

**BY ORDER OF THE COMMANDER  
AIR COMBAT COMMAND**

**AIR COMBAT COMMAND INSTRUCTION  
36-2250**



**27 JUNE 2014**

**Personnel**

**ACC OPERATIONS TRAINING  
DEVELOPMENT PROGRAM**

**COMPLIANCE WITH THIS PUBLICATION IS MANDATORY**

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OPR: ACC TRSS/TDF

Certified by: HQ ACC/TRSS  
(Lt Col Craig Nieman)

Supersedes: ACCI 36-2250, 14 November  
2006

Pages: 70

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This instruction implements policy and guidance found in AFPD 36-26, *Total Force Development*, and delineates requirements for managing operations training development in support of weapon systems under the operational control of Headquarters Air Combat Command Director of Operations (HQ ACC/A3). It implements the principles of instructional systems development (ISD) as directed by AFI 36-2201, *Air Force Training Program*. It establishes the requirement for the Graduate Evaluation Report, RCS: ACC-OTD (AR) 8102. This instruction applies to all TRSS detachments, agencies for which the TRSS commander has tasking authority, and all training units conducting formal operations training under a HQ ACC/A3-approved syllabus. It outlines the ACC operations training development (OTD) integration process for agencies developing, or requesting development of, operations training courseware in ACC. This instruction also applies to Air National Guard (ANG) or Air Force Reserve Command (AFRC) units and members who use ACC formal operations training publications. Units may supplement this document with HQ ACC/A3 approval, but may not modify this document. Maintain official records in accordance with AFMAN 33-363, *Management of Records*, and dispose of them in accordance with the Air Force Records Information Management System (AFRIMS) Records Disposition Schedule (RDS). Contact supporting records managers as required for approval. Send comments and suggested improvements to this instruction on AF Form 847, *Recommendation for Change of Publication*, through channels, to ACC TRSS/TDF, 130 Andrew St., Suite 110, Joint Base Langley-Eustis, Virginia 23665-2789. Waiver authority and procedures are contained in paragraph 1.3. Route waiver requests, unit supplement approval requests and AF Forms 847 through the appropriate chain of command to HQ ACC TRSS/TDF, 205 Dodd Blvd, Suite 101, Joint Base (JB) Langley-Eustis, Virginia 23665-2789.

**SUMMARY OF CHANGES**

This instruction is substantially revised and must be completely reviewed. Updated ACC TRSS responsibilities to include items previously enumerated in ACC Mission Directive 205V2, *ACC Training Support Squadron*. Deleted Training Systems Flight responsibilities that have transferred to ACC/A8. Deleted ACC TRSS Special Projects Section. Deleted references to the Aircrew Training Support Plan. Deleted references to Briefing Room Interactive. Added responsibilities for ACC TRSS Human Performance section. Changed training task list review requirement to every 24 months. Established minimum frequency of instructor evaluations. Incorporates a mandatory review of mission priorities as part of the biennial syllabus reviews. Incorporates courseware distribution policies. Deleted ACC TRSS responsibility as ACC focal point for Advanced Distributed Learning. Updated Attachment 2, Weapon Systems FAMs. Updated Attachment 3, OTD Teams. Updated Attachment 8, Graduate Evaluation Process, and established survey return rate goal of 80 percent. Deleted requirement for Weapons Instructor Course (WIC) Syllabus Review Report.

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## Chapter 1

### STRUCTURE AND RESPONSIBILITY

**1.1. General.** ACCI 36-2250, *ACC Operations Training Development Program*, establishes policy and guidance to assist personnel in managing operations training development in support of weapon systems under the operational control of HQ ACC.

1.1.1. HQ ACC Director of Operations (A3) is the executive authority for all ACC operations training programs and the approval authority for formal operations training syllabi.

1.1.2. HQ ACC/A3 divisions, on behalf of the HQ ACC/A3, validate, prioritize and task all operations training development projects to the ACC Training Support Squadron Commander.

1.1.3. ACC Training Support Squadron (ACC TRSS) supports formal operations training requirements for all weapon systems in ACC. On behalf of the HQ ACC/A3, ACC TRSS is the single point of contact for Formal Training Unit (FTU)-based operations training development within ACC. FTU-based operations training includes all initial, requalification, mission, Instructor and Upgrade training when it is taught within an FTU. TRSS managed contract aircrew training/courseware development (CAT/CWD) contracts are operations training syllabus driven.

1.1.4. Applicability. This instruction applies to all ACC TRSS Detachments (Det), agencies for which the TRSS commander has tasking authority, and all training units conducting formal operations training under a HQ ACC/A3-approved syllabus.

### 1.2. Responsibilities.

1.2.1. The HQ ACC/A3 will:

1.2.1.1. Approve formal operations training syllabi and non-administrative syllabus changes.

1.2.1.2. Establish operations training development (OTD) teams for emerging weapon systems to include OTD team manning, structural alignment and location.

1.2.1.3. Delegate authority to modify ACC TRSS detachment manning to the ACC TRSS Commander.

1.2.2. HQ ACC/A3 Weapon System Functional Area Manager (FAM). See [Attachment 2](#) for a list of ACC weapon system FAMs. The appropriate HQ ACC/A3 weapon system FAM will:

1.2.2.1. Chair training planning teams (TPTs) which develop cradle-to-grave system training plans (STPs) to meet customer requirements (reference AFI 36-2251, *Management of Air Force Training Systems*).

1.2.2.2. Request operations training courseware development by submitting a Request for Courseware Development ([Attachment 7](#)), approved by the applicable HQ ACC/A3 division, to the ACC TRSS/CC. In addition, appoint an office of primary responsibility (OPR) to work with ACC TRSS during development of the requested courseware. OPR

responsibilities include, but are not limited to, defining training requirements, specifications, project objectives and goals, providing Subject Matter Expert (SME) support, and information on and access to available resources.

1.2.2.3. Serve as OPR for formal operations training task lists (TTL), and syllabi or plans of instruction (POI). Responsibility for training task list and syllabus development is delegated to OTD teams.

1.2.2.4. Determine graduate performance requirements for ACC formal training syllabi.

1.2.2.5. Notify ACC TRSS at least 90 days in advance of a scheduled Syllabus Review Board (SRB).

1.2.2.6. Review graduate evaluation reports and submit relevant information to the SRB.

1.2.2.7. Chair syllabus and/or plans of instruction reviews 24 months after HQ ACC/A3 syllabus approval date or last SRB, whichever event occurred later. SRB attendance will include the weapon system FAM (officer and/or enlisted), and representatives from the OTD team, training unit and operational units. The SRB will review information such as student flow, mishap reports, graduate evaluation reports, end-of-course critiques, weapon system modifications and Component Numbered Air Force (C-NAF) mission priorities, to determine if changes in the training tasks lists, syllabus or courseware are necessary. ACC TRSS/CC must approve any syllabus review procedure used instead of a SRB (**Note:** The USAF Weapons School (USAFWS) will conduct syllabus reviews during mid-/end-of-course review sessions. Mid-/end-of-course reviews are chaired by the USAFWS Commandant. The HQ ACC/A3 weapons system FAM is not required to chair or attend USAFWS reviews.)

1.2.2.8. Validate and coordinate with ACC TRSS for approval of formal training syllabi.

1.2.2.9. Provide guidance to OTD teams for the timing of out-of-cycle changes or revisions to syllabi.

1.2.2.10. Provide managerial support as appropriate to OTD teams with non TRSS managed CAT/CWD contracts.

1.2.2.11. Approve course material used for aircrew operations training when aircraft modifications are not supported by Technical Orders (TO).

### 1.2.3. ACC TRSS.

1.2.3.1. Command section will:

1.2.3.1.1. Establish formal operations training development policy for OTD teams.

1.2.3.1.2. Oversee ACC TRSS OTD detachments supporting formal operations training throughout ACC for current and emerging weapon systems training development to include OTD team manning and structural alignment.

1.2.3.1.3. Manage TRSS manning positions to ensure sufficient personnel are assigned to meet the training requirements of the operations community and this publication, to include unit education and training managers, personnel officers and an adequate representation of subject matter experts (SME).

1.2.3.1.4. Advise HQ ACC/A3 on structure and manning of all assigned OTD teams.

- 1.2.3.1.5. Interface with other ACC and HQ USAF agencies, MAJCOMs, NAFs, centers and wing operations groups (OG), Armstrong Lab/Human Resources, Army Training and Doctrine Command (TRADOC), Training Data and Analysis Center (TDAC), Air National Guard (ANG), Air Force Reserve Center (AFRC) and Interservice Training Review Organization (ITRO), as required.
- 1.2.3.1.6. Establish ACC TRSS CAT/CWD acquisition points of contact (POC). POCs will be responsible for keeping their assigned detachments informed of relevant ACC TRSS issues within their area of expertise, presenting their detachment's concerns to the ACC TRSS commander, and acting as liaison between detachments and other ACC staff agencies, when required.
- 1.2.3.1.7. Establish an ACC TRSS POC as a liaison to the 436th Training Squadron (TS) to mutually benefit the two units in training program development and management. Establish a memorandum of agreement (MOA) with the 436 TS to ensure proper staff representation.
- 1.2.3.2. Acquisition Flight (ACQ) will:
- 1.2.3.2.1. Manage CAT/CWD contracts assigned to ACC TRSS by HQ ACC/A3.
  - 1.2.3.2.2. Coordinate with HQ ACC Acquisition Management Integration Center (HQ ACC AMIC) contract administrators on all contractual issues.
  - 1.2.3.2.3. Coordinate and participate in Acquisition Strategy Panels with HQ ACC AMIC.
  - 1.2.3.2.4. Manage and coordinate competitive selection of CAT/CWD contractors with HQ ACC AMIC to include: preparation of solicitation packages (Performance Work Statement (PWS) or Statement of Work (SOW), government cost estimate, Quality Assurance Plan, security requirements via DD 254), conduct pre-proposal meetings, conduct technical evaluation, conduct technical evaluation debriefings, conduct post award meetings.
  - 1.2.3.2.5. Provide assistance, as required, to TRSS detachments with non-TRSS managed contracts.
- 1.2.3.3. Training Development Flight (TDF) will:
- 1.2.3.3.1. Provide guidance for the development of HQ ACC/A3 formal operations training course syllabi and training task lists.
  - 1.2.3.3.2. Coordinate all formal operations training syllabi and training task lists with the appropriate HQ ACC staff, weapon system FAM, and external staff agencies, as appropriate, prior to approval.
  - 1.2.3.3.3. Validate training requests and work with ACC weapon system FAM to build training proposals, review available AF operations training products, task appropriate development agencies, validate training prototypes, deliver completed courseware, and require evaluation, review and revision of completed courseware. See **Attachment 6**, ACC Operations Training Development Integration Process.
  - 1.2.3.3.4. Coordinate with centers of excellence and ACC TRSS detachments for potential development of multimedia and audiovisual products to minimize

courseware production costs and reduce outsourcing expenditures. **Note:** ACC TRSS/CC has tasking authority from HQ ACC/A3 to task the 436th TS through 7th Operations Group (OG) Commander for development, modification, or deletion of training programs, ACC-sponsored formal schools, multimedia products or presentations, and computer software applicable to Combat Air Force needs.

1.2.3.3.5. Manage the ACC Operations Training Graduate Evaluation Program (see **Chapter 3**).

1.2.3.3.6. Establish training requirements for ACC TRSS personnel (see **Attachment 4**).

1.2.3.3.7. Conduct detachment OTD team training at least once every 2 years.

1.2.3.3.8. Coordinate requests for OTD team realignment and/or recoding of positions destined to ACC TRSS/CC for approval.

1.2.3.3.9. Remain as current as possible in state-of-the-art instructional and presentation technologies, research and training technologies, and training approaches applied in other MAJCOMs, services, industries, and educational and governmental agencies.

1.2.3.3.10. Ensure all training operations computer-based training (CBT) development projects within ACC are in the Defense Automated Visual Information System/Defense Instructional Technology Information System (DAVIS/DITIS) in order to integrate operations training and reduce redundancy. To validate, add, delete or update a CBT listing go to: [https://productions.dodmedia.osd.mil/ditis\\_admin/index.html](https://productions.dodmedia.osd.mil/ditis_admin/index.html). Refer to **Attachment 6**, Operations Training Development Integration Process.

1.2.3.3.11. Review SRB minutes prior to sending a copy to the TRSS/CC for review. File a copy in the electronic database or tracking system.

1.2.3.3.12. Interface with other ACC and HQ USAF agencies, MAJCOMs, NAFs, centers, wing OGs, Armstrong Lab/Human Resources, TRADOC, TDAC, ANG, AFRC and ITRO, as required.

1.2.3.3.13. Human Performance representative will act as the focal point for human performance issues. Identify human factors training initiatives and safety issues impacting training and training systems.

1.2.4. Operations Training Development (OTD) Teams. OTD teams are ACC focal points for formal operations training development issues regarding the teams' assigned weapon system (see **Attachment 3** for list of ACC TRSS OTD teams). OTD teams usually exist at TRSS detachments. Some detachments have more than one OTD team with multiple weapon systems co-located there. The 436 TS does not have an assigned weapon system, but may be required to perform training development functions of an OTD team. OTD teams are usually composed of a team chief, mission ready SME in a particular weapon system, personnel officers trained in Instructional Systems Development (ISD), enlisted personnel experienced in education and training and/or civilian instructional systems specialists, information management personnel and editorial assistants. When possible, OTD team members will be part of the initial cadre for the emerging weapon system. Required and recommended training for OTD team members are listed in **Attachment 4**. ACC TRSS OTD

team members attending formal training should remain on the team a minimum of 2 years after training completion.

1.2.4.1. OTD teams will:

1.2.4.1.1. Seek ACC TRSS/CC approval prior to engaging in any activity beyond the scope of activities delineated in this instruction.

1.2.4.1.2. Receive training development tasking from ACC TRSS/CC. New training projects or taskings will not be undertaken without approval by ACC TRSS/CC. **Exception:** Revisions of previously approved courseware and training aids developed by Det 1, ACC TRSS with development cost of less than \$25,000 will be approved by Det 1, ACC TRSS/CC. The TRSS assigned OTD team will track development of these products and provide information to the HQ ACC/A3 staff to eliminate any possibility of duplicate development efforts and ensure proper prioritization of competing operations training requirements. Refer to paragraph [6.4.1](#)

1.2.4.1.3. Follow AFMAN 36-2234, *Instructional System Development*; AFH 36-2235V8, *Information for Designers of Instructional Systems, Application to Aircrew Training*; AFMAN 362236, *Guidebook for Air Force Instructors*; and ACC TRSS OTD policy to plan, design, develop, implement and manage instructional systems and courseware. Other volumes of AFH 36-2235 may be used as applicable. See [Attachment 1](#) for related terms.

1.2.4.1.4. Evaluate the quality of instruction through periodic review of courseware, aircrew training device critiques, classroom dynamics, student test results, instructor feedback, internal and external evaluation data, and/or as required by supporting CAT/CWD contracts. See [Attachment 13](#).

1.2.4.1.5. Work with designated training unit SMEs and quality assurance evaluators to verify that training courseware and aircrew training aids are technically accurate and effective.

1.2.4.1.6. Reproduce and distribute all OTD team-developed courseware products. For further guidance or clarification, refer to paragraph [1.2.5](#)

1.2.4.1.7. Work with FTU to develop TTLs and syllabi, IAW ACCI 36-2252, *ACC Formal Operations Training*. Education and training personnel will review and validate TTLs and syllabi for proper format and quality prior to submitting to ACC TRSS for coordination and approval.

1.2.4.1.8. Prepare and submit graduate evaluation reports IAW paragraph [3.4](#)

1.2.4.1.9. Nominate quality program coordinator (SME) for CAT/CWD monitoring, as required.

1.2.4.1.10. Coordinate new training requirements with the ACC weapon system FAM and the associated wing training unit. See [Attachment 2](#) for a list of ACC weapon system FAMs.

1.2.4.1.11. Coordinate with unit or contractor course managers to schedule and assist with documented reviews of course control documents at least once every 2 years.

Verify that courseware and course control documents comply with Air Force ISD specifications in AFMAN 36-2234, AFH 36-2235V8 and AFMAM 36-2236.

1.2.4.1.12. Periodically request user feedback on OTD-developed training used in the operational environment.

1.2.4.1.13. Participate in the TPT for the assigned weapon system, working with the ACC weapon system FAM to determine level of participation desired.

1.2.4.1.14. Interface with HQ ACC/A3 and ACC TRSS staffs to incorporate long range plans into current training systems and the STP IAW AFI 36-2248, *Operation and Management of Aircrew Training Devices*.

1.2.4.1.15. Host, attend and document the SRB to review all syllabi and training task lists within 24 months after syllabus approval or the last SRB, whichever occurred last. Weapon system changes, course critiques or other data may necessitate earlier out-of-cycle review. Forward SRB minutes, formatted IAW **Attachment 15** to the syllabus OPR and ACC TRSS/TDF NLT 30 days after the SRB.

1.2.4.1.16. Maintain the syllabus and training task list record sets IAW the Air Force Records Disposition Schedule.

1.2.4.1.17. Attend reviews, meetings and working groups that directly impact associated weapon system FTU syllabi and TTL development. The number of TDYs will depend greatly on the annual TRSS budget. Requests to attend TDYs will be listed and prioritized in the detachments annual financial plan submitted for ACC TRSS Commander approval.

1.2.4.1.18. Participate in system acquisition panels, system review teams and other groups involving system modification or crewmember/operator-to-system interface.

1.2.4.1.19. Consult with the 29th Training Systems Squadron (29 TSS), Eglin AFB FL, to support the simulator certification (SIMCERT) program where required.

1.2.4.1.20. For 436 TS video production requests, review and process DD Form 1995, *Visual Information (VI) Production Request and Report*. Review and process training aid requests IAW **Chapter 7**.

1.2.4.1.21. Remain as current as possible in state-of-the-art instructional and presentation technologies, research and training technologies, and approaches applied in other MAJCOMs, services, industries, and educational and governmental agencies.

1.2.4.1.22. Use the ISD process to develop and evaluate the training effectiveness of Aircrew Training Aids (ATA) and Aircrew Training Devices (ATD) in formal training syllabi at least every 24 months in conjunction with the scheduled SRB. The ATA/ATDs evaluated under this paragraph are those aids that are not evaluated under other formal guidance, such as SIMCERT. Two months prior to the scheduled SRB, education and training personnel will determine if training aid objectives are current with the weapon system training requirements and review how well the ATA/ATD supports the lesson's current or revised criterion-referenced objectives (CRO). The OTD team will review course critiques, graduate evaluation questionnaire results and other feedback mechanisms with regard to the ATA/ATD. A SME should perform the actions on the ATA/ATD task list. Working with the SME, the training specialist

- should evaluate whether each performed task effectively supports the current or revised CRO. Results of ATA/ATD reviews must be presented in the SRB and must be documented in the SRB minutes. Refer to paragraph 7.2 and [Attachment 14](#).
- 1.2.4.1.23. Interface with other ACC and HQ USAF agencies, MAJCOMs, NAFs, centers, wing OGs, Armstrong Lab/Human Resources, TRADOC, TDAC, ANG, AFRC and ITRO, as required.
- 1.2.4.1.24. Serve as OPR, office of primary developmental responsibility (OPDR) and/or office of concurrent developmental responsibility (OCDR) for designated responsibilities in [Attachment 5](#).
- 1.2.4.1.25. Ensure OTD team members assigned to flying positions maintain, as a minimum, basic mission capable status.
- 1.2.4.1.26. Ensure assigned 3S2X1, 38P and 3D0X1 personnel refrain from teaching any formal operations course, in whole or in part, unless they have written approval from the ACC TRSS/CC.
- 1.2.4.1.27. Update portable courseware advertised on the OTD team's courseware catalog within 7 days of approval. Verify the accuracy of OTD team supported courses in the Education and Training Course Announcements (ETCA) computer-based training programs in DIMOC, within 30 days of any syllabus or CBT update. Hyperlinks for ETCA and DIMOC are provided within the terms section of [Attachment 1](#).
- 1.2.4.1.28. Identify pending OTD team vacancies (i.e., 3S2/38P) in sufficient time to allow supported organizations to find and nominate qualified individuals to fill vacancies, providing continuity for on-going OTD team course development efforts.
- 1.2.4.1.29. Maintain previously approved courseware throughout its life cycle. Note: Consider developing an ISD management plan to provide the comprehensive plan for carrying out the direction laid out in the system training plan. The ISD management plan should be developed by a collaborative effort involving contractors, detachment and training unit personnel. ISD management plans will be approved by the OTD team commander.
- 1.2.5. Detachment 1, ACC TRSS. In addition to the applicable OTD team responsibilities listed in paragraph [1.2.4.1](#), Detachment 1 manages the development of CBT courseware products, as well as the manufacture and life cycle maintenance of aircrew and maintenance training devices. Detachment 1 coordinates with ACC TRSS prior to the execution of all CBT taskings to plan, develop, build and/or debug CBT courseware products.
- 1.2.6. Detachment 8, ACC TRSS. Function as OCR for the following: USAF Weapons School, Air Support Operations Center (ASOC) Tactical Air Control Party (TACP) and Aggressor program.
- 1.2.7. 436th Training Squadron. The 436 TS is an ACC special activity responsible for education and training over a broad range of technical and functional career fields, including Department of Defense (DoD) equivalent components. The 436 TS is a FTU that serves as the HQ ACC/A3 FAM for classroom instruction providing operations support training to ACC by teaching Community College of the Air Force (CCAF) accredited courses in

professions of command and control, Aircrew Flight Equipment (AFE) training, curriculum development, instructor training, Aviation Resource Management System (ARMS) training, and flight/ground/weapons program management and Safety (SE) investigating training. Additionally, the 436 TS is the ACC production facility responsible for instructional multimedia products. The 436 TS is functionally aligned as a squadron in the 7 Bomb Wing. HQ ACC/A3 provides command level tasking to 436 TS for development, modification or deletion of training programs and development or deletion of HQ ACC/A3-sponsored formal schools as described in the Education and Training Course Announcement web site: <https://etca.randolph.af.mil>. HQ ACC/A3 reviews, approves, and provides operations and maintenance (O&M) funding through the 7 BW. After-the-Fact-Funding (ATFF) is also provided by HQ ACC/A3 and administered by the 436 TS/CC to support ACC student travel expenses for those courses related to operations or operations support. 436 TS will:

- 1.2.7.1. Follow Air Force ISD guidance to plan, design, develop, validate and evaluate instructional systems and courseware. See **Attachment 1** for related terms.
- 1.2.7.2. Work with designated OPRs, SMEs and education and training professionals to ensure training and courseware are technically accurate and effective.
- 1.2.7.3. Develop formal training plans of instruction for each course offered and submit them for approval to the OPR designated in **Attachment 2**.
- 1.2.7.4. Implement, conduct and manage training IAW the course plan of instruction for assigned training programs.
- 1.2.7.5. Coordinate new training requirements with the course OPR. See **Attachment 2** for a list of ACC weapon system FAMs.
- 1.2.7.6. Assist courseware managers in performing documented reviews of course control documents at least once every 2 years. Ensure courseware and course control documents comply with Air Force ISD specifications in AFMAN 36-2236, AFMAN 36-2234, and AFH 36-2235 all volumes as applicable. See **Chapter 2**.
- 1.2.7.7. Periodically request user feedback on OTD team developed training used in the operational environment.
- 1.2.7.8. Assist courseware developers to determine the existence of previously developed training products applicable to their development effort.
- 1.2.7.9. Interface, as required with HQ ACC/A3 and ACC TRSS staffs to incorporate long range plans into current training systems. Conduct utilization and training working groups when deemed necessary with ACC TRSS and applicable FAM to develop long range training needs and establish training goals for courses offered and potential course offerings through the 436 TS.
- 1.2.7.10. Attend SRB working groups and other meetings, as applicable.
- 1.2.7.11. Attend applicable meetings having potential impact for future course expansion and development of new courses to include meetings called by ACC and USAF career field FAMs for Command and Control, Safety, AFE, Education and Training, and ARMS.

1.2.7.12. Remain current in state-of-the-art instructional and presentation technologies, research and training technologies and approaches applied in other MAJCOMs, services, industries and educational and government agencies via meeting attendance, course completion, etc.

1.2.7.13. Interface with other ACC and HQ USAF agencies, MAJCOMs, NAFs, centers, wing OGs, Armstrong Lab/Human Resources, Air Force Safety Center, ANG, and AFRC as required.

1.2.7.14. Serve as OPR, OPDR, and/or OCDR for designated responsibilities in [Attachment 5](#).

1.2.7.15. The assigned civilian instructional specialist/instructor supervisor and unit education and training manager (3S271) will be responsible for instructor development and CCAF affiliation. Additionally, they will evaluate the quality of instruction through regular periodic monitoring of classroom instruction, review of student testing results, feedback from instructors and review of internal and external evaluation data. The Director of Education and Training (436 TS/ISD) will ensure this is carried out.

1.2.7.16. Reproduce and distribute student training materials, as needed to ensure training materials are current and accurate.

1.2.7.17. Manage all manning positions to ensure sufficient personnel are assigned to meet the training requirements of the operations community and guidelines established in this publication, to include the unit education and training manager (3S271) positions, personnel officer (38P) positions, civilian instructional systems specialist/instructor, and an adequate representation of subject matter experts appointed as instructors for their respective areas of expertise. All instructors will be appointed based on their system experience, SME, communication skills and interest in student learning.

1.2.7.18. The 436 TS/CC will coordinate with the ACC TRSS/CC to ensure both organizations can mutually benefit in training program development/management through proper execution of the MOA.

1.2.7.19. Serve as OPR, OPDR, and FTU for the ACC Instructional Systems Development Principles Course 3J5ACC3S200 002 in concert with ACC TRSS/TDF for OCDR actions. ISD Quality Assurance Personnel (QAE, OTD, SME) training, related instruction and material covered in the course will be conducted IAW this document. See [Attachment 2](#), [Attachment 3](#) and [Attachment 4](#).

1.2.7.20. Manage and produce video productions that support the full range of ACC training, education, communications, and information requirements. Work with designated OPRs, SMEs, and other professionals to assure all completed productions are technically accurate and meet the customer's requirements.

1.2.7.21. Process tasking for new courses and course materials from ACC TRSS/CC IAW this instruction, contingent upon 436 TS/CC determination of availability of resources. Courses may be proposed by career field and FAMs from other ACC directorates through coordination with 436 TS/CC and ACC TRSS/CC. Because of the unique comprehensive mission of the 436 TS, any request for taskings outside the scope of that mission must be coordinated through and agreed upon by the 436 TS/CC.

1.2.7.22. The 436 TS/CC will direct scheduling of all 436 TS provided courses as well as students that will attend those classes. Career field and FAMs may manage the allocation of slots if more than one MAJCOM attends their course, or delegate this task to the 436 TS.

1.2.8. United States Air Force HQ USAF Weapons School (USAFWS) and geographically separated weapons school squadrons. The USAFWS provides advanced graduate level academics and flying training to specially selected students. The expertise required to produce this courseware coupled with the widely varying subject matter requires a nontraditional OTD team approach that does not fit with normal FTU operations.

1.2.8.1. The USAFWS and ACC TRSS Det 8 will work as a team to ensure quality courseware and proper contract management.

1.2.9. Other Training Units. Training units are organizations conducting formal training, including FTUs and other operational wings, groups, squadrons and centers conducting courses outlined in ETCA, <https://etca.randolph.af.mil/>. Training Units will:

1.2.9.1. Conduct formal operations training IAW HQ ACC/A3-approved syllabi and associated training course documents. For those with a CAT/CWD contract, help develop and follow the local ISD Management Plan guidelines (AFPAM 63-503, *Quality Assurance of Training Systems Contracts*).

1.2.9.2. Appoint instructors on the basis of system experience, subject matter expertise, communication skills and interest in student learning. When all other technical and qualitative factors are the same, appoint instructors who possess at least an associate degree or higher. This will help preserve accreditation of enlisted ACC courses certified as credit awarding under the Community College of the Air Force.

1.2.9.3. Reproduce and distribute all student training materials, as needed. Verify that all training materials are current and accurate.

1.2.9.4. Evaluate students according to **Chapter 3**.

1.2.9.5. Appoint SMEs to participate in the development, revision, validation and evaluation of courseware. SMEs are acknowledged experts on a particular weapon system or particular training lessons.

1.2.9.6. Provide manning (such as SMEs) and logistical support (printing support, phone/LAN lines) to accomplish assigned OTD team functions.

1.2.9.7. Establish procedures for participating in the Graduate Evaluation Program and assist the OTD team as requested. Send a roster of formal course graduates to the appropriate OTD team within 30 days after graduation to initiate the graduate evaluation process. The roster should include name, rank, gaining unit, crew position, class designation, appropriate syllabus, designation, graduation date, plus any other information requested by the OTD team.

1.2.9.8. Use the ISD process for development and modification of all courseware. Consult the local TRSS detachment for ISD guidance.

1.2.9.9. Evaluate the quality of instruction through periodic monitoring of instructor performance and classroom activity, review of student testing results, feedback from

instructors, review of internal and external evaluation data, and/or as required by a supporting CAT/CWD contract.

1.2.9.10. Review contract SOW or PWS to verify training requirements are met.

1.2.9.11. Coordinate proposed changes with the OTD team and the ACC staff OPR prior to incorporating into course syllabi. See [Attachment 2](#) for ACC weapon system functional managers.

1.2.9.12. Coordinate with the OTD team for any computer-based and/or multimedia training development requests or contract acquisition.

1.2.9.13. Participate in SRBs and/or other review-centered meetings. USAFWS will conduct syllabus reviews during their mid-course and end-of-course review sessions.

1.2.9.14. Serve as OPR, OPDR and/or OCDR for designated responsibilities listed in [Attachment 5](#).

1.2.10. Operational Wings, Centers and Groups. Operational wings, centers and groups will:

1.2.10.1. Request operations courseware development via letter ([Attachment 7](#)) through the appropriate ACC weapon system FAM and division to the ACC TRSS/CC.

1.2.10.2. Provide written feedback to the ACC TRSS detachment concerning OTD team-developed training, as required.

1.2.10.3. Provide technical expertise and assistance to OTD teams, as required. If the specialty or AFSC is available within the supported unit, nominate qualified individuals to fill pending OTD team SME vacancies.

1.2.10.4. Restrict OTD team members from performing unrelated ground duties (e.g., supervisor of flying (SOF), runway supervisor officer, mobility officer/NCO, wing On-the-Job Training (OJT) monitor, protocol officer, etc.) unless otherwise coordinated and approved by ACC TRSS/CC.

1.2.10.5. Place high emphasis on the Graduate Evaluation Program and other methods of gathering data to evaluate the quality of operations training (see [Attachment 8](#) through [Attachment 12](#) for additional information). Provide local POCs in the operational units to assist the OTD team in obtaining completed graduate and supervisor questionnaires, as required.

1.2.10.6. Before beginning any operations courseware development project, review DIMOC, ETCA, and contact ACC TRSS/TDF to identify existing training or training under development that meets the training requirement, either in part or in full. If courseware development is required and will be developed in-house, inform ACC TRSS/TDF in writing to avoid duplication of effort.

1.2.10.7. Follow Air Force ISD instructions and ACC TRSS OTD guidance to plan, develop, implement, and manage instructional systems and operations training courseware. Establish implementation policies within the authority and direction of the approved syllabus. Document any OG/CC approved waivers or equivalent training substitutions, and provide a copy to the OTD team and the syllabus OPR.

1.2.10.8. Ensure OTD team members are not counted under wing Status of Resources and Training Systems (SORTS) reporting.

**1.3. Waiver Authority.** HQ ACC/A3 is the waiver authority for requirements in this instruction. Send waiver requests through ACC/TRSS Training Development Flight. (T-2)

## Chapter 2

### COURSE ADMINISTRATION

**2.1. Course Management.** FTUs are responsible for course administration. When training is supported by a contract, the FTU will verify that contract instructors are qualified IAW the performance work statement (PWS). Otherwise, the training unit will assign a primary and alternate instructor to each block of instruction in a course. Only qualified instructors will conduct instruction. See instructor qualification in paragraph **2.3**.

**2.2. Course Manager.** The training unit will assign a course manager for each academic course. In addition to FTU guidance, the course manager will:

- 2.2.1. Provide instruction using only current, HQ ACC/A3-approved formal operations training syllabi.
- 2.2.2. Prepare and maintain a master file of lesson plans for each course of instruction.
- 2.2.3. Coordinate proposed changes in syllabus/lesson plan content with the OTD team and the ACC weapon system FAM.
- 2.2.4. Follow procedures in ACCI 36-2252 for changes to syllabi and training task lists.
- 2.2.5. Use syllabus course training standards and appropriate supporting objectives in lesson plans.
- 2.2.6. Review TTL, syllabi and course materials for currency at least once every 24 months or sooner if required by contract specifications or weapon system changes.
- 2.2.7. Verify that courseware complies with Air Force ISD specifications in AFMAN 36-2234, AFH 36-2235V8, AFMAN 36-2236 other applicable references and **Chapter 6** of this instruction.
- 2.2.8. Safeguard written, hard-copy exams in a locked container and computer-generated exams in a password-protected program to prevent compromise.

**2.3. Academic Instructor Qualifications.**

2.3.1. Each wing is responsible for defining specific qualification and training requirements for their academic training instructors for wing managed programs (i.e., instructors actually conducting classroom training).

2.3.2. Prior to performing academic training instructor duty for a formal HQ ACC/A3-approved syllabus, instructors will have received training in effective listening and communication, learning theory, instructional system development, developing objectives and lesson plans, questioning techniques, instructional aides, student-centered instruction, instructional methodology, instructor fundamentals, classroom management, and tests and measurement. Viable options for satisfying this training requirement include:

- 2.3.2.1. Send academic instructor candidates to the ACC Classroom Instructor Course (CIC) conducted by 436 TS, Dyess AFB TX. This 5-day course is HQ ACC/A3-approved, ACC-funded, CCAF accredited, and satisfies the requirements as a formal instructor methodology course listed in ETCA.

2.3.2.2. Wings/Groups may develop, maintain and provide academic instructor training. All such academic instructor syllabi will be approved by HQ ACC/A3 through the established operations training syllabus approval process as stated in ACCI 36-2252.

2.3.2.2.1. The only currently approved course of this nature is the Air Operations Center Academic Instructor Course at Hurlburt Field, FL.

2.3.2.3. The AETC Basic Instructor Course can be used as an alternative method for meeting ACC formal training academic instructor requirements. Other instructor courses sponsored by MAJCOMs outside ACC may be deemed acceptable by TRSS/TDF.

## Chapter 3

### EVALUATING INSTRUCTION

**3.1. General.** The quality and effectiveness of operations training instruction must be evaluated. Quality and effectiveness of instruction are evaluated through regular, periodic monitoring of classroom instruction, review of student testing results, feedback from instructors and review of other internal and external evaluation data. ACC weapon system FAMs, training units and OTD teams use information from internal and external evaluations to continually improve the quality and effectiveness of the training system to prepare graduates to meet job performance requirements. Note: The 436 TS will follow an evaluation process designed to fit its unique needs. A detailed description of this process is outlined in 436 TS- OI 36-2234.

**3.2. Internal Evaluations.** Internal evaluations ascertain the effectiveness and quality of a training course by administering student examinations, gathering student evaluations of training, reviewing course control documents such as syllabi and courseware, and evaluating instructor performance. As a minimum each instructor will be evaluated annually. Instructor evaluations should be part of instructor development and a continuous process.

3.2.1. End-of-Course Questionnaires. Student evaluations of training include completion of an end-of-course questionnaire covering academics, aircrew device training, and actual flying sorties. Questionnaires will contain numerical ratings for use in trend analysis and are developed by the training unit and/or contractors according to AFMAN 36-2236, AFMAN 36-2234, and AFH 36-2235 series guidelines. Training units and/or contractors gather questionnaires and continuously analyze data with OTD team assistance as appropriate. All communication with contractors should go through the appointed Government Trained (GT)/SME. Training units and/or contractors will distribute analysis results locally (FTU/CC, OG/CC, OTD team, etc.) and may forward results to the syllabus OPR (ACC weapon system FAM). If the analysis indicates syllabus modifications are needed, the syllabus OPR, OTD team and training unit, as applicable, will coordinate on the modifications and present them at the next SRB. If an out-of-cycle syllabus revision is deemed necessary by the weapon system FAM, the OTD team will prepare the syllabus change IAW ACCI 36-2252.

3.2.2. Student Examinations. Instructors qualified in the subject area administer student examinations. Instructors will evaluate all students to ensure they have achieved course objectives. Test questions will be developed using specifications in AFMAN 36-2234, AFH 362235V8 and V12, and AFMAN 36-2236. The minimum passing score for written examinations is 85 percent. Individuals who fail a test will receive additional instruction and be scheduled for retesting no earlier than 1 day after the initial failure. **Exceptions:** Due to the unique requirements within the administrator career fields, the 505 TRS (AOC FTU) courses will test to a minimum passing score of 70 percent. Additionally, the USAFWS, JAGOG 6 CTS, and 436 TS establish their unique student examination criteria and retesting procedures.

3.2.3. Courseware Reviews. Review all courseware at least once every 24 months, IAW paragraph 2.2.6 and contract specifications, if applicable. Reviews are conducted by training unit instructors, contracted instructors, OTD team members and others as appropriate.

3.2.3.1. Thoroughly review courseware for accuracy, quality and effectiveness of design. Courseware reviews during actual lesson delivery may be used to assess courseware training objectives and lesson medium selection. All reviews will be documented. Follow guidance in AFMAN 36-2236, AFMAN 36-2234 and AFH 36-2235.

3.2.3.2. OTD teams will request, as a minimum, annual user feedback on OTD team-developed training courseware used in the operational environment.

#### 3.2.4. Instructor Performance.

3.2.4.1. Each wing is responsible for defining specific instructor performance criteria and developing corresponding instructor evaluation forms for the academic platform training instructors for their MDS. Instructor performance will be evaluated by wing-appointed instructor evaluators or, in the case of contract instructor, by government training/subject matter expert (GT/SME) personnel assigned under the supporting CAT/CWD contract, as appropriate. Evaluators should have successfully completed instructor training themselves and must use a unit-/contract-approved evaluation form. If the quality of an instructor's performance is unacceptable (less than satisfactory in any area of the evaluation), the chief of academics or appropriate flight commander is notified and will take appropriate action. In the case of contracted instructors, critiques will be given to the GT/SME for action.

#### 3.2.4.2. Minimum Frequency of Instructor Evaluation.

3.2.4.2.1. Current instructors with more than one year of formal instructor experience will have evaluations at least annually.

3.2.4.2.2. Instructors with prior formal instructor experience (one year or more) should have one evaluation within the first month after completion of subject matter qualification training (as prescribed by the wing), and at least annually thereafter.

3.2.4.2.3. Newly assigned instructors without prior formal instructor experience should have at least three monthly evaluations for the three months following completion of instructor and subject matter qualification training (as prescribed by the wing), then quarterly for the next three quarters, and then at least annually thereafter.

**3.3. External Evaluations.** External evaluations assess the quality of the training the graduate received based on how well students meet job performance requirements in an operational environment.

3.3.1. Graduate Evaluation Program. OTD teams will establish a Graduate Evaluation Program for their specific weapon system. The Graduate Evaluation Program consists of graduate and supervisor feedback based on surveys, personal interviews and other external evaluation data sources such as mishap reports, standardization and evaluation reports, IG reports, accident reports, training requirement meetings, etc. Individual evaluation programs and methods used may be tailored to meet the needs of specific weapon systems, but must follow the guidelines stated in this instruction. **Attachment 8** is a schematic of the overall graduate evaluation process.

3.3.1.1. OTD Teams. OTD teams will evaluate graduates 3 to 6 months after completing training when using questionnaires. This allows for leave and travel time and gives supervisors time to observe and analyze the graduate's performance and make

determinations concerning how well graduates are performing following training. Surveying within 180 days after graduation helps differentiate performance resulting from FTU training from subsequent operational unit training. ACC TRSS/TDF may approve earlier sampling times for units with unique requirements.

3.3.1.2. Formal Training Units. FTUs will establish procedures for participating in the Graduate Evaluation Program and assist the OTD team as requested. Within 30 days following graduation, FTUs will forward a roster of formal course graduates to the appropriate OTD team to initiate the graduate evaluation process. These rosters will include name, rank, gaining unit, crew position, class designation, appropriate syllabus designation, graduation date, plus any other information requested by the OTD team.

3.3.1.3. MAJCOMs, NAFs and Wings. MAJCOMs, NAFs and wings will provide assistance to OTD teams to ensure maximum participation in Graduate Evaluation Programs. The operations group commander will provide a POC within each operational unit to assist the OTD team in implementing the Graduate Evaluation Program and ensuring formal course graduates and their supervisors complete and return graduate evaluation questionnaires. Operational unit POCs will ensure distribution of questionnaires and return of all questionnaires IAW OTD team guidance, as well as provide support for OTD team field evaluation visits and other data collection efforts, as required.

### 3.3.2. Graduate Evaluation Questionnaire Process.

3.3.2.1. Separate questionnaires are developed for graduates and supervisors. The questionnaires will be developed IAW AFMAN 36-2234, AFH 36-2235, and [Attachment 9](#). Questionnaires will include rating scales verbatim as shown in [Attachment 11](#). OTD teams will distribute questionnaires to graduates and supervisors. Note that a “supervisor” does not need to be an individual in the graduate’s direct chain of command, but rather it is the individual with the most knowledge of the graduate’s mission task performance. Comments for ratings "0" and "4" are required, comments for ratings "1" and "3" are highly desired, and for "2" are optional. Graduate or supervisor questionnaires will not be sent to ranks O-6 and above.

3.3.2.2. Graduate questionnaires should evaluate how well academic training, device training, and flying training, as applicable, prepared the graduate to perform specific mission tasks. It should solicit additional information through written comments. Send surveys to all graduates with the exception of ranks O-6 and above.

3.3.2.3. Supervisor questionnaires should evaluate how well the training prepared the graduate to perform specific mission tasks for follow on training or weapon systems employment. It should also solicit additional information through written comments. While it is desired that a supervisor complete a questionnaire for each graduate, alternate supervisory sampling methods are authorized and may include surveying by graduating class or periodic time period (i.e., quarterly), or may include alternate methods such as interviews, telephone survey or “side-bars”. Regardless of method of delivery, every effort should be made to have surveys sent out at the same predetermined time. Send surveys to all graduates with the exception of ranks O-6 and above.

3.3.2.4. Questionnaire validity and success depend on an effective Graduate Evaluation Program, a high questionnaire return rate, and the thoroughness and sincerity of graduates and supervisors providing the feedback. See paragraph [3.3.1.3](#) detailing assistance provided by NAF/wing POCs.

3.3.2.5. OTD teams and contractors, where applicable, analyze Graduate Evaluation questionnaires and data from other sources, comparing graduate performance with course standards and training objectives. Use guidance in AFMAN 36-2236, AFMAN 36-2234 and AFH 36-2235 to analyze all data. Factors to consider include population, sample size, the number and quality of graduate/supervisor questionnaire responses and information from other relevant sources. Monitor data for trends occurring over two or more classes and for evidence of inadequate or excessive training. Consolidated questionnaire responses are considered relevant when 10 percent (or more) of the numerical or written responses for a particular item reflect the same rating on the rating scale (0 to 4). All training items with a 10 percent (or more) rating of either "0" or "4", and all validated or relevant written comments will be explained in the graduate evaluation report, to include corrective action taken or recommended.

3.3.3. Field Visits. The purpose of a field visit is to validate findings collected via data analysis from some collection method. Field visits are arranged and conducted by OTD team members, preferably an experienced SME and an Education and Training professional, who will visit operational units as deemed necessary depending on the state of training, and/or evaluation feedback suggesting a field visit is necessary. OTD teams will submit field visit requests to ACC TRSS/TDF for TRSS/CC approval at least 30 days in advance of the field visit.

3.3.3.1. Survey data can be used, among other factors such as safety issues and other compelling matters related to training to justify a field visit. When survey data is used as a basis for a field visit, evidence of at least a 10% dissatisfaction rate on any survey rated element must be presented along with the field visit request. The ACC Graduate Evaluation Program POC may accompany teams on field visits with approval of the TDF Flight Commander and ACC TRSS/CC. See [Attachment 13](#) for an example of a field visit notification memorandum.

3.3.3.2. To enhance the effectiveness of field visits, OTD team members are encouraged to participate in part-task and full-mission training experiences in training devices and on actual flying missions, as an observer.

3.3.3.3. Submit a trip report to ACC TRSS/CC, ACC TRSS/TDF, the unit visited and other local offices such as the FTU OG/CC and the FTU. Reports will include visit dates, units and personnel visited, observations, specific discussion items and any recommended actions. See [Attachment 13](#) for an example of a field visit report.

3.3.4. Alternative Data Gathering Methods. Alternative data gathering methods may be used to meet specific evaluation needs when most appropriate. Alternative methods can include but are not limited to message formatted open- and closed-questions to units, interviewing newly arrived/upgraded instructors from the field and telephone inquiry techniques. Additional sources of potential information include student critiques, IG reports, accident reports, stan/eval reports and training requirement meetings.

### 3.4. Graduate Evaluation Report (GER) (RCS: ACC-OTD (AR) 8102):

3.4.1. The GER is a summary and analysis of training data gathered from graduate and supervisor questionnaires, field visits, student critiques, IG reports, accident reports, stan/eval reports, training requirement meetings, etc. The GER serves to close the feedback loop with graduates, supervisors, responsible training units and headquarters, keeps associate units informed of training system issues, facilitates preparation of necessary syllabus changes, provides weapon systems FAMs the opportunity to respond to issues and recommendations, and assures associate units that training developers are listening to their concerns.

3.4.2. OTD Graduate Evaluation Program Manger (GEPM) will compile all data into a GER prior to the biennial SRB or sooner if required due to weapon system, syllabus, and courseware changes or preliminary analysis of incoming graduate evaluation data. GERs are due to ACC TRSS/TDF 60 days prior to the scheduled SRB. The GER review is a mandatory agenda item for SRBs and will be included in the SRB minutes.

3.4.2.1. When a syllabus is rescinded, submit a closeout GER 6 months following graduation of the last class trained under the rescinded syllabus, or 30 days after the syllabus is rescinded, whichever is later. Contact ACC TRSS/TDF with questions concerning GER validity/requirements on rescinded syllabi.

3.4.2.2. Submit a Letter of No Report to ACC TRSS/TDF when no classes have been taught or there are no graduates to survey during the graduate evaluation period.

3.4.3. Follow the GER format and guidance found in **Attachment 10**, **Attachment 11** and **Attachment 12**. Mark each page of the GER "FOR OFFICIAL USE ONLY." Include a distribution page that lists the syllabus OPR (ACC division of the weapon system FAM), MAJCOMs, NAFs, FTUs and operational units affiliated with the OTD team that are receiving the report.

3.4.4. Upon receipt of the GER from the OTD team, ACC TRSS/TDF will review the report for completeness, accuracy and format. All GERs not following the format and guidance found in **Attachment 10**, **Attachment 11**, and **Attachment 12** will be returned to the OTD team for correction. Once approved by the ACC TRSS/CC, ACC TRSS Command Section will forward the approved GER to the ACC weapon system FAM and applicable ACC division. ACC TRSS/TDF will send a copy of the approved GER to the OTD team.

3.4.5. The OTD team will distribute the approved GER locally, according to the distribution page. File the GER in the syllabus record set and retain copies of the last three GERs for each formal course to assess trends resulting from syllabus changes.

3.4.6. The syllabus OPR will review the GER and use it to implement syllabus modifications at the SRB (or earlier depending on the criticality of the information).

## Chapter 4

### BUDGET AND FUNDING

**4.1. Funds Distribution.** ACC TRSS provides funding for TRSS detachments. Funds allocated to detachments are centrally managed by ACC TRSS, with TRSS/CC having overall responsibility for TRSS detachment funding. Detachment commanders are empowered to control and move funds from one element of expense and investment code (EEIC) to another, as required for mission accomplishment. ACC TRSS and each detachment will develop a spending plan to ensure spending remains within the allocated budget and ensure funds are not withheld or redistributed to other agencies in host wings.

**4.2. ACC TRSS Responsibilities.** ACC TRSS notifies the detachments of ACC TRSS/CC approval or disapproval of execution plans. ACC TRSS will:

4.2.1. Appoint a squadron resource advisor (RA) and alternate to provide budget oversight of all unit funding and serve as the point of contact for financial coordination with HQ ACC/A3R, Operations Resource Management and the detachments. The RA and alternate will attend resource training through the local budget office.

4.2.2. Provide funding to ensure OTD team personnel remain as current as possible in state-of-the-art instructional and presentation technologies, and research and training technologies and approaches applied in other MAJCOMs, services, industries and education and government agencies.

4.2.3. Comply with HQ ACC/A3R requirements for funding acquisition.

4.2.4. Determine distribution of allocated funds between detachments if they are less than fully funded.

4.2.5. Inform detachments of the amount of funds included in the local budget office's specific guidance.

4.2.6. Serve as funding advocate for detachments.

4.2.7. Submit TRSS execution plans (funding requests) to HQ ACC/A3R for approval.

4.2.8. Serve as focal point for detachment problems involving funding levels, unfunded requests and other major resource problems that cannot be resolved at the local level.

4.2.9. Fund OTD team member training required by this instruction (see [Attachment 4](#)). Recommended training deemed necessary by a particular detachment will be unit funded.

4.2.10. FTUs are responsible for the purchase, operation, and maintenance of all computers and computer related equipment in their classrooms as well as physical accountability using current guidelines set up by Automated Data Processing Equipment (ADPE) authorities.

**4.3. Detachment Responsibilities.** Detachment commanders will appoint a primary and alternate RA in writing. A copy of the appointment letter will be sent to the local budget office (or as required locally) and ACC TRSS/RA. Detachment RAs will:

4.3.1. Prepare an annual execution plan for each FY according to ACC TRSS guidance. Submit plan to ACC TRSS annually (usually mid Feb-early Mar).

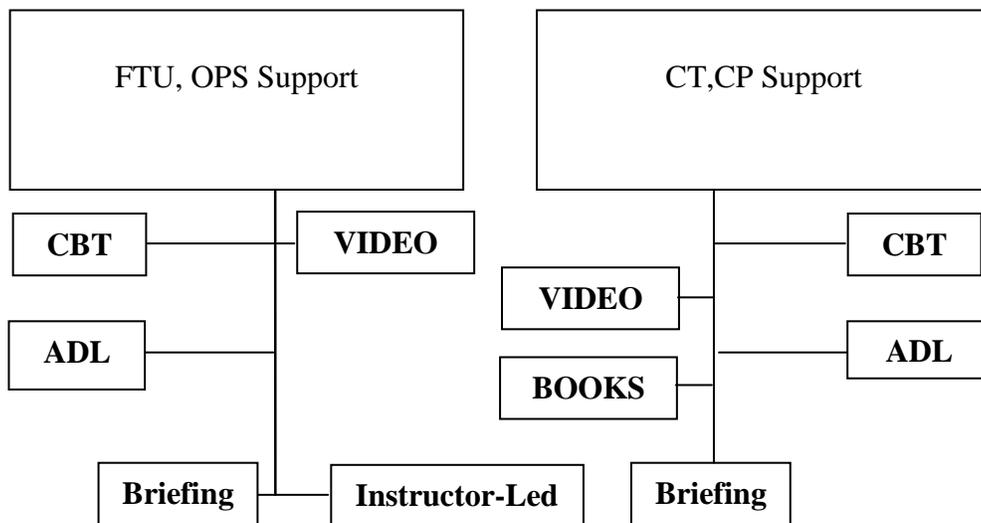
- 4.3.2. Complete resource training through the local budget office.
- 4.3.3. Monitor and document unfunded requirements and keep the ACC TRSS/RA informed.
- 4.3.4. Inform the ACC TRSS/RA of funding problems that may affect mission accomplishment.
- 4.3.5. Notify the ACC TRSS/RA if full funding does not appear on responsibility center/cost center (RC/CC) reports or if a decrease in annual or quarterly targets is detected.
- 4.3.6. Comply with local budget office requirements.
- 4.3.7. Work with local base agencies to resolve resource problems with equipment and/or supply acquisition, form completion, equipment maintenance contracts, etc. Notify ACC TRSS if unable to resolve conflicts locally.
- 4.3.8. Maintain and be familiar with, as a minimum, the responsibility center manager monthly reports and the open document listing.
- 4.3.9. Maintain physical or electronic copies of the following forms completed during the current fiscal year:
  - 4.3.9.1. DD Form 1610, *Request and Authorization for TDY Travel of DoD Personnel*.
  - 4.3.9.2. AF Form 9, *Request for Purchase*.
  - 4.3.9.3. AF Form 616, *Fund Cite Authorization (FCA)*.
  - 4.3.9.4. DD Form 1351-2, *Travel Voucher or Subvoucher*.
  - 4.3.9.5. Locally generated supply computer products.
- 4.3.10. Establish access to the following publications for reference:
  - 4.3.10.1. AFMAN 23-110V2, Part 13, *Standard Base Supply Customer's Procedures*.
  - 4.3.10.2. AFI 65-601V1, *Budget Guidance and Procedures*.

## Chapter 5

### COMPUTER-BASED TRAINING (CBT)/COURSEWARE MANAGEMENT

**5.1. General.** ACC TRSS is tasked by HQ ACC/A3 to initiate, develop, distribute and maintain CBT programs to provide initial qualification, mission qualification, upgrade and requalification training for ACC FTUs, and continuation training (CT) programs for distribution CAF-wide. ACC TRSS accomplishes this by using civilian contractor and government development teams to build and maintain training programs. The following paragraphs explain in greater detail the responsibilities of civilian contractors and government development teams, and detail the correct way to label CBT products. **Figure 5.1** outlines ACC TRSS training options available to meet the training requirements for today's CAF warfighter.

**Figure 5.1. ACC TRSS Training Product Options.**



5.1.1. Government Roles and Responsibilities. The government's role in CBT development is to establish the requirement, set the initial development philosophy, generate standards, ensure configuration requirements are maintained, build and maintain non-contractor CBT products, ensure all CBTs meet customer requirements, and act as the focal point to the CAF for all FTU program training needs. The ACC TRSS commander delegates CBT approval to the detachment commander requesting the CBT development, unless specifically withheld in the ACC TRSS CBT tasking letter (i.e., for continuation training support and command product support projects).

5.1.2. Contractor Roles and Responsibilities. Contractors follow existing requirements as stated in their respective contract. Their roles and responsibilities are clearly defined within that contract. They are the continuity to the CBT/CWD cycle.

5.1.3. Instructional System Development (ISD) Process. All CBTs, whether government or contractor designed and developed, will be developed following the ISD process. Information and guidance for designers of instructional systems on how and under what conditions to incorporate training technologies into the ISD process can be found in AFMAN

36-2234, AFH 36-2235V5, and AFMAN 36-2236. This guidance addresses the use of instructional technologies in both resident and nonresident instructional systems.

5.1.4. Categories of Training. ACC TRSS categorizes training products as follows:

**Table 5.1. Categories of Training.**

Category	Product/Topic	Customer
<b>FTU</b>	FTU support	ACC schoolhouses
<b>OPS</b>	Operational training support	CAF operational squadrons
<b>CT</b>	Continuation training support	Follow-on topics for operations
<b>CP</b>	Command product support	Generic topics applicable command-or Air Force-wide

5.1.5. CT Development. CT topics produced through CAT/CWD contracts will normally be designed as a level 2 interactive CBT or higher and will focus primarily on advanced training. Prior to the Realistic Training Review Board (RTRB) convening annually, ACC OG/CCs and all CAF MAJCOMs are solicited for inputs that affect aircrew training, to include CT topics. The CT topic is discussed during the RTRB and, if deemed necessary is tasked to the appropriate agency to develop.

**5.2. Levels of Interactivity.** This paragraph defines the various levels of interactivity and outlines necessary components that must exist at each level. It is important to note that the "cost" of CBT development, both in terms of contract dollars or government man-hours spent building each product, increases as the level of interactivity increases. Current AFH 36-2235V5 outlines the various types of instructional technology capabilities from traditional media to internet-based instruction. The following paragraphs assist the casual user by outlining capabilities and limitations that currently exist with ACC TRSS training products.

**Table 5.2. Levels of Interactivity and Estimated Hours of Development for a 1 Hour Instructor-Led lesson.**

Levels	Key Terminology	Knowledge Lesson-Dev Hrs	Skill Lesson-Dev Hrs	Attitude Lesson-Dev Hrs
<b>1</b>	Passive participation	34	75	200
<b>2</b>	Limited participation	75	125	250
<b>3</b>	Complex participation	200	400	600

5.2.1. **Passive Participation Level 1 – Baseline Presentation.** This is the lowest level of interactive courseware development. In Level 1, the learner receives information. The media used are primarily text and graphics (not complex). This level is used primarily to introduce knowledge, including ideas, concepts, and processes. Information is generally provided in a linear format (one idea after another). Minimal interactivity is incorporated in the form of text, navigational icons, static graphics (e.g., photos, charts, tables) and illustrations, learner-initiated animations, pop-ups and hyperlinks, and simple assessment questions.

5.2.2. **Limited Participation Level 2 – Medium Simulation Presentation.** This presentation level involves the recall of more information than a basic level 1 presentation. There is more interaction such as using a light pen to rotate a switch. Level 2 normally combines audio, video, text, graphics and animation.

5.2.3. **Complex Participation Level 3 – High Simulation Presentation.** This level involves aspects of both level 1 and level 2 while using some of the abilities of ICW. Level 3 may present on screen interaction similar to that used in an aircraft simulator. This level provides a high degree of interactivity, extensive branching capability, maximum mediation opportunity, and real time event simulation with minor equipment limitations, capability to interface with other input devices.

**5.3. CBT Levels of Interactivity.** ACC TRSS CBT programs will be designed around interactive multimedia instruction (IMI). Interactive multimedia instruction is a term applied to a group of predominantly interactive, electronically delivered training instruction and training instruction-support products. IMI is used in the delivery of CBT instructional programs. Common education and training wisdom defines four levels of CBT interactivity. Those, along with the Air Force estimate of development hours associated with 1 hour of CBT development at each level, are delineated in [Table 6.3](#) Note that the development time increases as the level of learning of the lesson increases.

**Table 5.3. Levels of Interactivity and Estimated Hours of Development for 1 Hour of CBT.**

Levels	Key Terminology	Dev Hour Estimate	Skill Lesson-Dev Hrs	Attitude Lesson-Dev Hrs
1	Passive participation	30-200	75	200
2	Limited participation	75-250	125	250
3	Complex participation	200-600	400	600
4	Real time participation	250-650+	450	650+

5.3.1. Level 1 – Passive Participation. Level 1 CBT is the lowest level of Interactive Courseware development. In Level 1, the learner receives information. The media used are primarily text and graphics (not complex). This level is used primarily to introduce knowledge, including ideas, concepts, and processes. Information is generally provided in a linear format (one idea after another). Minimal interactivity is incorporated in the form of text, navigational icons, static graphics (e.g. photos, charts, tables) and illustrations, learner-initiated animations, pop-ups and hyperlinks, and simple assessment questions.

5.3.2. Level 2 - Limited Participation. A level 2 CBT lesson has only one logic flow and includes drill and practice, feedback on student responses, a summary of what was taught, and most importantly evaluates whether the student understood the information presented. If a lesson does not test the student on learning objectives, it is not a level 2 CBT. A level 2 CBT must contain the items listed in **Table 6.4** In Level 2, the learner recalls information and responds to instructional cues. This level is used to introduce simple operational and maintenance guidelines and procedures. Information can be presented in a linear manner, but the learner has some control over the presented material. Limited to moderate interactivity is incorporated in the form of user-initiated animations, interactive graphics, activities, scenarios, and assessments (practices, knowledge checks, and tests).

5.3.3. Level 3 - Complex Participation. A level 3 CBT incorporates all the attributes of level 2 ICW, but also provides multiple learning paths and may or may not have some limited real time simulation. The biggest difference between a level 2 and level 3 CBT is in the options the student has available to them within the branching scheme of the program. Level 3 lessons provide the student more than one way to learn or understand the teaching point(s). In Level 3, the learner applies information to scenarios and interacts with simulations. This level is used to present more complex operational and maintenance procedures. Information is often non-linear and the learner has moderate control over the presented information. Moderate to high interactivity is incorporated in the form of complex interactive graphics including simulations and decision-based branched scenarios.

5.3.4. Level 4 - Real Time Participation. Level 4 lessons include all the characteristics from the previous interactivity levels as well as adding the ability for the student to participate in a fully operational setting for real time simulation. Level 4 interactive lessons also measure the student's ability to react to predictive and performance situations as determined by the CBT topic. In Level 4, the learner engages in a life-like set of complex cues and responses. This level is used to simulate highly complex operational and maintenance procedures that often support certification. Maximum flexibility and multi-level branching allow a high degree of interactivity in the form of a simulator and gaming environment.

**5.4. Contractor-Produced Courseware.** ACC TRSS manages training contracts that use civilian contractors to produce CBT (Exception: Systems Program Officer (SPO) managed contracts). In most cases these contractors also perform academic instruction. We refer to this form of training solution as CAT/CWD.

5.4.1. General. CAT and/or CWD contracts may be awarded to civilian contractors if the training unit, ACC TRSS and HQ ACC/A3 determine this to be effective and efficient.

5.4.2. Contract Aircrew Training. CAT contracts are individually designed to meet the specific needs of students, training units and operational units. These contracts usually

include classroom instruction and training device instruction. In some instances, it may also include flying training.

5.4.3. Courseware Development. CWD contracts are designed to meet the specific needs of students, training units and operational units. CWD contracts provide new or revised instructional products. These contracts may include development of lesson plans, student study guides, textbooks, tests, grade sheets, interactive courseware, syllabi, etc.

5.4.4. CBT Level Requirement. The level of interactivity of a CBT product developed by a contractor is determined by the PWS documents contained in each CAT/CWD contract awarded. Contractor-developed CBT is normally designated as a level 2 interactive CBT or higher and focuses primarily on advanced training requirements. If not specifically stated within the contract, the contractor will follow guidance set up in [Table 6.4](#)

**Table 5.4. Components of a Level 2 CBT.**

<b>LEARNING OBJECTIVES</b> must be stated at the beginning of the program.
There must be some <b>STUDENT INTERACTION</b> such as rotating switches, pressing/clicking on display buttons, filling in information, etc. The fact that the CBT requires a student to press the enter key or a display screen graphic to move from one screen to another is not student interaction.
<b>COMPUTER-MANAGED INSTRUCTION (CMI)</b> is used to track student progress through the lesson, analyze student performance and offer feedback. Recommend after each teaching point a quiz or questionnaire be presented to the student. Incorrect responses must include the correct response and feedback to enable the student to leave that subject area understanding the correct method/approach/response.
Review all key teaching points prior to the end of the lesson in a <b>SUMMARY</b> .
Students must take an <b>END-OF-LESSON TEST</b> (or periodically test at key points throughout) and achieve a score that meets the academic standards as specified by the syllabus in order to be considered knowledgeable in the information provided in the lesson.

5.4.5. Continuation Training (CT) CBT Lesson Validation:

5.4.5.1. Once the CT topic is developed by the contractor and beta tested, the on-site courseware government courseware/subject matter expert (GCW/SME) for that contract sends the CBT to ACC TRSS/TDF. ACC TRSS/TDF will validate lesson continuity, appropriate security markings, software standards and system operability. ACC TRSS/TDF will obtain the designated FAM review and concurrence to validate technical accuracy. The ACC TRSS/CC, acting as the direct agent for the HQ ACC/A3, approves all CAT/CWD CT courseware. Upon notification of ACC TRSS/CC approval, the developing agency will update the course catalog. The developing agency will duplicate and distribute all courseware as follows:

5.4.5.1.1. The ACC TRSS/CC grants approval for release and distribution of courseware (to include syllabi) to any military organization within DoD, at the discretion of the distributing detachment commander.

5.4.5.1.2. Distribution of courseware (to include syllabi) outside the DoD is not authorized without prior approval of the ACC TRSS/CC. Distributing detachments will forward request via memorandum for courseware (to include syllabi) distribution outside the DoD to ACC TRSS/TDF for staffing and approval.

5.4.5.2. FTU Topics. The TRSS detachment GCW/SME validates all CAT/CWD courseware IAW the PWS by ensuring lesson continuity, appropriate security markings, software standards and system operability are enforced. A SME will validate technical accuracy. After validation, the GCW/SME submits courseware to the ACC TRSS detachment commander for approval. Upon approval, the product is released to the FTU for implementation. The GCW/SME should establish and maintain a courseware acceptance/in-work data file for monitoring all CAT/CWD courseware. If the detachment CC believes particular CAT/CWD courseware needs command review, contact ACC TRSS/TDF for further guidance.

5.4.5.3. CAT/CWD Acquisition Process. ACC TRSS, SPO and HQ ACC AMIC are OPRs for all HQ ACC/A3 acquired contracts. All HQ ACC operational units desiring CAT/CWD for aircrew training should notify their weapon system FAM at HQ ACC. Upon approval, ACC TRSS will acquire and manage training contracts. Upon approval, SPO will acquire and manage training contracts. Training contracts of this type typically require 12-18 months to award from the initial tasking date. Units should plan for this time period when making manning decisions.

5.4.6. Contract Program Management. ACC TRSS is the program manager for CAT/CWD programs not managed by the SPO. HQ ACC AMIC is the contract administrator for ACC TRSS CAT/CWD programs. ACC TRSS provides technical expertise to HQ ACC AMIC to satisfy customer requirements. HQ ACC AMIC ensures the contract provides the legal and financial means to satisfy customer requirements. ACC TRSS and HQ ACC AMIC work together to manage and maintain selected HQ ACC/A3 CAT/CWD contracts.

5.4.7. For non-TRSS owned CAT/CWD contract(s), the SPO is the contract administrator. The SPO may assign Quality Assurance Representatives (QAR) to integrate ACC TRSS and local on-site ACC requirements. The SPO will also ensure the contract provides legal and financial means to satisfy customer requirements.

## **5.5. Non-Contractor CBT Development (Government Produced).**

5.5.1. General. Non-contractor CBT development training programs are CBT/CWD projects tasked directly from the ACC TRSS/CC to any of its detachments. ACC TRSS detachment commanders are required to forward to ACC TRSS/CC any CBT/CWD requests not received using this accountability chain.

5.5.2. Courseware Development. CBT/CWD taskings are designed to meet the specific needs of students and training units. These CBT programs provide new instructional materials and will be fully supported until the requestor no longer needs the training program. Each detachment receiving a tasking will provide the name(s) of the detachment POC and an estimated development start date to the ACC TRSS/TDF within 3 workdays.

5.5.3. CBT Level Requirement. The level of interactivity of a CBT for a requested topic for government-developed projects is determined by the ISD analysis conducted by that detachment's education and training professional. If CBT is determined to be the best method

for providing instruction on the topic, the detachment OTD team will follow existing guidance outlined within this chapter. Detachment development teams (with the exception of Det 1 and 8) that are supported by CAT/CWD contracts can build level 1 training products only. If the ISD needs analysis proposes a level 2 or higher solution approach, then the developing detachment must seek support/approval from ACC TRSS, who will task out that project to either Detachment 1 or 8 for development.

#### 5.5.4. CBT Lesson Validation.

5.5.4.1. Detachments will ensure that CBTs are only developed when supported by training requirements in the current TTL or syllabus. If the training requirements are not specified in either of these documents, the detachment cannot develop the CBT until the TTL and syllabus have been amended to reflect the training requirement. CBTs developed that are not tied to a training requirement are considered a one-time build and is not supported by the TRSS after delivery.

5.5.4.2. For lessons to be used solely within the local FTU community and not distributed further, the ACC TRSS detachment commander is the final approval authority. The OTD team is responsible for reproduction and distribution, if not provided for in TRSS tasking letter.

5.5.4.3. For lessons to be distributed outside of the local FTU community, the completed, beta-tested lesson must be sent to the ACC TRSS/TDF for validation and approval prior to final delivery to the end customer. ACC TRSS/TDF will perform an independent validation to verify lesson continuity, appropriate security markings, software standards and system operability are enforced. TDF will forward the CBT lesson to the appropriate ACC weapon system FAM for technical review and formal coordination. ACC TRSS/CC, acting as the direct agent for HQ ACC/A3, approves all CBT/CWD products for general distribution.

5.5.5. Courseware Catalog Updates. Once the CBT/CWD product is approved, the local ACC TRSS detachment is responsible for following up to ensure their CBT/CWD products are updated in DIMOC and accurately reflect current course and ordering information. The OTD team will maintain an Access database or Excel spreadsheet to track each CBT product distributed outside the immediate FTU.

### 5.6. CBT Disc Identification Labeling.

5.6.1. General. All media ( zip disks, CDs, DVDs, etc.,) will be security marked IAW AFI 31-401, *Information Security Program Management* and DoD Instruction 5200.01, *Information Security Program and Protection of Sensitive Compartmentalized Information*. This guidance applies to both classified and unclassified CBT products. Deviations to these labeling standards must be approved by ACC TRSS/CC prior to release.

#### 5.6.2. CBT CD-ROM/DVD and Jewel Case Labeling.

5.6.2.1. The front, outside cover of the jewel case contains general information about the CBT stored inside. The front cover of the jewel case must contain, as a minimum, the following information:

5.6.2.1.1. Title of the CBT program.

5.6.2.1.2. Current version of the program (e.g., V1.0, V1.2, etc.).

5.6.2.1.3. Release date of the program.

5.6.2.1.4. Classification of program.

5.6.2.2. The CD-ROM/DVD jewel case inside cover contains technical data about the specific program stored inside. The inside cover must contain, as a minimum, the following technical information:

5.6.2.2.1. Detailed instructions for running the program from the CD-ROM/DVD and for loading it to the user's hard drive.

5.6.2.2.2. Hardware system requirements. If the training product requires core/root programs to run the application, that information must also be contained within the inside cover. **WARNING:** All core/root programs must be current ACC Enterprise approved products.

5.6.2.3. The front of the CD/DVD itself contains general information about the program contained on the disc. The disc itself must contain the following information:

5.6.2.3.1. Title of the CBT program.

5.6.2.3.2. Version of the program (e.g., V1.0, V1.2, etc.).

5.6.2.3.3. Release date of the program.

5.6.2.3.4. Product validation source (e.g., ACC TRSS, ACC TRSS Det 15; USAF Weapons School, Nellis AFB; HQ ACC/SE).

5.6.2.3.5. Classification of the program.

5.6.2.4. The back cover of the CD/DVD jewel case contains development and distribution points of contact. The back cover must contain the following information:

5.6.2.4.1. Developer POC and phone number (e.g., ACC TRSS Det 3, DSN 228-1234).

5.6.2.4.2. Distribution POC (e.g., applicable Dets).

5.6.2.4.3. Subject Matter POC (e.g., Capt John Doe, 123FS, Los Angeles AFB CA).

5.6.2.4.4. Approval block (e.g., This course is approved for release by the ACC TRSS/CC).

5.6.2.4.5. Classification of program.

**5.7. Classified Distribution.** In addition to the requirements for unclassified CBT distribution listed above, classified CBT products require security validation prior to any distribution. Classified training products will not be downloaded using the detachment web page unless that page is self contained inside an authorized SIPRNET file server (base controlled classified web site). Detachments may advertise the availability of these products on their unclassified military web sites or electronic courseware catalog. Detachments will authenticate the requester in writing, and conduct a follow-up telephone call with the requester's security official, prior to mailing any classified products. Once authenticated, the detachment should distribute the product within five workdays to the requestor. If the new product is a revision and the security certificate is less than 1 year from the release date of the CBT product, the detachment does not have to recertify the security certificate. However, if the security certificate is over a year old, then

recertification is mandatory. Classified CBTs will be distributed via accountable container and will use an AF Form 310, *Document Receipt and Destruction* certificate for tracking purposes. If the AF Form 310 is not returned within 30 days from its mailing, the detachment will conduct follow-up action. Once the AF Form 310 is received, it is filed and maintained for the appropriate time period as outlined within Air Force security guidance. Questions or concerns should be addressed to ACC TRSS/CCE.

**Table 5.5. Sample Label for Classified CDs/DVD and Jewel Cases.**

<b>SECRET-NOFORN or SECRET//REL TO ACGU.</b>	
Title	Derived From:
Date Originated:	Declassify On:
Name, address, and telephone of originating agency.	
<b>SECRET-NOFORN or SECRET//REL TO USA, EGY and ISR.</b>	

**Table 5.6. Sample Label for Unclassified CDs/DVD and Jewel Cases.**

<b>UNCLASSIFIED</b>
Title
Date Originated:
Name, address, and Telephone of originating agency.
<b>UNCLASSIFIED</b>

## Chapter 6

### AIRCREW TRAINING AID AND DEVICE MANUFACTURING

**6.1. General.** This chapter defines Aircrew Training Aids (ATA) and Aircrew Training Devices (ATD) and responsibilities of each agency involved in procurement, maintenance, transportation, and disposal of ATA/ATDs, and delineates policies governing their local manufacture and management. Requests for and approval of all training aids will be IAW this chapter. See [Attachment 14](#) for ATA/ATD evaluation process.

**6.2. Aircrew Training Aids (ATA) and Aircrew Training Devices (ATD).** An aircrew training aid is any device used in formal and continuation training programs, manufactured within the command and not procured by Air Force Materiel Command (AFMC). ATA include charts, photographs, videos, cutaways, models, and mockups. ATD include part-task trainers, cockpit familiarization trainers, and egress trainers. ATA and ATD are used primarily for aircrew training. Training aids excluded from the guidance of this chapter include environmental improvement projects, housekeeping equipment, and devices (such as flight scheduling boards, command post briefing boards, award plaques, etc.) that do not have a direct application to training programs. Training aids will be locally manufactured at the unit level, by Det 1, ACC TRSS, or for videos, by 436 TS at Dyess AFB TX. ATA/ATDs are integral to formal operations training courses of instruction and continuation training programs under the direction of the HQ ACC/A3.

#### **6.3. Responsibilities:**

6.3.1. The OPR for ACC ATA/ATD manufacturing is the requesting ACC TRSS Detachment in coordination with ACC TRSS, Det 1 and ACC TRSS.

6.3.2. ACC TRSS is the overall OPDR for the manufacture of ACC ATA/ATDs and has approval authority for all ACC ATA/ATD requests. Based on OTD recommendations, the OPDR will ensure devices are manufactured to meet specific needs within CAF training programs, designed to maximize training potential, and are cost effective. The OPDR will avoid duplication of effort or unnecessary expenditure of resources by coordinating all requests through the applicable OTD team associated with the weapon system the ATA/ATD will support.

6.3.3. The primary manufacturer of ATA/ATDs in ACC is Det 1, ACC TRSS located at Luke AFB AZ. Their budget enables the production and maintenance of ATA/ATDs that may not be available or practical through other procurement channels or are otherwise cost prohibitive. Their customers include ACC, as well as other MAJCOMs. ACC will be reimbursed for all ATA/ATDs developed for other MAJCOMs.

6.3.4. 436 TS Multimedia Facility. A full scale multimedia production facility that develops, directs, and produces multimedia products from graphic imagery to include video/DVD productions for the Air Force and ACC. Their budget makes possible cradle to grave production through scripting, shooting, narrating, editing, dubbing, and initial distribution to include life cycle updates for this medium.

6.3.4.1. Video ATAs may include but are not limited to in-flight video productions, aircraft servicing or Red Flag type training videos.

6.3.4.2. MAJCOMs other than ACC requesting products are required to establish a fund cite that is non-refundable once production begins. For clarification, contact 436 TS.

6.3.5. ACC TRSS Detachments serve as or provide SMEs for training systems associated with their mission design series. A knowledgeable and available SME is a vital requirement for successful and timely production of ATA/ATDs.

**6.4. Training Aid Needs Assessment.** Application of the ISD process for media selection will identify areas where integrated activities require training aids. ATAs are designed primarily to improve training, save resources and enhance safety.

6.4.1. Improve Training. ATA/ATDs provide realism to make training more effective and efficient. They may be as simple as graphs or charts (called visual aids); however, in technical and flying training programs, training aids are generally three-dimensional and designed to provide hands-on interactive training in the operation of equipment aircrew personnel will use on the job.

6.4.2. Save Resources. Aircrew training conducted with aircrew training aids reduces the number of sorties required and/or enhances the effectiveness of sorties.

6.4.3. Enhance Safety. Safety factors improve when critical tasks, or those which require intense training, are first learned using an ATA/ATD.

**6.5. Requesting Aircrew Training Aids.** The requesting unit's project officer will request manufacture, update, or modification of ATA/ATDs with ACC TRSS, Det 1. For 436 TS produced video ATAs, requesting organization's project officer will use DD Form 1995, *Visual Information Production Request and Report*.

**6.6. Approval of ATA/ATD Requests:**

6.6.1. Det 1, ACC TRSS is the approval authority for projects under \$25,000. ACC TRSS CC must approve all other requests.

6.6.2. Approval authorities will consider Det 1's time, cost estimate and the recommendations of the OTD team to determine whether to correct the training deficiency by modifying an existing device or building a new device.

**6.7. Maintenance of ATA/ATDs.** Det 1, ACC TRSS provides both field-level and depot-level maintenance for all Det 1, ACC TRSS built ATA/ATDs, as well as for many of those built by other trainer fabrication organizations.

**6.8. Movement of ATD/ATA.** For disposition or relocation of ATD/ATA, contact the ATD/ATA FAMs at ACC TRSS Det 1, ACC TRSS for guidance. ATD/ATA will typically be shipped through servicing Traffic Management Offices using DD Form 1149, *Requisition and Invoice/Shipping Document*.

**6.9. Request for ATA/ATDs from Other Commands or Services.** Requests will be made and processed IAW this instruction. The requesting command or service is responsible for the cost of all materials and labor.

## Chapter 7

### EDUCATION AND TRAINING PROFESSIONAL OF THE YEAR AWARD

**7.1. Education and Training Professional (ETP) of the Year Award.** The ETP of the Year award was created to recognize the outstanding contributions of ACC TRSS training professionals. The three categories for this award are Enlisted, Officer and Civilian. The inclusive dates for the award are 1 January through 31 December each year. Submission for this award is not mandatory; however, the efforts and accomplishments of TRSS personnel should not go unrecognized. The award is open to assigned 3S2X1, 38P and civilian education and training personnel. The nominating detachment commander may submit only one AF Form 1206, *Nomination for Award* for each category, as applicable. The AF Form 1206 will be reviewed and scored by a panel of HQ ACC/A3 officers, SNCOs and civilians using a point system. One winner from each category will be selected and announced at the annual ACC TRSS Education and Training Workshop or another forum, as appropriate.

7.1.1. All participating detachments will e-mail a cover letter signed by the detachment commander along with the AF Form 1206 attached, NLT 15 December. Bulleted comments will not exceed 27 lines (not including the headings). The award headings and point values are as follows:

- 7.1.1.1. Leadership and Job Performance in Primary Duties (30 points).
- 7.1.1.2. Articulate and Positive Representative of the Air Force (10 points).
- 7.1.1.3. Unit and Self-Improvement Efforts (10 points).

GILMARY M. HOSTAGE III, General, USAF  
Commander

**Attachment 1****GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION*****References***

AFI 11-202V2, *Aircrew Standardization/Evaluation Program*, 13 September 2010  
AFI 31-401, *Information Security Program Management*, 1 November 2005  
AFI 33-112, *Hardware Asset Management*, 7 January 2011  
AFI 36-2201, *Air Force Training Program*, 15 Sep 2010  
AFMAN 33-363, *Management of Records*, 1 March 2008  
AFMAN 36-2234, *Instructional System Development*, 1 November 1993  
AFH 36-2235V1-13, *Information for Designers of Instructional Systems*, 2 September 2002  
AFMAN 36-2236, *Guidebook for Air Force Instructors*, 12 November 2003  
AFI 36-2248, *Operation and Management of Aircrew Training Devices*, 1 May 1998  
AFI 65-601V1, *Budget Guidance and Procedures*, 16 August 2012  
AFI 11-301V1, *Aircrew Flight Equipment (AFE) Program*, 25 February 2009  
AFI 36-2251, *Management of Air Force Training Systems*, 5 June 2009  
ACCI 36-2252, *ACC Formal Operations Training*, 10 June 2010  
AFPAM 63-503, *Quality Assurance of Training Systems Contracts*, 15 October 1993  
ACCI 36-2850, *ACC Recognition Program*, 30 Dec 2010  
*DODI 5200.01, Information Security Program and Protection of Sensitive Compartmentalized Information*, 9 October 2008.

***Prescribed Forms***

This instruction does not prescribe any forms.

***Adopted Forms***

AF Form 847, *Recommendation for Change of Publication*  
DD Form 1610, *Request and Travel Authorization for TDY of DOD Personnel*  
DD Form 1995, *Visual Information (VI) Production Request and Report*  
AF Form 9, *Request for Purchase*  
AF Form 616, *Fund Cite Authorization (FCA)*  
DD Form 1351-2, *Travel Voucher or Subvoucher*  
AF Form 310, *Document Receipt and Destruction Certificate*  
DD Form 1149, *Requisition and Invoice/Shipping Document*  
AF Form 1206, *Nomination for Award*

*Abbreviations and Acronyms*

**A3**—Director of Air Operations  
**ACCI**—Air Combat Command Instruction  
**ACQ**—(ACC TRSS) Acquisition Flight  
**ADL**—Advanced Distributed Learning  
**AETC**—Air Education and Training Command  
**AFE**—Aircrew Flight Equipment  
**AFH**—Air Force Handbook  
**AFI**—Air Force Instruction  
**AFMAN**—Air Force Manual  
**AFMC**—Air Force Materiel Command  
**AFPAM**—Air Force Pamphlet  
**AFRC**—Air Force Reserve Center/Command  
**AFSC**—Air Force Specialty Code  
**AMIC**—Acquisition Management and Integration Center  
**ANG**—Air National Guard  
**AOC**—Air Operations Center  
**ARMS**—Aviation Resource Management System  
**ASOC**—Air Support Operations Center  
**ATA**—Aircrew Training Aid  
**ATD**—Aircrew Training Device  
**ATFF**—After the Fact Funding  
**AV**—Audio Visual  
**AWACS**—Airborne Warning and Control System [E-3A aircraft]  
**AWDS**—Advanced Weapons Director School  
**BCC**—Battle Control Center  
**C-NAF**—Commander Numbered Air Force  
**CAF**—Combat Air Forces  
**CAT**—Contract Aircrew Training  
**CBT**—Computer-Based Training  
**CC**—Commander  
**CCAF**—Community College of the Air Force

**CIC**—Classroom Instructor Course  
**CP**—Command Product  
**CRC**—Control and Reporting Center  
**CRO**—Criterion-Referenced Objective  
**CT**—Continuation Training  
**CWD**—Courseware Development  
**DAVIS/DITIS**—Defense Automated Visual Information System/Defense Instructional Technology Information System  
**DET**—Detachment  
**DIMOC**—Defense Imagery Management Operations Center  
**DoD**—Department of Defense  
**EEIC**—Element of Expense and Investment Code  
**ETCA**—(Air Force) Education and Training Course Announcements  
**ETP**—Education and Training Professional  
**EW**—Electronic Warfare  
**FAM**—Functional Area Manager  
**FIN PLAN**—Financial Plan  
**FMS**—Foreign Military Sales  
**FT**—Formal Training  
**FTU**—Formal Training Unit  
**GCW/SME**—Government Courseware/Subject Matter Expert  
**GER**—Graduate Evaluation Report  
**GT/SME**—Government Training/Subject Matter Expert  
**HQ ACC**—Headquarters Air Combat Command  
**IAW**—In Accordance With  
**ICW**—Interactive Courseware  
**IG**—Inspector General  
**IMI**—Interactive Multimedia Instruction  
**IPMS**—(DoD) Information Processing Management System  
**IQT**—Initial Qualification Training  
**ISD**—Instructional System Development  
**ITAMS**—Information Technology Accounting Management System  
**ITRO**—Interservice Training Review Organization

**JSTARS**—Joint Surveillance Target Attack Radar System (E-8 aircraft)

**MAJCOM**—Major Command

**MDS**—Mission Design Series

**MOA**—Memorandum of Agreement

**MTT**—Mobile Training Team

**NAF**—Numbered Air Force

**NAOC**—National Airborne Operations Center

**NCO**—Noncommissioned Officer

**OCDR**—Office of Concurrent Developmental Responsibility

**OG**—Operations Group

**OJT**—On-the-Job Training

**OPDR**—Office of Primary Developmental Responsibility

**OPR**—Office of Primary Responsibility

**OTD**—Operations Training Development

**POC**—Point of Contact

**POI**—Plan of Instruction

**PWS**—Performance Work Statement

**QAE**—Quality Assurance Evaluator

**QAR**—Quality Assurance Representative

**RA**—Resource Advisor

**RC/CC**—Responsibility Center/Cost Center

**RTRB**—Realistic Training Review Board

**SE**—Safety

**SERE**—Survival, Evasion, Resistance and Escape

**SIB**—Safety Investigation Board

**SIMCERT**—Simulator Certification

**SME**—Subject Matter Expert

**SOF**—Supervisor of Flying

**SORTS**—Status of Resources and Training Systems

**SOW**—Statement of Work

**SPO**—System Program Office (ASC/YST Wright Patterson AFB)

**SRB**—Syllabus Review Board

**STP**—System Training Plan

**T-2**—Tier 2

**TACP**—Tactical Air Control Party

**TDAC**—Training Data and Analysis Center

**TDF**—(ACC TRSS) Training Development Flight

**TO**—Technical Order

**TPT**—Training Planning Team

**TQAP**—Training Quality Assurance Personnel

**TRADOC**—Army Training and Doctrine Command

**TRSS**—Training Support Squadron

**TS**—Training Squadron

**TSS**—Training System Squadron

**TTL**—Training Task List

**TU**—Training Unit

**USAFWS**—United States Air Force Weapons School

### *Terms*

**Centers of Excellence**—Core development agencies capable of producing high-end operations training products to include ACC TRSS Detachment 1, Luke AFB AZ; 436th Training Squadron, Dyess AFB TX; and ACC TRSS Detachment 8, Nellis AFB NV.

**Continuation Training**—Computer-based and video training products developed at the direction of the HQ ACC/A3, focusing primarily on advanced training to enhance the war fighting skills within the operations community.

**Course Control Documents**—Specialized publications used to control the quality of the instructional system, such as training standards, plans of instruction, syllabi and lesson strategy reports.

**Course Manager**—Individual appointed as the primary point of contact for all matters in regard to a specific course.

**Courseware**—Training materials such as technical data and textual, audiovisual and computer-based instructional materials.

**DAVIS/DITIS**—Defense Automated Visual Information System/Defense Instructional Technology Information System is a repository of AV productions and IMI products to include videotapes, films and multimedia programs used to support operational, training. To update a CBT listing go to: [https://productions.dodmedia.osd.mil/ditis\\_admin/index.html](https://productions.dodmedia.osd.mil/ditis_admin/index.html).

**DIMOC**—The Defense Imagery Management Operations Center contains the searchable listings and descriptions of thousands of audiovisual (AV) productions and interactive multimedia instruction (IMI) products used by the Department of Defense. AV productions and IMI products

include videotapes, films and multimedia programs used to support operational, training, and internal information missions. To access Defense Imagery Management Operations Center (DIMOC) go to: <http://www.defenseimagery.mil/index.jsp>.

**AF Education and Training Course Announcements (ETCA)**—An internet site containing comprehensive list of all available AF formal training courses. The ETCA is accessed at <https://etca.randolph.af.mil>.

**Instructional System**—An integrated combination of resources (students, instructors, materials, equipment and facilities), techniques and procedures performing effectively and efficiently the functions required to achieve specified learning objectives.

**Lesson Plan**—An approved method of instruction that provides specific definition and direction to the instructor on learning objectives, equipment, instructional media material requirements and conduct of training. Lesson plans are the principal component of curriculum materials in that they sequence the presentation of learning objectives and program the use of supporting instructional material.

**Office of Concurrent Developmental Responsibility**—This office/individual is responsible for assisting the OPDR as necessary in the development of the identified training items.

**Office of Primary Developmental Responsibility**—This office is responsible for development, maintenance and use of the identified training items.

**Office of Primary Responsibility**—This office is responsible for ensuring the training is valid and current.

**Operations Training Development Team**—OTD teams are ACC focal points for formal operations training development issues regarding the teams' assigned weapon/defense system. Defined further in paragraph [1.2.4](#)

**Plan of Instruction**—A qualitative course control document designed for use primarily within a school for course planning, organization and operation. Generally, criterion-referenced objectives, duration of instruction, support materials and guidance factors are listed for every block of instruction within a course. An example of a POI is the course syllabus.

**Subject Matter Expert**—Individual responsible for providing expertise in the training topics areas to develop, update and validate training.

**Training Unit**—Organizations/contractors conducting formal training including FTUs and other operational wings, groups, squadrons and centers conducting courses outlined in or under development for inclusion in the AF ETCA.

## Attachment 2

## WEAPON SYSTEM FUNCTIONAL MANAGERS

**A2.1. Weapon System Functional Area Managers (FAM).** Weapon system FAMs are the syllabus and training task list OPRs for formal operations training programs. ACC TRSS also provides support to AF Global Strike Command IAW the Memorandum of Agreement Between HQ ACC and HQ AFGSC for B-2 and B-52 Formal Operations Training Development Support. Weapon systems FAMs are designated in [Table A2.1](#)

Table A2.1. ACC Weapon System FAMs.

Formal Training Program	OPR(s)
A-10C	A3TO
Air Operations Center (AOC)	A3CT
Air Support Operations Center (ASOC)	A3FC
Battle Control Center (BCC)	A3CI
B-1B	A3TO
B-2	AFGSC/A3TO
B-52	AFGSC/A3TO
Control and Reporting Center (CRC)	A3CG
E-3 (AWACS)	A3CA
E-4B (NAOC)	A3CN
E-8 (JSTARS)	A3CA
EC-130H (COMPASS CALL)	A3IE
E-9	A3TO
E-11	A3CA
F-15C/F-15E	A3TO
F-16	A3TO
F-22	A3TO
MC-12	A3MR
MQ-1	A3MU
MQ-9	A3MU
RC/OC/WC-135	A3CR
T-38	A3TO
QF-4	A3TO
U-2	A3MH
RQ-4	A3MH
RQ-170	A3TW
Aggressor	A3T
Tactical Air Control Party	A3FC

<b>Formal Training Program</b>	<b>OPR(s)</b>
Command and Control	A300
USAF Weapons School	A3TW
Safety	SE
AF Aviation Resource Management System (ARMS)	A3TB
Mission Planning	A3TW
ACC Classroom Instructor Course	436 TS
ACC Instructional System Development Principles Course	436 TS
Aircrew Flight Equipment	A3TO
Survival, Evasion, Resistance and Escape (SERE)	A3TB
Flight Instruments	A3TO
Foreign Military Sales (FMS)	ACC/IA
Advanced Weapons Director School (AWDS)	A3CG
Joint Warrior	A3C, A3T

## Attachment 3

## OPERATIONS TRAINING DEVELOPMENT TEAMS

**A3.1. OTD Teams.** Table A3.1. lists all ACC major weapon systems and training subjects and their associated OTD teams.

**Table A3.1. OTD Teams.**

OTD Team	Major Weapon Systems/Training Subjects
436 TS Dyess AFB TX 79607	Classroom Instructor Course (CIC), ACCs Instructional Systems Development (ISD) Principles Course, Host Aviation Resource Management/Squadron Aviation Resource Management Courses, Aviation Resource Management Report Writers Course, Unit Command and Control SORTS/Reports Course, Command Post Management Orientation Course, Flight/Ground/Weapons Safety Program Managers Courses, AFE Program Managers Course, AFE Officers Course, AFE CSEL Course, AFE Deployed Leadership Course
505 TS Hurlburt Field FL 32544	Air Operations Center (AOC)
AFNORTH/A3T Tyndall AFB FL 32403	Battle Control Center (BCC)
Det 2, ACC TRSS Holloman AFB NM 88330	MQ-1, MQ-9, QF-4
Det 3, ACC TRSS Davis-Monthan AFB AZ 85707	A-10C, EC-130H (COMPASS CALL)
Det 6, ACC TRSS Tinker AFB OK 73145	E-3 (AWACS)
Det 7, ACC TRSS Robins AFB GA 31098	E-8 (JSTARS)
Det 8, ACC TRSS Nellis AFB NV 89191	USAF Weapons School, ASOC, TACP (Air Liaison Officer Qualification Course, Joint Terminal Attack Controller Qualification Course, ACC Joint Forward Air Controller [Airborne Course], Joint Firepower Course) Joint Warrior (FECOC, AWDS) and Aggressor Instructor and RQ-170
Det 9, ACC TRSS Luke AFB VA 85309	Control and Reporting Center (CRC)
Det 10, ACC TRSS Offutt AFB NE 68113	E-4B (NAOC), RC-135 (RJ, CB, CS), OC-135, WC-135
Det 11, ACC TRSS Beale AFB CA 95903	MC-12, RQ-4, T-38A, U-2
Det 12, ACC TRSS Whiteman AFB MO 65305	B-2

Det 13, ACC TRSS Barksdale AFB LA 71110	B-52
Det 14, ACC TRSS Dyess AFB TX 79607	B-1B
Det 15, ACC TRSS Seymour-Johnson AFB NC 27531-5023	F-15E
As Directed	Foreign Training , E-9, E-11 and Guardian Angel

## Attachment 4

## OTD TEAM TRAINING REQUIREMENTS

**A4.1. Required Training for OTD Teams.** The training in [Table A4.1](#) is either required or recommended, as noted, to ensure members of OTD teams are adequately prepared to perform their duties. See notes following table.

**Table A4.1. OTD Team Training Requirements.**

Course Title	Course Number	OTD Team Chief	Subject Matter Expert (SME)	Ed Tech (3S2)	E&T Officer (38P)	Ed Specialist (Civ)	G/SME
ACC Instructional Systems Development	J3AZR3S200 010	X	X	X	X	X	X
Principles Course	J4AZT3S200 010 (MTT)	X	X	X	X	X	X
Instructional Systems Development (ISD) (See note 1)	3J5ACC3S200 002	X	X	X	X	X	X
ACC Classroom Instructor Course (CIC) (See note 3)	J3AIR3S200 069 J3AZR 3S200 011	X					
Basic Instructors Course (BIC) (See Note 2) Principles of Instruction (POI)	3J5ACC3S200 000		*	*	*	*	X
G/SME Training (see note 3-4)	Phase I & 2						X
X = Mandatory requirements * = Recommended depending on job duties							

**NOTES:**

1. ISD scheduled or completed within 5 months of assignment to TRSS. Attendance is mandatory for detachment assigned SMEs. Attendance is recommended for non TRSS-assigned SMEs. This requirement may be fulfilled by attending AETC's 3-week course at Sheppard or the abbreviated course offered by the 436th TS at Dyess AFB TX. Sheppard also offers this course by mobile training team (MTT).
2. TRSS personnel are sent to the 5-day Class Instructor Course (CIC) offered by the 436th TS at Dyess AFB TX. The Basic Instructor Course (BIC) may be useful for those who will be conducting and evaluating actual academic platform instruction. BIC is a 4-week course at Sheppard AFB TX and can be used as an alternative to CIC.
3. Phase I G/SME training is a self-paced CBT covering general aspects of performing G/SME duties. Phase II G/SME training is contract specific, lasts approximately 2 hours, and is conducted person-to-person by HQ ACC Contracting, either by teleconference or site visit.
4. For non TRSS owned CAT/CWD contracts, SPO assigned G/SME personnel may attend alternative QA training. SPO is the responsible funding agency.

## Attachment 5

## FORMAL TRAINING RESPONSIBILITIES

**A5.1. Formal Training Responsibilities.** See [Table A5.1](#) for ACC formal operations training responsibilities and [Table A5.2](#) for formal operations training responsibilities specifically for the 436th Training Squadron. Responsibilities are delineated in the way they are most commonly assigned, but may be distributed as seen fit by the owning organization.

**Table A5.1. Formal Training Responsibilities.**

Responsibility	OPR	OPDR	OCDR
Training Task List (IAW ACCI 36-2252)	Weapon System FAM	OTD team/TU	As required
Operations Training Syllabi (IAW ACCI 36-2252)	Weapon System FAM	OTD team/TU	As Required
Handouts	OTD Team	OTD Team	As required
Lesson Plans	OTD Team	OTD Team/TU	As required
Reference Texts	OTD Team	TU	As required
Tests and Quizzes	OTD Team	OTD/TU	As required
Instructional Media	OTD Team	OTD team	TU
Course Training Standards/CROs	OTD Team	OTD team	TU
ETCA Updates	Weapon System FAM	OTD team	As required
Internal Evaluation	OTD Team/TU	OTD Team/TU	As required
External Evaluation	OTD team	OTD team	TU
Instructor Evaluation	TU	TU	As required
Learning Center	OTD Team/TU	OTD team	TU
Learning Center Media	OTD Team	OTD team	TU
Mock-ups	OTD Team/Det 1	OTD team/Det 1	TU
Phase Briefings (Guides)	OTD Team	TU	As required
Phase Manuals	OTD team	OTD Team/TU	As required
Simulator/Device Lesson Plans	OTD Team	OTD Team/TU	As required

<b>Responsibility</b>	<b>OPR</b>	<b>OPDR</b>	<b>OCDR</b>
Student Training Records, Grade Sheets, Related Forms/Records	OTD Team	OTD team/TU	As required

**Table A5.2. 436th Training Squadron Formal Training Responsibilities.**

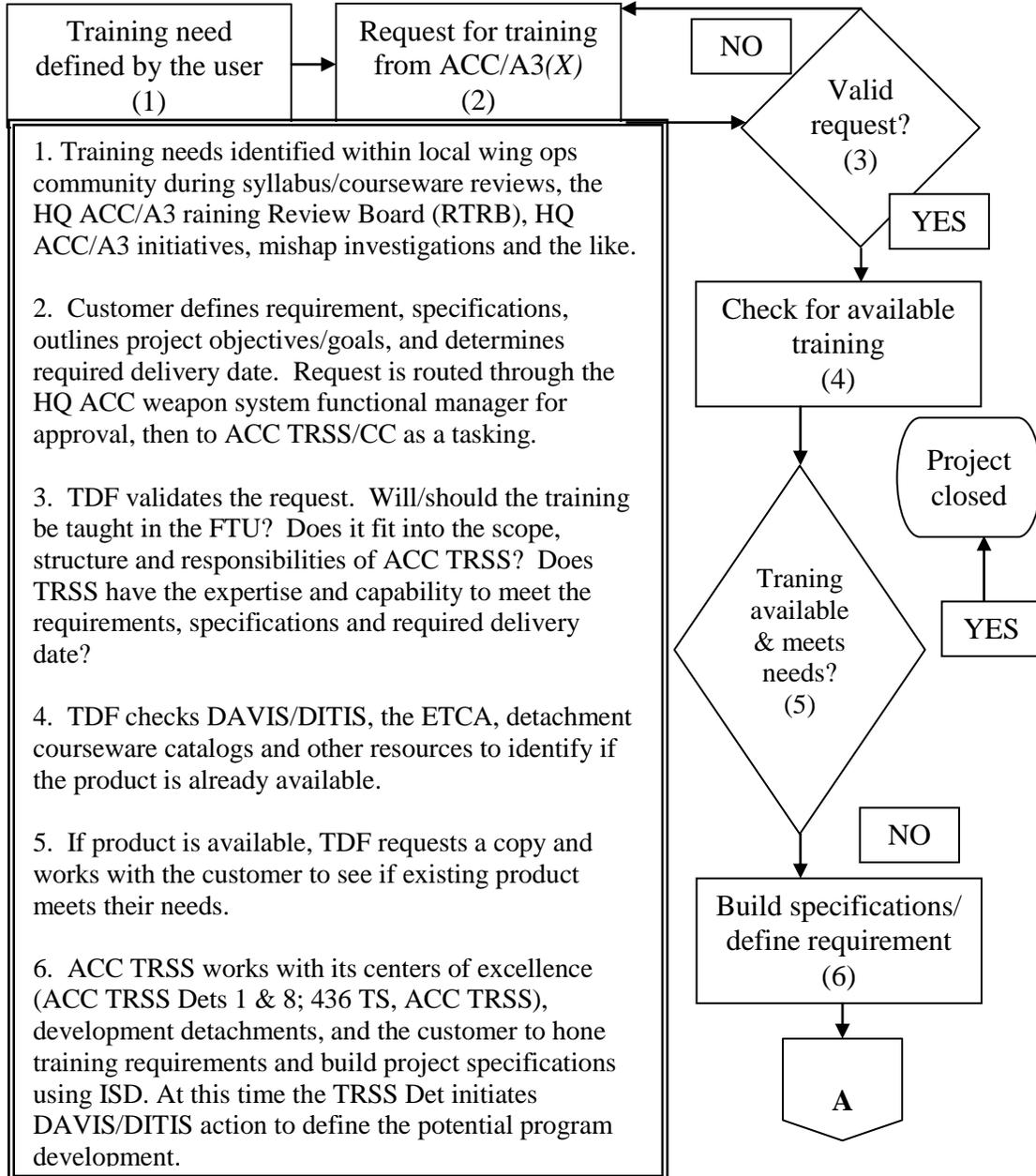
<b>Responsibility</b>	<b>OPR</b>	<b>OPDR</b>	<b>OCDR</b>
Syllabi (IAW ACCI 36-2252)	AF-Level OPR, HQ ACC/SE, HQ ACC/A300, HQ ACC/A3TO, HQ ACC/A3TB, or 436 TS	436 TS	OPR and/or SMEs CCAF for the 436 TS
Course Objectives	436 TS	436 TS	OPR and/or SMEs
Lesson Plans	436 TS	436 TS	OPR and/or SMEs
Student Guides, Handouts and Other Student Materials as Required	436 TS	436 TS	OPR and/or SMEs
Tests, Quizzes, Performance Checklists and/or Criteria	436 TS	436 TS	OPR and/or SMEs
Internal Validation	436 TS	436 TS	OPR and/or SMEs
External Validation	436 TS	436 TS	OPR and/or SMEs CCAF for the 436 TS
Instructor Evaluation	436 TS	436 TS	N/A
Student Training Records, Grade Sheets and Related Forms and Records	436 TS	436 TS	As Required
ETCA	436 TS	436 TS	436 TS

Attachment 6

ACC OPERATIONS TRAINING DEVELOPMENT INTEGRATION PROCESS

**A6.1. ACC Operations Training Development Integration Process.** Figure A6.1 depicts the ACC operations training development integration process from cradle-to-grave. Figure A6.2 depicts the CT topic selection process that merges with the operations training development integration process at "Develop ACC TRSS Training Proposal" in Figure A6.1

**Figure A6.1. ACC Operations Training Development Integration Process.**



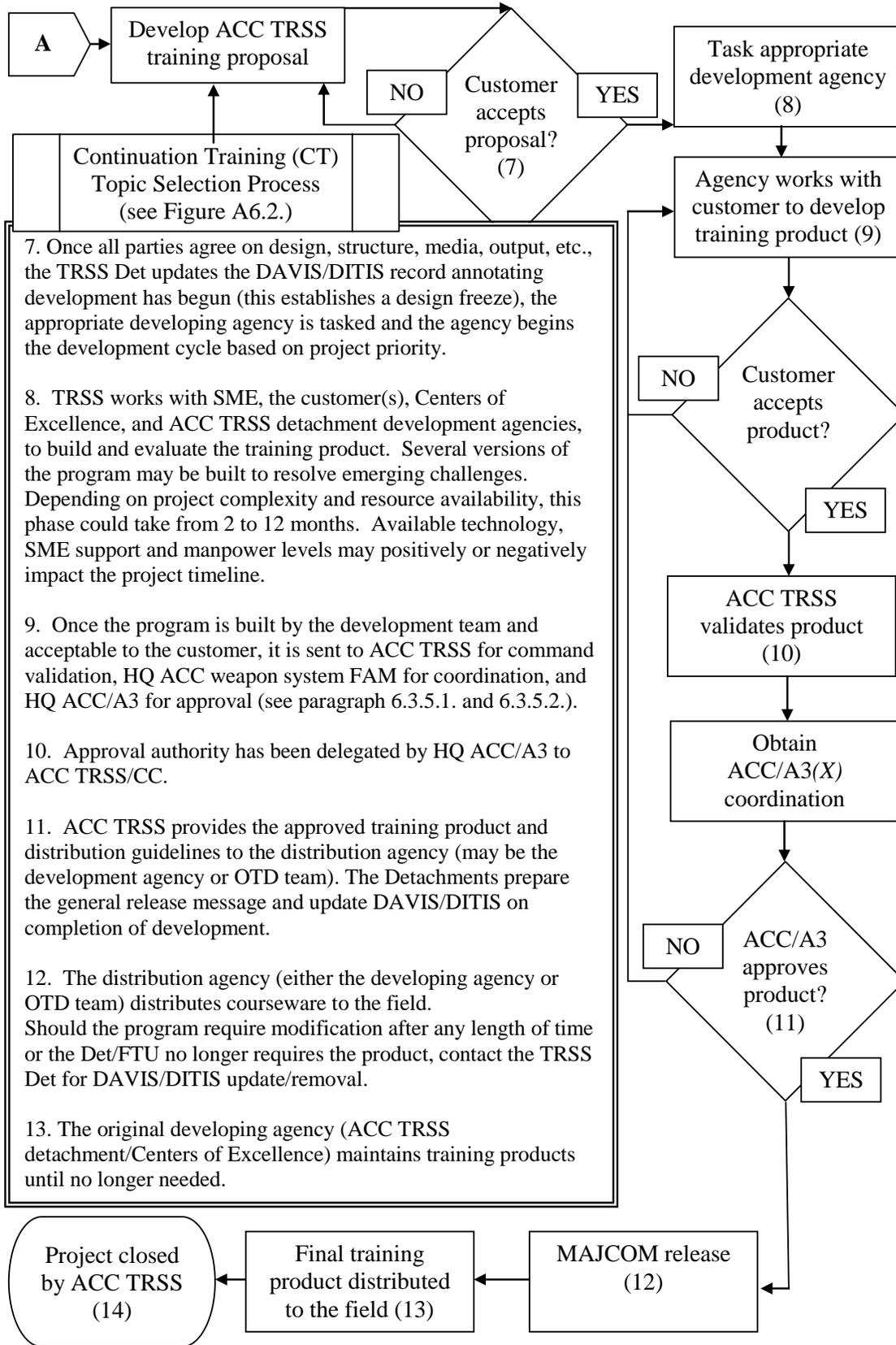


Figure A6.2. CT Topic Selection Process.

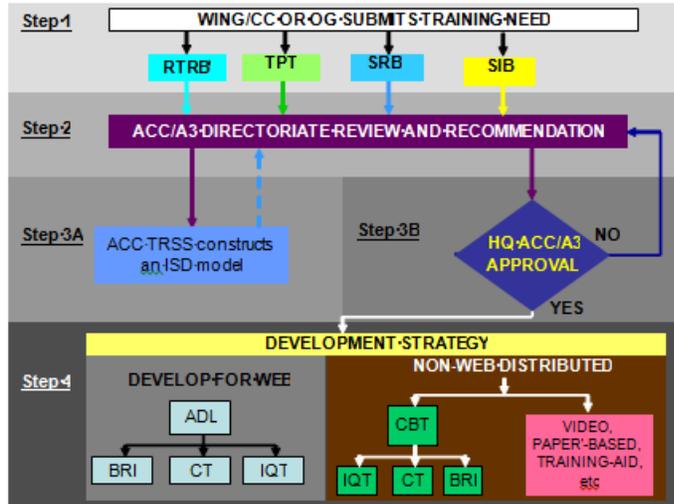


Table A6.1. CT Topic Selection Process Steps.

**Step 1:** Wing or OG/CC or MAJCOM Staff submits training need. Include sent request to various functional areas for action including the RTRB, Weapon and Tactics Review Board, and TPT for inclusion into the STP.

**Step 2:** The applicable HQ ACC/A3 functional reviews and prioritizes the request. If endorsed by the functional it is sent to Step 3A; if not, the request is returned to the originator with rationale for rejecting the training request.

**Step 3A:** The Functional sends the topic to ACC TRSS. TRSS examines the request to ensure the instructional need, instructional system concept, and resource requirements/constraints have been addressed IAW AFMAM 36-2234 Chapter 3 and AFH 36-2235 Volume 6, *Informational For Designers of Instructional Systems Guide to Needs Assessment*. Additionally, TRSS validates the topic with the current DIMOC DoD master courseware topics list to ensure there is no duplication of effort.

**Step 3B:** ACC TRSS returns package to functional for proposal to the HQ ACC/A3 for developmental approval.

**Step 4:** HQ ACC/A3 determines appropriate course of action, based on the recommendation of applicable A3 Division and ACC TRSS – the request is then placed in a development queue for construction, entered into the DIMOC courseware database and updated as required throughout the course of the project.

## Attachment 7

## REQUEST FOR COURSEWARE DEVELOPMENT

**A7.1. Request For Courseware Development Example.** This example illustrates the format of a request for courseware development letter. Note the detail required. Follow this format for all requests for courseware development.

**A7.2. Request For Courseware Development Example: Note:** All requests will be prepared as official memoranda IAW AFMAN 33-326.

**Table A7.1. Request for Courseware Development Memorandum.**

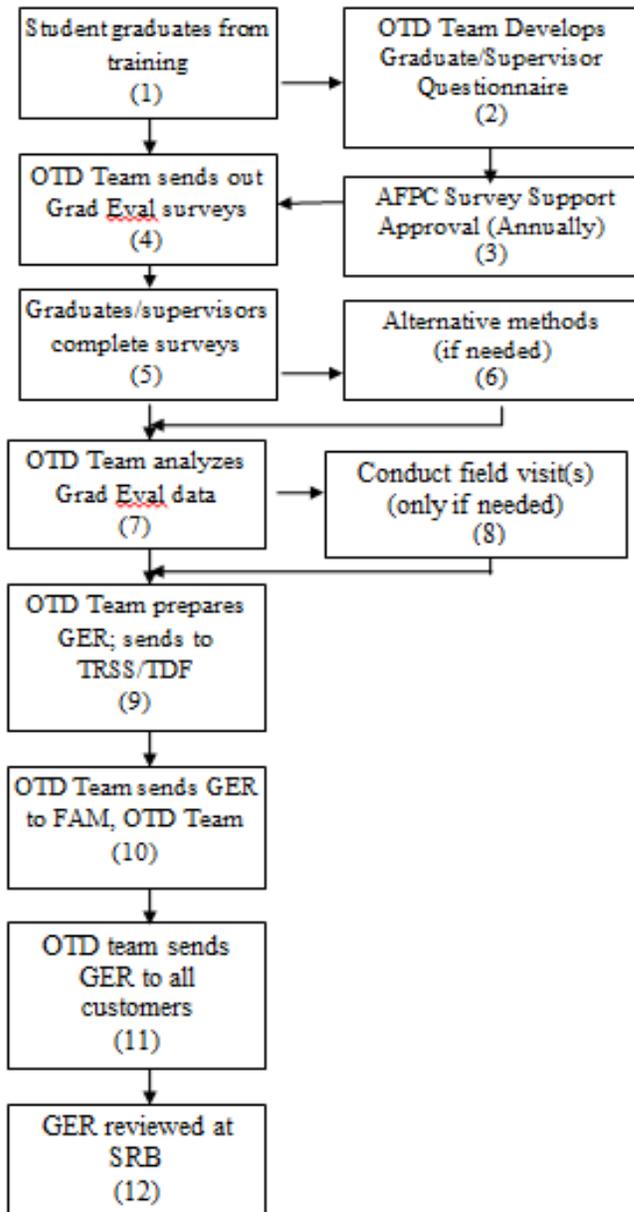
<p>MEMORANDUM FOR ACC TRSS/CC</p> <p>FROM: (Requesting HQ ACC/A3 Division Chief)</p> <p>SUBJECT: Request for Courseware Development</p> <p>1. (Requesting agency) requests support from ACC TRSS for courseware development. This courseware is needed by (date). The intended audience is _____. The primary objective is _____. This courseware (will/will not) contain classified information.</p> <p>2. Description of training need. (What is the performance shortfall?)</p> <p>3. Justification. Course development is required due to... (Is this a higher authority requirement?).</p> <p>4. Description of desired courseware. (What format do you believe would best meet your requirements, instructor-led, CBT, video, etc.)?</p> <p>5. What equipment configuration do you currently have to support the array of available courseware options (simulator, computer system size/speed, VCR, projector, etc.)?</p> <p>6. How often will this courseware be revised (provide a “best guess”)? Who will do the revision?</p> <p>7. Other information:</p> <p style="padding-left: 40px;">a. Requester: (include name, rank or grade, organization, and contact information)</p> <p style="padding-left: 40px;">b. Technical advisor /subject matter expert (SME): (include name, rank or grade, organization, and contact information)</p> <p>Signature Block</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Attachment 8

## GRADUATE EVALUATION PROCESS

**A8.1. Graduate Evaluation Process.** Apply this graduate evaluation process for formal operations training courses. See notes following figure. Refer to paragraphs 3.2 and 3.3 for more information concerning internal and external graduate evaluation methods.

**Figure A8.1. Graduation Evaluation Process.**



**Table A8.1. Graduate Evaluation Process Steps.***Notes:*

1. The graduate evaluation process begins following graduation of students from a formal operations training course.
2. OTD Team develops the graduate/supervisor questionnaire.
3. OTD Team seeks AFPC Survey Support approval annually.
4. The OTD team sends out graduate evaluation surveys to formal training graduates and their operational supervisors. The survey window is usually 3 to 6 months after graduating from the formal training course, but earlier surveying is possible (see paragraph 3.3.1.1).
5. Graduates and supervisors complete surveys. The ACC goal for GEQ return rate is 80 percent.
6. The OTD team could gather graduate data via alternative methods (see paragraph 3.3.4).
7. The OTD team analyzes data obtained from surveys, and alternate methods, if applicable.
8. The OTD team should conduct field visits to operational units only if the analysis indicates the need for further data. See paragraph 3.3.3, **Attachment 13** and **Attachment 14** for guidance.
9. The OTD team prepares the GER following the example report format and guidance found in **Attachment 10**, **Attachment 11**, and **Attachment 12**, and sends it to the ACC TRSS/TDF Graduate Evaluation Program manager. The report is reviewed by the ACC TRSS/TDF Graduate Evaluation Program manager and submitted to the ACC TRSS/CC. If the report does not follow the format guidance, it will be sent back to the OTD team for correction and resubmission.
10. The ACC TRSS/CC sends the approved report to the HQ ACC syllabus OPR (weapon system FAM) and to the OTD team.
11. Detachment makes subsequent distribution to all customers the syllabus supports, to include the appropriate OG/CCs.
12. The graduate evaluation report is reviewed at the SRB along with other sources of feedback. Pertinent data that could affect changes to the current formal training course curriculum is identified.

## Attachment 9

### GRADUATE EVALUATION QUESTIONNAIRES

**A9.1. Graduate Evaluation Questionnaires.** Graduate evaluation questionnaires solicit information necessary to evaluate the training received at the training unit to ascertain whether the student was trained to the appropriate level based on performance required at the operational unit. Questionnaire variations are authorized; however, each questionnaire will include:

A9.1.1. Graduate/supervisor information including name, course graduated from, class number and indication of student or supervisor questionnaire.

A9.1.2. An explanation that the questionnaire is part of a continuous quality improvement process and results are taken seriously.

A9.1.3. Instructions for return and response suspense.

A9.1.4. Statement of non-attribution assuring the graduate that their name and class number are used only for tracking and comparison purposes and not to grade or take action against the graduate.

A9.1.5. Graduate or supervisor data, including graduate's/supervisor's rating of task areas from syllabus (also called mission tasks, graded mission elements, etc.).

A9.1.6. An explanation of the rating scale.

A9.1.7. Questions developed using master task lists for rating the academics received during training.

A9.1.8. Questions to solicit information on the value of any devices used in training.

A9.1.9. Space to add written comments.

## Attachment 10

## GRADUATE EVALUATION REPORT COVER LETTER

**A10.1. Graduate Evaluation Cover Letter.** The cover letter is used to prepare the email to convey the GER to the FAM and their respective Division. This example illustrates the format of a graduate evaluation report cover letter. Note the level of detail required. The OTD team will follow the cover letter format in **Table A10.1** and the writing guidelines in **Attachment 12**.

**A10.2. Graduate Evaluation Cover Letter Example. Note:** All cover letters will be prepared as official memoranda IAW AFMAN 33-326.

**Table A10.1. Graduate Evaluation Cover Letter Example.**

FOR OFFICIAL USE ONLY

MEMORANDUM FOR [insert the three-letter directorate and four-letter FAM]

FROM: TRSS/CC

SUBJECT: (*Syllabus NAME*) Graduate Evaluation Report (RCS: ACC-OTD (AR) 8102)

1. Attached is the graduate evaluation report (GER) for (*syllabus title (syllabus number), date*), prepared IAW ACCI 36-2250, *ACC Operations Training Development Program*. This report is designed to help assess the overall quality of the evaluated training program, as well as provide feedback in support of the next (*weapon system, and crew position if applicable*) SRB scheduled for (*day, month and year*). This report contains a summary of findings and an analysis of all validated data gathered from questionnaires submitted by training program graduates and their supervisors and validation accomplished through (*list all alternative methods used to gather graduate evaluation data, as applicable*).

2. Specific Items of Interest: (*Brief synopsis of key graduate/supervisor comments*)

3. Questions concerning this GER should be addressed to (*OTD team/CC, rank and name, DSN XXX-XXXX*) or ACC TRSS Graduation Evaluation Program POC, (*rank and name*), DSN 574-XXXX).

[TRSS/CC] NAME, Rank, USAF  
Commander

Attachment(s):

1. Graduation Evaluation Report
2. (Interview Validation Results, Field Visit Validation Results, etc.)
3. (Any other pertinent attachments supporting the GER)

## Attachment 11

## GRADUATE EVALUATION REPORT FORMAT

**A11.1. Graduate Evaluation Report.** This example illustrates the format for a graduate evaluation report. The OTD team will follow the GER format in [Table A11.1](#) and the writing guidelines in [Attachment 12](#).

**Table A11.1. GER Example.**

MEMORANDUM FOR TRSS/CC	
FROM: (OTD team/CC generating report)	
SUBJECT: (Syllabus title) Graduate Evaluation Report (RCS: ACC-OTD (AR) 8102)	
PART I – GENERAL ANALYSIS	
<p>1. General. This report for (syllabus title (syllabus number), date), is prepared IAW ACCI 36-2250, ACC Operations Training Development Program. It covers the period of (start date to end date), and precedes the proposed (weapon system) SRB scheduled for (month and year). The overall health of the training system is (state health of system, e.g., "satisfactory") and (state degree of changes, e.g., "minor") syllabus changes (are/are not) required. This data was obtained using graduate evaluation questionnaires and (list all as alternative collection methods and field visits, as applicable). ("#" or "No") mishap reports were used during this period.</p>	
<p>2. Participation Rates: (Refer to AFMAN 36-2234 for more information concerning this area.)</p>	
<p>a. Number of graduates: #</p>	
<p>b. Number of graduate surveys returned/distributed: ##/## (Send to 100% of grads, <b>Exception:</b> Student questionnaires will not be sent to colonels or above).</p>	
<p>c. Graduate survey return rate: ##% (Goal is 80%)</p>	
<p>d. Number of supervisor surveys returned/distributed: ##/## (Send to 100% of supervisors, <b>Exception:</b> Supervisor questionnaires will not be sent to colonels or above).</p>	
<p>e. Supervisor survey return rate: ##% (Goal is 80%).</p>	
PART II – GRADUATE AND SUPERVISOR DATA	
<p>1. Graduate Data:</p>	
<p>a. Data Analysis. Following is the graduate questionnaire rating scale and the corresponding response breakdown based on (XX%) graduate surveys returned. Graduates rated task areas relative to the training they received. (Explain instances where graduates did not use the rating matrix or marked items as "N/A".)</p>	
<b>Graduate Questionnaire Rating Scale</b>	
N/A	Graduate does not perform duties in this area.
0	Syllabus did not adequately prepare me to perform required tasks--increase emphasis in syllabus. <b>Comments required.</b>

<b>1</b>	Syllabus minimally prepared me to perform required tasks--consider more emphasis in syllabus. <b>Comments desired.</b>
<b>2</b>	Syllabus sufficiently prepared me to perform required tasks--no problem areas encountered.
<b>3</b>	Syllabus exceeded training required to sufficiently prepare me to perform required tasks--consider less emphasis in syllabus. <b>Comments desired.</b>
<b>4</b>	Syllabus significantly exceeded training required to sufficiently prepare me to perform required tasks--reduce emphasis in syllabus. <b>Comments required.</b>

**Graduate Questionnaire Rating Breakdown**

*(Enter number of responses under each score. Surveys must include an N/A option to account for individuals that do not perform all tasks listed on the survey. Compute % Dissatisfied (see paragraph A12.1.2.3). Task areas listed are for example only.)*

<b>Task Area</b>	<b>N/A</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>% Dissatisfied</b>
Mission Planning							
Preflight							
Ground Ops							
Crew Coordination							
Air Refueling							

b. Pertinent Data Analysis. The following findings were collected from graduate questionnaires, validated, and directly correlate to the indicated portions of the course. *(Summarize validated findings for each of the various training categories. If there are no findings for the training category, list the category followed by "none".*

(1) Academic Training:

- Finding(s):

- Corrective action(s):

(2) Device Training: None

(3) Flying Training:

- Finding(s):

- Corrective action:

2. Supervisor Data:

a. Data Analysis. Following is the supervisor questionnaire rating scale and the corresponding response breakdown based on (XX percent) supervisor surveys returned.

Following is how supervisors rated all mission task areas relative to the training their graduates received. (*Explain instances where supervisors did not use the rating matrix or marked items as "N/A".*)

### Supervisor Questionnaire Rating Scale

N/A	Graduate does not perform duties in this area.
0	Syllabus did not adequately prepare graduate to perform required tasks--increase emphasis in syllabus. <b>Comments required.</b>
1	Syllabus minimally prepared graduate to perform required tasks--consider more emphasis in syllabus. <b>Comments desired.</b>
2	Syllabus sufficiently prepared graduate to perform required tasks--no problem areas encountered.
3	Syllabus exceeded training required to sufficiently prepare graduate to perform required tasks--consider less emphasis in syllabus. <b>Comments desired.</b>
4	Syllabus significantly exceeded training required to sufficiently prepare graduate to perform required tasks--reduce emphasis in syllabus. <b>Comments required.</b>

### Supervisor Questionnaire Rating Breakdown

(*Enter number of responses under each score. Surveys must include an N/A option to account for individuals that do not perform all tasks listed on the survey. Compute % Dissatisfied (see paragraph A12.1.2.3). Task areas listed are for example only.*)

Task Area	N/A	0	1	2	3	4	% Dissatisfied
Mission Planning							
Preflight							
Ground Ops							
Crew Coordination							
Air Refueling							

b. Pertinent Data Analysis. The following findings were collected from supervisor questionnaires, validated, and directly correlate to the indicated portions of the course.

- Finding(s):
- Corrective action(s):

3. Pertinent Data from (*Alternative Grad Eval Methods or Field Visit*). (*Summarize observations and comments, validation and corrective actions/recommendations. Omit paragraph if none.*)

PART III - ADDITIONAL COMMENTS

1. *(Use as needed. Omit paragraph if none.)*

OTD Team/CC Signature Block

DISTRIBUTION:  
XXX OG/CC  
etc.

## Attachment 12

### GRADUATE EVALUATION REPORT WRITING GUIDELINES

**A12.1. Graduate Evaluation Report Writing Guidelines.** This attachment provides guidelines that must be followed when writing all ACC formal operations training GERs.

A12.1.1. Cover Letter. The GER cover letter will not be submitted on letterhead. The memorandum will be cut and pasted into an email. Use format at [Attachment 10](#) and add appropriate information as required. Paragraph 1 should list all data sources. Do not include a colon after DSN in paragraph 3. After signature block list the attachment(s).

A12.1.2. Grad Eval Report.

A12.1.2.1. Letterhead. GERs will be submitted on OTD team organizational letterhead. **Note:** GERs will be marked "FOR OFFICIAL USE ONLY" on the top and bottom of each page.

A12.1.2.2. Data Tables. Verify survey data and represent the total number of survey responses. The number of responses for each line in the matrix should usually add up to the total number of respondents. Explain any instances where a respondent submitted comments without selecting a rating value or where a significant number selected "N/A".

A12.1.2.3. Percent Dissatisfaction Computation. Dissatisfaction is defined as a rating of inadequately prepared (0) and significantly exceeded (4). Compute the percent dissatisfied by summing the number of "0" and "4" responses and divide by the total number of responses (excluding "NA" responses). Express the percentage to the nearest whole percent.

A12.1.2.4. Pertinent Data Analysis. Pertinent data falls into two categories: ratings and written comments. When the percent dissatisfaction column is 10 percent or larger, the ratings are pertinent and must be reported in this section. When 10 percent of the respondents written comments indicate a concern, the comments are pertinent and must be reported in this section. Any comment may be deemed pertinent based on OTD team subjective evaluation and may be included in this section. The corrective action should be well thought out and listed in explicit detail. If no corrective action is necessary, list "NONE."

A12.1.2.4.1. Graduate Pertinent Data Analysis. Summarize all pertinent findings for each training category (e.g., academic, device and flying training). If there are no pertinent findings for a category, list the training category and "None."

A12.1.2.4.2. Supervisor Pertinent Data Analysis. Summarize all pertinent findings. If there are no pertinent findings, indicate "None" in this paragraph.

A12.1.3. General Writing Guidelines.

A12.1.3.1. Font Style/Size. Use Times New Roman 11- or 12-point font for all reports. Font size must be consistent throughout document. **Exception:** Font size/style may differ in tables and figures to save space or fit an entire table/figure on one page, but tables/figures must be consistent within the document.

A12.1.3.2. Use of Bold Type. Use bold type to highlight section, table and chart headings. See [Attachment 11](#).

A12.1.3.3. Line Spacing. Lines should be single-spaced and justified.

A12.1.3.4. . Signature Block. Always verify with ACC TRSS/TDF that you are using the correct signature blocks on GERs.

A12.1.4. Proofreading. To improve GER quality, one or two individuals without technical expertise in the particular weapon system or syllabus topic should review the report. We strongly recommend a word-for-word review to catch errors that may be overlooked due to familiarity with the weapon system or training topic. Maintain a consistent writing style throughout the entire document and follow AFH 33-337, *The Tongue and Quill*, for grammatical guidance.

A12.1.5. Use Spell Check. Use to check spelling, grammar, punctuation and spacing. However, just using spell check is no substitute for a quality word-for-word review.

A12.1.6. Be Consistent. Be consistent throughout the document when grammatical guidelines are not defined or there is more than one correct method.

A12.1.7. Acronyms.

A12.1.7.1. Spell out all acronyms when first used.

A12.1.7.2. Do not capitalize words within the context of a sentence just because the acronym is capitalized (e.g., Attached is the graduate evaluation report (GER) for the...).

A12.1.8. Capitalization/Word Use Guidelines.

A12.1.8.1. Reference *The Tongue and Quill* for rules on capitalization.

A12.1.8.2. Do not break organizational references (e.g., 55 OG/CC) onto separate lines.

A12.1.8.3. Spell out numbers less than 10 unless used to designate a unit of measure or time.

A12.1.8.4. Follow the guidelines in the *Tongue and Quill* for proper use of commas. Use should be consistent throughout document.

## Attachment 13

## FIELD VISIT NOTICE AND REPORT

**A13.1. Field Visit Notice and Report.** This attachment describes how to develop a field visit notice letter and after action report.

**A13.2. Field Visit Notification Letter.** [Table A13.1](#) depicts a field visit notification letter example and must contain the “who, what, when, where, why and how” of the visit. The OTD team will notify ACC TRSS/CC via an e-mail to ACC TRSS/TDF at least 30 days prior to the scheduled field visit.

**A13.3. Field Visit Notification Memorandum Example.** **Note:** All notices will be prepared as official memoranda IAW AFMAN 33-326.

**Table A13.1. Field Visit Notification Memorandum Example.**

<p>MEMORANDUM FOR ACC TRSS/CC</p> <p>FROM: (OTD team/CC)</p> <p>SUBJECT: Field Visit Notification</p> <p>1. [Paragraph 1 is a brief statement of the “who, what, when, where, why and how” of the visit.] Members of ACC TRSS Det (X) will be conducting a field visit (dates of visit) to the (applicable unit) to conduct a field assessment of recent graduates from the (title of course(s)). The purpose of the visit is to assess effectiveness of the course in preparing students to meet actual operational unit needs.</p> <p>(Include names of OTD team members conducting the visit.)</p> <p>2. (Include a proposed itinerary and support material, i.e., survey data, etc.)</p> <p>3. A trip report will be submitted to the ACC TRSS/CC at the conclusion of the visit. Please contact my POC (include name and phone number of visit POC) if additional information is required.</p> <p> </p> <p>(OTD Team/CC signature block) Commander</p> <p>cc: ACC TRSS/TDF</p>
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**A13.4. Field Visit Report.** Paragraph [Table A13.2](#) depicts a sample field visit report. Submit this report on OTD team letterhead. The areas in the report may require more/less/different information. Specific data contained in [A13.2](#) is presented for example only.

**A13.5. Field Visit Report Example: Note:** See AFMAN 33-326, Chapter 3, for detailed instructions on how to prepare an official Air Force memorandum.

**Table A13.2. Field Visit Report Example.**

MEMORANDUM FOR ACC TRSS/CC

FROM: (OTD team/CC)

SUBJECT: Field Visit Notification

1. [Paragraph 1 is a brief statement of the “who, what, when, where, why and how” of the visit.] Members of ACC TRSS Det (X) will be conducting a field visit (dates of visit) to the (applicable unit) to conduct a field assessment of recent graduates from the (title of course(s)). The purpose of the visit is to assess effectiveness of the course in preparing students to meet actual operational unit needs.

(Include names of OTD team members conducting the visit.)

2. (Include a proposed itinerary and support material, i.e., survey data, etc.)

3. A trip report will be submitted to the ACC TRSS/CC at the conclusion of the visit. Please contact my POC (include name and phone number of visit POC) if additional information is required.

(OTD Team/CC signature block)

Commander

cc:

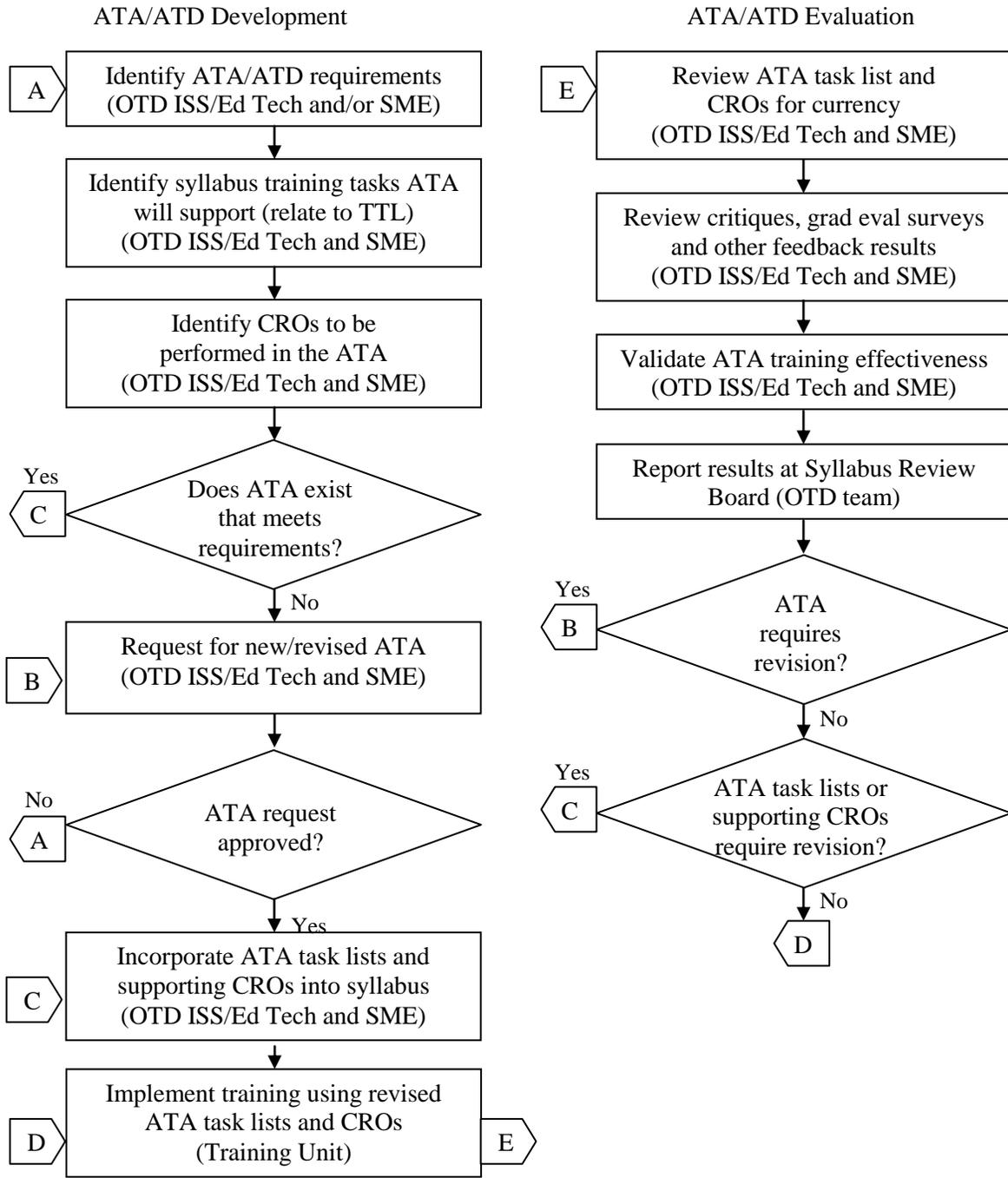
ACC TRSS/TDF

Attachment 14

ATA/ATD INSTRUCTIONAL EFFECTIVENESS EVALUATION PROCESS

A14.1. ATA/ATD Instructional Effectiveness Evaluation Process. Figure A14.1 depicts the ATA/ATD Instructional Effectiveness Evaluation Process.

Figure A14.1. ATA/ATD Instructional Effectiveness Evaluation Process.



## Attachment 15

## SYLLABUS REVIEW BOARD MINUTES FORMAT

**A15.1. Syllabus Review Board (SRB) Minutes.** This example illustrates the format for SRB minutes. OTD teams will submit SRB minutes on OTD team letterhead. The OTD team commander will sign the minutes. The SRB chair person should review the minutes. The OTD team will distribute the minutes to all invited organizations and all SRB attendees. The OTD team will send a copy of the minutes to ACC TRSS/TDF within 30 days of the SRB.

**A15.2. Syllabus Review Board Minutes Example. Note:** All minutes will be prepared as official memoranda IAW AFMAN 33-326

**Table A15.1. Syllabus Review Board Minutes Example.**

MEMORANDUM FOR (See Distribution)

FROM: OTD Team/CC

SUBJECT: (Weapon system, and position, if applicable) SRB Meeting Minutes

**1. (Weapon System, and position) SRB Overview.** (Provide SRB overview including when, where, and who chaired the SRB. List the syllabi reviewed.)

**2. SRB Agenda.** (List the agenda and identify an OPR as in the following example. Verify the mandatory agenda items are addressed.)

- a. Welcome and introductions
- b. Weapon system mission priorities [Mandatory] (OPR: FAM)
- b. Graduate Evaluation Reports [Mandatory] (OPR: OTD team)
- c. End-of-Phase Inputs (OPR: Training Unit [TU])
- d. End-of-Course Inputs (OPR: TU/OTE team)
- e. Student Non-Progressions (OPR: TU/OTD team)
- g. Training Task List Review [Mandatory] (OPR: OTD team)
- h. Aircrew Training Aid Review [Mandatory if applicable] (OPR: OTD team)
- i. Chapter 1 Issues (OPR: OTD team)
- j. Chapter 2 Issues (OPR: OTD team)
- k. Chapter 3 Issues (OPR: OTD team)
- l. Chapter 4 Issues (OPR: OTD team)
- m. Chapter 5 Issues (OPR: OTD team)

**3. Attendees.** (List the attendees rank, name and organization. List must identify the SRB chair person and the recorder(s).)

**4. Meeting Minutes.** (Address each item in the agenda. Document and summarize issues, discussions and, most importantly, the decisions and recommendations made by the board. Identify action items as needed.)

OTD TEAM/CC Signature Block.