18.3. Student Inquiries. Writers should promptly answer student memorandums of inquiry regarding CDCs. Only inquiries received by AFIADL of a technical nature are forwarded to the PA for reply. Document student telephone inquiries for use as feedback information by maintaining a record of telephone conversations.

11.18.5. CDC Support of SKT Development. If CDCs are being processed at AFIADL or being revised before the scheduled SKT development date, PAs prepare two copies of the finalized CDC manuscript for use by the SKT team. At least one copy remains at AFOMS on completion of the project. SKT development schedules are often based on the scheduled availability dates of CDC manuscripts. Submitting CDC manuscripts as scheduled thus becomes critical to SKT support. Inform AFOMS/OMD and AFIADL/DC of any delays in submitting manuscripts so their managers can determine the availability of published CDCs for the scheduled WAPS testing cycle.

11.19.5. When an SC is no longer required, send a request for deactivation and detailed rationale to the AFCFM. Upon approval, notify AFIADL.

11.20.1. HQ AETC/DOO is the liaison on policy and 2 AF/DOTT is the liaison on procedural matters to Air Staff, AFPC, MAJCOMs, AFIADL, AFOMS, and other agencies.

11.20.2.3. Prepares, reviews, and forwards CDC and SC manuscripts, illustrations, and volume review exercises to AFIADL.

11.20.2.4. Responds to corrective actions recommended by AFIADL to ensure manuscripts conform to standards of instructional adequacy.

11.20.2.6. Provides CDC status information to 2 AF/DOTT as requested.

14.4. DELETED.

CHAPTER 15

COURSE RESOURCE ESTIMATE (CRE)

15.1. CRE Description. A CRE is the initial vehicle used to seek resource funding in support of the training process. It includes resources needed to initiate training and sustain it through the Future Years Defense Plan (FYDP). The CRE is intended to be an accurate estimate, but not in finite budget detail. The process of refining the resource requirements takes place as the CTP is finalized.

15.2. When To Develop a CRE. A CRE is developed by the training manager (TM) immediately after the utilization and training workshop (U&TW), or the event that directed the change in training, to begin resourcing the requirements. **NOTE:** A CRE is not required if there are no impacts on resources.

15.3. What To Include in the CRE. The CRE contains the following information:

15.3.1. Reason for developing new training or changing existing training, such as an approved AFMAN 36-2108 or AFMAN 36-2109, *Chief Master Sergeant of the Air Force and Senior Enlisted Advisor Programs*, change; new equipment; field evaluation questionnaire summaries; occupational survey report; or U&TW decisions.

15.3.2. Estimated change in or new course length, group size, and student training requirements.

15.3.3. Estimated manpower requirements, provided by the base manpower office, for instructors, maintenance personnel, training development personnel, training overhead support, base operating support (BOS), and student man-years.

15.3.4. Estimate of training equipment, training spares, support equipment (test equipment and special tools), and contractor logistics support. Include as much information as possible, to include computer requirements.

15.3.5. Estimate of facility requirements to include classroom and laboratory requirements, housing, specialized space, and administrative space. Also, any other known additional space and special needs, such as electricity; floor loading; security; local area network server; proxy or cable run requirements; TEMPEST; air-conditioning; and door, ceiling, and hallway dimensions.

15.3.6. Estimate of funding requirement to include funds for equipment, facilities, manpower, spares support, TDY, and contractor support. Address each fiscal year as well as the FYDP sustainment.

15.3.7. Estimate of any non-AETC support required.

15.3.8. Any impact on the training standard.

15.3.9. Any impact on the course chart.

15.3.10. The course security classification and proposed instructional design.

15.3.11. Known environmental impacts and/or changes to current environmental assessments.

NOTE: Include the information outlined in paragraphs 15.3.1 through 15.3.11 that impacts resources in a narrative and attach the narrative to a course resource estimate summary (see the sample at Attachment 14).

15.4. Coordinating CREs. The TM develops the CRE as indicated in paragraphs 15.2 and 15.3, accomplishes any local coordination, and forwards it to HQ AETC/DOO (HQ AETC/SGA for medical courses). (Specific guidance for the 982 TRG is included in their supplement.)

15.5. CRE Funding Flow:

15.5.1. Can the course be funded within the TRW? If yes, the TM develops the CTP according to chapter 2. If no, the TM forwards the CRE to the TRSS. The TRSS confirms nonavailability of local support and forwards the CRE to the group for approval and forwarding to HQ AETC/DOO (HQ AETC/SGA for medical courses) with a copy to 2 AF/DO and HQ AETC/XPMRT.

15.5.2. Can the course be funded within AETC? If yes, HQ AETC/DOO (HQ AETC/SGA for medical courses) notifies the TM who proceeds with developing the CTP. If no, HQ AETC/DOO (HQ AETC/SGA for medical courses) forwards the CRE to the Air Force career field manager (AFCFM) (HQ USAF/SGA for medical courses).

15.5.3. Did the AFCFM notify AETC of intent to fund? If yes, HQ AETC/DOO (HQ AETC/SGA for medical courses) notifies the TM to proceed with developing the CTP and to forward an updated CRE to HQ AETC/DOO (HQ AETC/SGA for medical courses) who forwards it on to the AFCFM. If no, HQ AETC/DOO (HQ AETC/SGA for medical courses) notifies the AFCFM and the TM that the course is on hold and the AFCFM forwards the CRE to the Air Force Education and Training integrated process team (IPT) for funding consideration.

15.5.4. Is the course funded by HQ USAF? If yes, the TM proceeds with developing the CTP. If no, the AFCFM and AETC revisit the training requirement.

15.6. Forms Prescribed. AETC Forms 23, 60, 98, 107, 120, 133, 150, 158, 179, 449, 469, 469A, 667, 667A, 668, and 1200.

Attachment 1

GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION

References

DoD 5400.7-R, *DoD Freedom of Information Act Program*
DELETE "AFI 37-131, *Freedom of Information Act Program*"
ATCR 25-2, *Technical Training Course Manpower Standards*

Abbreviations and Acronyms

BA—basic authorization

BOS—base operating support

CEDS—course evaluation data sheet

CRE—course resource estimate

FYDP—Future Years Defense Plan

IPT—integrated process team

MMR—minimum manning requirement

POM—program objective memorandum

Attachment 3

EQUIPMENT RESOURCES FLOW CHART DECISION LOGIC NARRATIVE

NOTE: The following paragraphs correspond to the steps numbered on the flow chart (Figure A3.1).

A3.1. Step 1. The TM identifies equipment requirements on AETC Form 120.

A3.2. Step 2. If equipment is available in the training squadron (TRS), the TM completes the logistics annex for the CTP.

A3.3. Step 3. If equipment is not available in the TRS, the TM contacts the training support squadron (TRSS) POC for equipment availability in the training wing (TRW). If equipment is available in the TRW, the TRSS POC contacts the TM to proceed with the equipment annex.

A3.4. Step 4. If equipment is not available in the TRW, the TRSS POC contacts 2 AF/DO (HQ AETC/SGA for 882 TRG) for equipment availability within 2 AF. TRSS POC provides the TM with information copy of request sent to 2 AF. For medical courses: HQ AETC/SGA queries other MAJCOMs and AETC bases. If equipment is available, proceed to step 5. If equipment is not available, proceed to step 8.

A3.5. Step 5. If equipment is available within 2 AF, 2 AF/DO contacts the TRSS POC and advises on source of supplier. TRSS notifies the TM to develop the logistics annex.

A3.6. Step 6. If equipment is not available within 2 AF, 2 AF/DO contacts HQ AETC/DOO action officer and HQ AFMC for assistance. Second Air Force Operations provides the TRSS and TM an information copy of the request sent forward. If equipment is available at HQ AETC/DOO or AFMC, 2 AF/DO contacts TRSS POC and advises on source of supplier. TRSS notifies the TM to proceed with the annex.

A3.7. Step 7. If equipment is not available at HQ AETC/DOO or AFMC, the 2 AF/DO is notified of the nonavailability.

A3.8. Step 8. Second Air Force Operations notifies the TRSS of nonavailability of equipment with information copy to the TM.

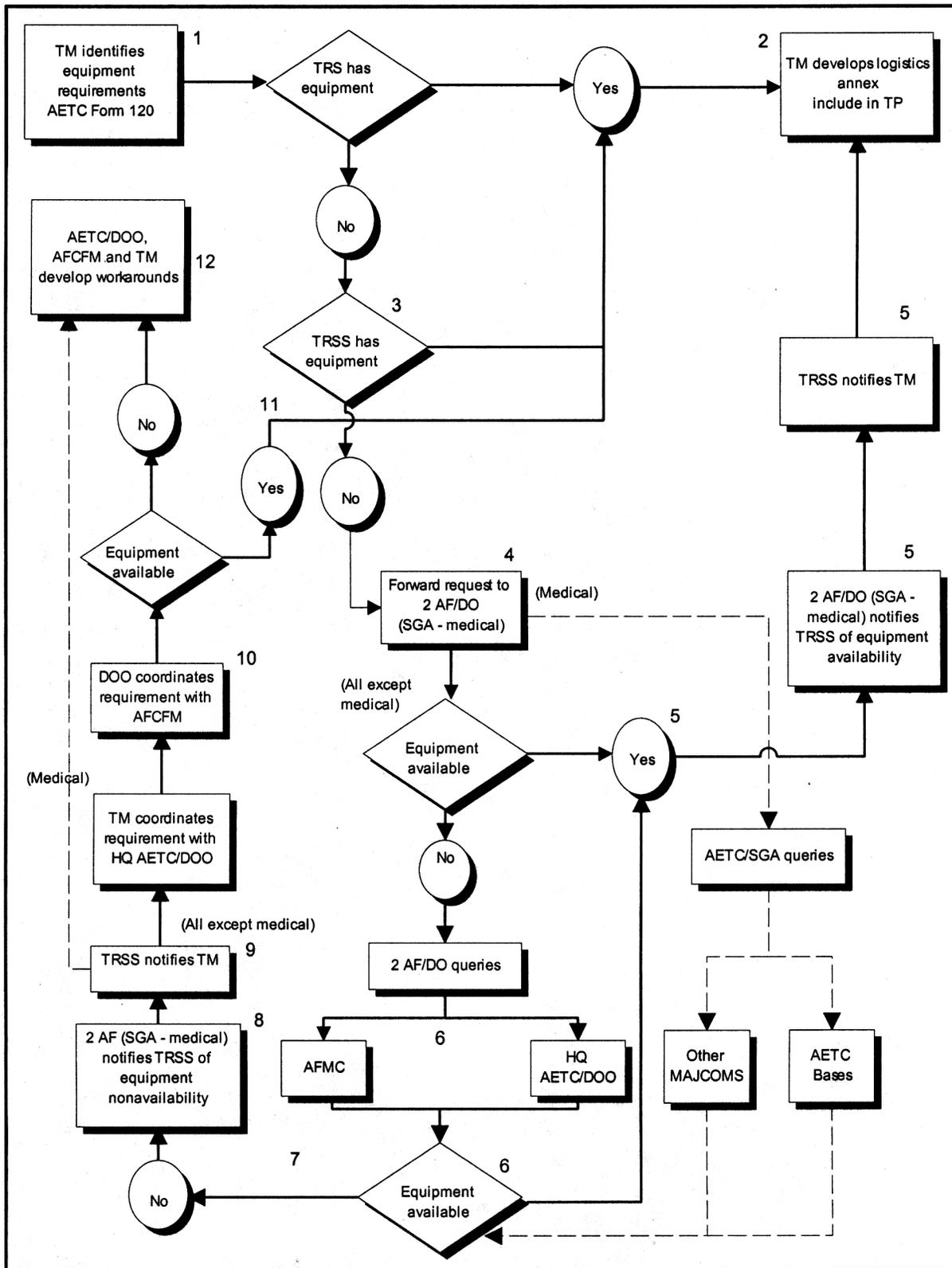
A3.9. Step 9. The TRSS notifies the TM of nonavailability of equipment. For medical courses: TMs proceed with step 12 upon notification.

A3.10. Step 10. The TM contacts HQ AETC/DOO for assistance. HQ AETC/DOO contacts the AFCFM for assistance and informs the AFCFM that he or she will jointly work the shortfall with the AFCFM.

A3.11. Step 11. Once equipment or funds are made available by the AFCFM, HQ AETC/DOO informs the TM to proceed with the equipment annex.

A3.12. Step 12. If equipment is not available, the AFCFM, HQ AETC/DOO, and TM look for alternatives or workarounds. Training is not implemented until resources are found or workarounds or alternatives are coordinated and the training plan approval.

Figure A3.1. Equipment Resources Flow Chart.



Attachment 4**MANPOWER RESOURCES FLOW CHART
DECISION LOGIC NARRATIVE**

NOTE: This narrative is used to develop and process the manpower annex to complete a CTP (Attachment 2). The manpower annex must be validated by HQ AETC/XPMR and certified by HQ AETC/DOO (HQ AETC/SGA for medical courses) before the course can be activated and conducted. Manpower annexes either have no manpower impact or require manpower that the wing has identified as an offset to pay for the added cost of the new or updated course. If no offsets are identified in the wing, HQ AETC/DOO (in coordination with 2 AF/DO) will prioritize the course among all others that require resources. Once resources are available, HQ AETC/DOO will certify the course and notify the TM, HQ AETC/XPMR, and TRW/MO. The following steps correspond to the steps numbered on the flow chart (Figure A4.1).

A4.1. Step 1. The training manager (TM) forwards a request for a manpower annex to the TRW/MO when a course is transferred from one base to another, any changes to existing course parameters are made (such as course length [days or hours], use of multiple instructor hours, program group size, or shift limit), or when developing a new course. **NOTE:** HQ AETC/XPMRT requires 30 days to process a manpower annex and 30 days to process a CTP.

A4.2. Step 2. The TRW/MO develops the manpower annex using data supplied by the TM and from appropriate databases and validates the manpower-related data.

A4.3. Step 3. TRW/MO sends the manpower annex to the TM.

A4.4. Step 4:

A4.4.1. If there is no manpower impact (no additional instructor authorizations or student manyears required to certify the course) the TM completes the CTP (refer to Attachment 2).

A4.4.2. If there is a manpower impact and the TM can identify offsets from within the training squadron (TRS), the TM identifies the offset to TRW/MO, who, in turn, annotates the offset in the manpower annex.

A4.4.3. If there are no offsets available in the TRS, skip to step 8.

A4.4.4. If there are no offsets available in the training support squadron (TRSS), skip to step 9.

A4.5. Step 5. The TRW/MO finalizes the annex, attaches a cover letter summarizing the resource impact, and forwards copies of the draft manpower annex to HQ AETC/XPMRT and HQ AETC/DOO identifying the manpower requirements and the offsets found within the TRS.

A4.6. Step 6:

A4.6.1. Step 6a. HQ AETC/XPMRT validates the draft manpower annex and notifies HQ AETC/DOO.

A4.6.2. Step 6b. When offsets are identified to pay for the new course from an existing course, HQ AETC/DOO certifies use of the offset to HQ AETC/XPMRT, the TRW/MO, and the TM.

A4.7. Step 7. The TM includes the certification letter in the manpower annex in the CTP (Attachment 2).

A4.8. Step 8. If manpower offsets are *not* available in the TRS, the TM contacts the TRSS for availability within the training group or wing. If manpower offsets are available to offset the cost of the new course, the TRSS notifies the TM who, in turn, proceeds with step 4.

A4.9. Step 9. If there are no offsets available within the training group or wing, TM forwards the manpower annex to the TRW/MO requesting the additional manpower resources be filled by HQ AETC. TRW/MO proceeds, but in this case, identifies the manpower shortages.

A4.10. Step 10:

A4.10.1. Step 10a. The TRW/MO attaches a cover letter summarizing the resource impact and forwards the manpower annex with the shortages to HQ AETC/XPMRT and HQ AETC/DOO (HQ AETC/SGA for medical courses).

A4.10.2. Step 10b. HQ AETC/XPMRT validates the manpower shortages and notifies HQ AETC/DOO (HQ AETC/SGA for medical courses).

A4.10.3. Step 10c. If resources are available, HQ AETC/DOO will certify the annex and notify HQ AETC/XPMRT, TRW/MO, and the TM.

A4.11. Step 11:

A4.11.1. Step 11a. If resources are not readily available, HQ AETC/DOO (in coordination with 2 AF/DO) will prioritize the course with other courses in awaiting manpower status. HQ AETC/DOO will notify HQ AETC/XPMRT, TRW/MO, and the TM of the course's inclusion on the priority list.

A4.11.2. Step 11b. When resources become available for the course, HQ AETC/DOO will certify the annex and notify HQ AETC/XPMRT, TRW/MO, and the TM who, in turn, will complete the CTP (Attachment 2).

A4.11.3. Step 11c. HQAETC/DOO will maintain and update the list of courses awaiting manpower resources and advise HQ AETC/XPMRT as updates are made.

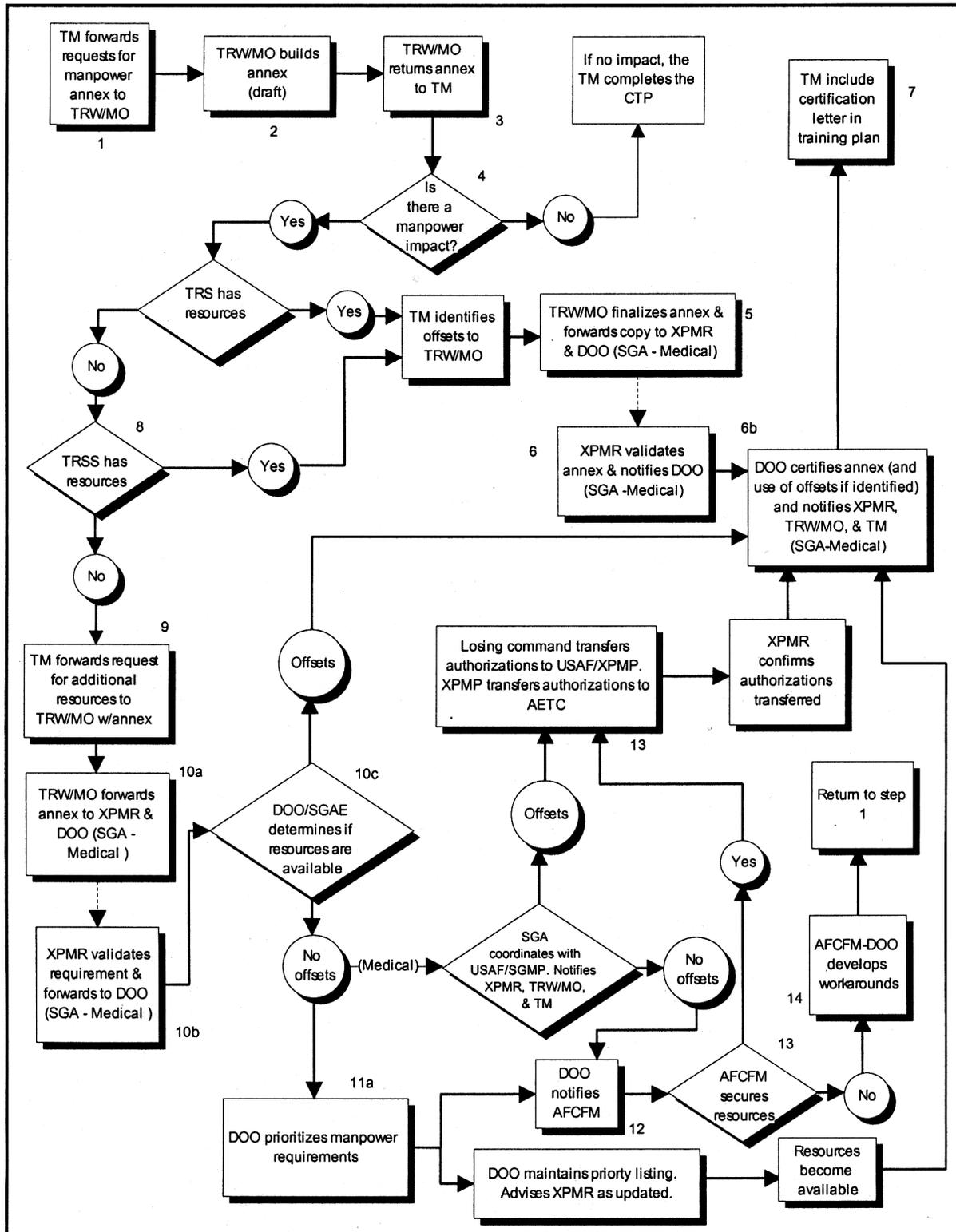
A4.11.4. Step 11d. For medical courses: If no offsets are identified by HQ AETC/DOO or HQ AETC/SGA, then HQ AETC/SGA will coordinate the requirement with HQ USAF/SGMP. If offsets are found, HQ AETC/SGA notifies HQ AETC/XPMRT, TRW/MO, and the TM. The losing command transfers the authorizations and HQ AETC/SGA certifies the manpower annex. If no offsets are found, HQ AETC/SGA notifies HQ AETC/XPMRT, TRW/MO, and the TM.

A4.12. Step 12. When no resources are available to certify the course, HQ AETC/DOO contacts the AFCFM to obtain the manpower from using commands to meet course manpower requirements.

A4.13. Step 13. If the AFCFM secures the manpower from using commands (to be used by AETC as instructors, student man-years, or support personnel), the losing commands transfer the authorizations to HQ USAF/XPMP. In turn, HQ USAF/XPMP transfers the authorizations to HQ AETC. When notified by HQ AETC/XPMRT that the authorizations have been transferred, HQ AETC/DOO certifies the manpower annex and notifies HQ AETC/XPMRT, TRW/MO, and the TM. The TM completes the CTP (Attachment 2). **NOTE:** HQ AETC/XPMRT will return excess manpower resources to the functional community that initially furnished the resources provided the manpower becomes excess after the validation phase of the course. Courses under validation will not be priced until after the validation phase is completed, at which time a final standard will be submitted. The TM and base manpower office are responsible for ensuring the manpower annex for the CTP states that the course is under validation and the standard is interim. Manpower for supplemental or advanced courses will be returned to the functional community that originally provided it if the course was established with a known term and discontinue date.

A4.14. Step 14. If manpower is not made available, the TM coordinates with the AFCFM to determine if other workarounds can be found to satisfy the training requirement until resources are made available.

Figure A4.1. Manpower Resources Flow Chart.



Attachment 14

SAMPLE COURSE RESOURCE ESTIMATE

TO: HQ AETC/DOO (HQ AETC/SGA for medical courses)

FROM: (Appropriate Training Group)

(Course Number and Title)

(Reason for New or Changed Training)

Course Parameters _____ No Impact _____ Impact (See Narrative)

- a. Length (days) _____ New _____ Old
b. Group Size (Max, Min, Prog) _____ _____ New
c. STR/TPR _____ New _____ Old

Manpower _____ No Impact _____ Impact (See Narrative)

- a. Instructors _____ New _____ Old
b. SMYs _____ New _____ Old
c. Course Development Personnel _____ New _____ Old
d. Training Overhead _____ New _____ Old
e. BOS _____ New _____ Old

Equipment _____ No Impact _____ Impact (See Narrative)

- a. Training _____ No Impact _____ Impact (See Narrative)
b. Support _____ No Impact _____ Impact (See Narrative)
c. Other _____ No Impact _____ Impact (See Narrative)

Facilities _____ No Impact _____ Impact (See Narrative)

Funding _____ No Impact _____ Impact (See Narrative)

Non-AETC Support Requirement _____ No Impact _____ Impact (See Narrative)

STS/CTS _____ No Impact _____ Impact (See Narrative)

Course Chart _____ No Impact _____ Impact (See Narrative)

Training Group Approval (TRG/CC or designated level within the group)

Name/Title_____

Signature_____

Atch
Narrative