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AIR COMBAT COMMAND**

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PUBLICATION MANAGEMENT**

**COMPLIANCE WITH THIS PUBLICATION IS MANDATORY**

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This instruction implements policy guidance found in Air Force Policy Directive (AFPD) 36-26, *Total Force Development*, and delineates a command-specialized publication system to issue Air Combat Command (ACC) formal operations training publications. It authorizes printing and duplication of related documents. It applies to all persons who prepare, manage, review, approve or use ACC formal operations training publications. This instruction also applies to Air National Guard (ANG) and Air Force Reserve Component (AFRC) units who use ACC formal operations training publications. Maintain official records created as a result of processes prescribed in this publication in accordance with (IAW) Air Force Manual (AFMAN) 33-363, *Management of Records*, and disposed of IAW the Air Force Records Information Management System (AFRIMS) Records Disposition Schedule (RDS). Contact supporting records managers as required for approval. Refer recommended changes for this publication to the office of primary responsibility (OPR) using the AF Form 847, *Recommendation for Change of Publication*; route AF Forms 847 from the field through the appropriate functional chain of command. Units may supplement this document with HQ ACC Director of Operations approval, but may not modify this document. Waiver authority and procedures are contained in paragraph 1.4. 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 document is substantially reorganized and revised and must be completely reviewed. Major changes include: Clarified that skills maintenance or proficiency training will not be included in

the training task list (TTL) (paragraph 2.2). Added TTL approval (paragraph 2.4). Changed TTL review requirement to a biennial review in conjunction with the syllabus review (paragraph 2.5). Added TTL change procedures (paragraph 2.6). Clarified HQ ACC/A3 waiver authority policy (paragraph 3.3.2.2.2). Clarified relationship of syllabus course duration to graduation date computation (paragraph 3.3.2.4.1). Updated Operations Training Development team designations (Attachment 2). Updated TTL formatting and coding instructions (Attachment 4). Updated TTL general instructions format (paragraph A4.7). Added a mandatory Training Task List Matrix paragraph (paragraph A4.7.4). Updated mandatory syllabus distribution list (Attachment 6). Consolidated syllabus formatting instructions (Attachment 8). Added active duty service commitment statement to all syllabi (paragraph A8.7.1.4). Restructured and consolidated writing and formatting guidelines (Attachment 11). Moved examples into the ACC TRSS Training Development SharePoint.

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## Chapter 1

### GENERAL INFORMATION

**1.1. Purpose.** This instruction establishes policy and guidance for developing training task lists (TTL), syllabi and other syllabus-related documents for formal operations training of weapons systems and other specialty training courses within Air Combat Command (ACC).

1.1.1. **HQ ACC Director of Operations (A3).** HQ ACC/A3 is the executive authority for all ACC operations training programs.

1.1.2. **HQ ACC Training Support Squadron (HQ ACC TRSS).** HQ ACC TRSS is the single point of contact for formal operations training development within ACC. HQ ACC TRSS Training Development Flight (TDF) is the action office for command-level coordination of TTLs and syllabi.

1.1.3. **Applicability.** This instruction applies to all agencies developing formal operations training publications.

1.1.3.1. Must - Indicates a mandatory requirement.

1.1.3.2. Will - Indicates a mandatory requirement.

1.1.3.3. Should - Indicates a preferred or recommended method or option.

1.1.3.4. May - Indicates an acceptable or satisfactory method or option.

### 1.2. Responsibilities.

1.2.1. **HQ ACC/A3 Division.** Has overall staff responsibility for the weapons systems they manage (e.g., HQ ACC/A3C, A3T). Coordinates on TTLs and syllabi during approval processing.

1.2.2. **Functional Area Manager (FAM).** Provides subject matter expertise to review TTLs and syllabi. Attachment 2 of ACCI 36-2250, *ACC Operations Training Development Program*, lists ACC weapons systems FAM. The FAM is the office of primary responsibility (OPR) for the specified TTLs and syllabi.

1.2.3. **HQ ACC TRSS.** Has overall developmental responsibility for formal operations training courses. Tasks the operations training development teams, monitors revision suspenses, screens prepared TTLs and syllabi for compliance with this instruction and manages any required changes to ACC TRSS-managed formal contract aircrew training/courseware development (CAT/CWD) contracts. Sends the release message announcing the approved use of new or revised TTLs and syllabi. Posts approved TTLs and syllabi on the ACC TRSS Training Development SharePoint (<https://cs3.eis.af.mil/sites/OO-ED-AC-02/default.aspx>). Maintains a non-record set of TTL and syllabus approval documentation until superseded or rescinded IAW the AF Records Disposition Schedule.

1.2.4. **Operations Training Development (OTD) Team.** HQ ACC/A3 designates an OTD team for each weapons system and other unique formal training courses. See Attachment 2 for designated OTD teams.

1.2.4.1. OTD teams usually consist of personnel assigned to ACC TRSS detachments. If there is no ACC TRSS detachment assigned to the weapons system, a formal training unit (FTU) or other unit associated with the weapons system may be designated to perform the OTD team functions. In cases where an ACC TRSS detachment has collateral responsibility for TTL or syllabus development, the schoolhouse performs the OTD functions (e.g., USAF Weapons School). The OTD team includes an instructional systems specialist and/or education and training experts who are trained to apply Instructional Systems Development (ISD) principles and procedures in the development of TTLs, syllabi and supporting documents, and instructor-qualified subject matter experts (SMEs). OTD teams call on SMEs at the local wing, unit, FTU and/or contract aircrew training/courseware development (CAT/CWD) personnel and ACC staff levels, as appropriate to assist with syllabi and courseware development and review. Matters concerning education or training design or development will defer to the instructional systems specialist or education and training expertise. Technical matters will defer to SME expertise.

1.2.4.2. The OTD team is the office of primary developmental responsibility (OPDR) for formal operations training publications. They develop position-specific TTLs and syllabi that support specific TTLs IAW this instruction. They may also produce supporting documents and courseware based on capability. All ACC training documents and courseware will be produced IAW ISD publications.

1.2.4.3. The OTD team coordinates draft formal operations training documents with the local FTU operations group commander (OG/CC) or equivalent. They provide a sanitized copy (i.e., no tracked changes or comments attached) of the draft TTL and syllabus to HQ ACC TRSS for command-level coordination and approval.

1.2.4.4. The OTD team establishes, maintains, and disposes of TTL and syllabus record sets IAW the Air Force Records Disposition Schedule.

1.2.4.5. The OTD team is responsible for TTL and syllabus distribution, primarily by electronic means. Syllabus users are responsible for printing required copies.

1.2.4.6. The OTD team approves syllabus-related documents (except TTLs) as necessary.

1.2.4.7. The OTD team has overall responsibility for course validation. They may be assisted by the FTU and/or CAT/CWD personnel. They monitor new lessons for a minimum of three classes and analyze student feedback, training development or instructor comments, all measurement data, etc., to determine if course design, instruction, equipment and materials meet lesson objectives. Analysis should substantiate that time allocations and objectives are appropriate, especially for self-paced, supervised study, and directed study portions. Report findings at a periodic curriculum meeting or syllabus review.

**1.2.5. FTU Operations Group Commander or Equivalent.** Reviews and coordinates on draft TTLs and draft syllabi. Implements HQ ACC/A3-approved syllabi according to the direction and authority stated in the respective syllabi. May substitute equivalent training that complies with the direction and intent of the HQ ACC/A3-approved syllabus.

**1.2.6. Formal Training Unit.** For the purposes of this instruction, a unit that conducts training using ACC syllabi is an FTU. The FTU:

1.2.6.1. Conducts training IAW the appropriate HQ ACC/A3-approved syllabus. Follows the syllabus guidance when deviations are required, or requests a waiver from the designated waiver authority.

1.2.6.2. Provides OTD team with expertise in the conduct, administration and changes required to current training strategies as members of the Syllabus Review Board.

1.2.6.3. Will assist in syllabus development, and with syllabus-related course document development as directed by the OTD Team.

**1.2.7. 436th Training Squadron.** Functions as a specialized schoolhouse. Develops training courses and materials for the ACC Instructional Systems Development Principles Course, Classroom Instructor Course and other unique training programs. Performs all FTU, OTD team and FTU OG/CC functions for their unique training programs.

**1.3. Software Standardization.** Training task lists, syllabi and syllabus-related documents will be prepared using software compatible with the current Air Force standard desktop configuration.

**1.4. Waivers.** HQ ACC/A3 is the Tier waiver authority for Tier-2 compliance requirements in this instruction. HQ ACC TRSS/CC is the Tier waiver authority for Tier-3 or non-tiered compliance requirements in this instruction. See AFI 33-360, *Publications and Forms Management*, for a description of the Tier numbers. Send waiver requests through HQ ACC/TRSS Training Development Flight.

## Chapter 2

### TRAINING TASK LISTS

#### 2.1. General.

2.1.1. A Universal Joint Task List (UJTL) is prescribed by CJCSI 3500.02B, *Universal Joint Task List Program*, and is the authoritative list of all approved joint tasks for the Department of Defense. The Air Force Universal Task List (AFUTL) expands on the UJTL to include Air Force unique tasks. The AF Major Commands (MAJCOMs) establish mission essential tasks (MET) and associated mission essential competencies (MECs). ACC training task lists (TTLs) support the MECs by defining training requirements for skill sets supporting ACC weapons systems combat capability.

2.1.2. TTL developers use the Air Force Instructional Systems Development principles in the Air Force Handbook (AFH) 36-2235 series and this instruction to develop ACC TTLs. The TTL documents the training requirements linked to formal training programs. The TTL is a management tool for developing syllabi and training programs. Courseware designers develop detailed objectives IAW the AFH 36-2235 series guidelines for each training task identified in the TTL.

2.1.3. The 29th Training Systems Squadron uses TTLs to perform the critical tasks of verification and validation during acquisition and development of aircrew or mission crew training devices. TTLs are used during initial fielding and recurring test and evaluations in support of the ACC Simulator Certification (SIMCERT) Program. These evaluations are performed to ensure training devices are maintained to their design configuration and provide accurate and credible aircrew training consistent with the Mission Design Series (MDS) Volume 1 instruction.

**2.2. TTL Development.** The OTD team is responsible for developing and maintaining TTLs IAW this chapter. The TTL should be for a crew-specific position of a weapons system. The OTD team gathers pertinent information required to accomplish formal operations training to include training planning team inputs, system training plan revisions, training system requirements analysis results, combatant commander's expectations, Graduate Evaluation feedback, etc. Unit-supplemented TTL items should be considered for inclusion during TTL revision. The OTD team will review the associated MDS Volume 1 training programs (e.g., initial qualification training [IQT], mission qualification training [MQT] and upgrade training [UGT]) and MDS Volume 2 evaluation criteria to determine training requirements. The OTD team will conduct a task analysis and verify all training tasks are current with the mission requirements. Skills maintenance or proficiency training (e.g., Ready Aircrew Program [RAP] tasking events) will not be included in the TTL.

**2.3. General TTL Organization.** All TTLs require a cover, introduction, summary of revisions, table of contents and distribution pages. General instructions paragraphs 1.1 through 1.7, table 1.1, and attachments 1 and 2 are mandatory and have reserved titles and specific content requirements. Use additional paragraphs as necessary to accommodate the unique requirements of a particular weapons system. Follow the format prescribed in Attachment 4. (T-3)

## 2.4. TTL Approval.

2.4.1. **Process.** The TTL approval process is fully outlined in Attachment 3.

2.4.2. **Coordination.** The OTD team will coordinate the draft TTL with local agencies and the implementing group commander. Evidence of applicable OG/CC or equivalent coordination must be sent with the TTL submission. Command-level coordination and processing will not begin until HQ ACC TRSS/TDF receives this coordination. For weapons systems without a unique implementing operations group, such as the Battle Control Center (BCC), the OTD team will establish other procedures with the concurrence of HQ ACC TRSS to satisfy the coordination requirement. **(T-3)**

2.4.3. **Command Review and Approval.** HQ ACC TRSS/TDF processes the TTL for command staff agency coordination and approval processing. HQ ACC/A3 delegates TTL approval authority to the HQ ACC TRSS Commander.

2.4.4. **TTL Distribution.** The TTL OPDR is responsible for TTL distribution IAW the published distribution listing in the respective TTL. Distribution will be accomplished primarily using electronic means.

2.4.5. **TTL Releasability.** Access to TTLs is restricted. The OPDR may release the TTL to Department of Defense (DoD) and US DoD contractors only for administrative or operational use. Refer other requests for TTLs to the OPDR for staffing for HHQ approval processing.

**2.5. TTL Review Cycle.** The TTL OPR and OPDR will review the TTL in conjunction with the biennial syllabus review, or sooner if weapons system changes necessitate earlier review. When the TTL review is conducted in conjunction with a syllabus review, the TTL review will be documented within the syllabus review board minutes. If the TTL review is conducted outside of a syllabus review board, the OTD team will document the review in a memorandum that includes the TTL title, date of review, a list of reviewers and a summary of projected changes. If no changes are required, include a statement of no change in the syllabus review board minutes or TTL review memorandum. Submit the minutes or memorandum to HQ ACC TRSS/TDF and file the documentation in the TTL record set. **(T-3)**

**2.6. TTL Changes.** Units may supplement approved TTLs with additional unit-level requirements. Units will forward any unit-supplemented tasks to the TTL OPDR for possible inclusion in future TTL revisions. This process should eliminate the need to change the TTL until the next syllabus review or major weapons system modification.

## Chapter 3

### FORMAL OPERATIONS TRAINING SYLLABI

**3.1. General.** ACC formal operations training syllabi are specialized publications authorized for issue by the HQ ACC/A3 and are listed in Air Force Education and Training Course Announcements (ETCA) at site: <https://etca.randolph.af.mil>. Each syllabus outlines a course of instruction, is directive in nature and is a reference for conducting specified training in order to standardize training and ensure quality. Instructors and students use a syllabus as a source document to determine specific training guidance and course content. HQ staff agencies use syllabi to plan, program and budget for manning, funding and materials to support formal operations training. The FTU OG/CC implements training according to the authority and direction outlined in the syllabus. The goal of formal training is to ensure each graduate possesses the skills, knowledge and proficiencies specified in course objectives.

**3.2. Syllabus Development.** For each new or revised course, the OTD team gathers all updated information pertinent to syllabus development. These may include graduate evaluation data, TTLs, combatant commander's expectations, syllabus review minutes, weapons system MDS Volume 1 requirements, etc. The syllabus OPR will conduct a syllabus review with the assistance of the OTD team IAW ACCI 36-2250, *ACC Operations Training Development Program*. The OTD team will prepare a syllabus for each ACC formal operations training course. Develop all syllabi IAW AFMAN 36-2234, *Instructional System Development*; AFH 36-2235, Volume 8, *Information for Designers of Instructional Systems, Application to Aircrew Training*; or AFH 36-2235, Volume 10, *Information for Designers of Instructional Systems, Application to Education*; and this instruction. **(T-3)**

**3.2.1. Multi-Course/Track Syllabi.** A syllabus may contain more than one course or track to illustrate the relationship between similar courses or material. In this case, the OTD team is responsible for designing a presentation scheme enabling ready identification of information required in chapters 3, 4, and 5 of a syllabus (see paragraph 3.3.3) for each course or track. See AFH 36-2235, Volume 8, for a definition of multi-track courses. Tracks within a requalification syllabus may use the same nomenclature for the tracks as stated in AFI 11-202, Volume 1, *Aircrew Training* (i.e., TX-1, TX-2 or TX-3).

**3.3. General Syllabus Organization.** All syllabi require a cover, introduction, summary of revisions, table of contents and distribution pages. Within all syllabi, chapters 1 through 5 and attachments 1 and 2 are mandatory. Each chapter has mandatory sections and paragraphs, with reserved titles as indicated below. Use additional attachments, chapters, and sections as necessary to accommodate the unique requirements of a particular course. See format and guidance in Attachment 8. **(T-3)**

**3.3.1. Chapter 1, Course Accounting.** This chapter is a rapid reference to the dimensions of the course prescribed by the syllabus. There are five mandatory sections in this chapter. See format and guidance in Attachment 8, paragraph A8.7. **(T-3)**

**3.3.1.1. Section 1A, Course Description.** Include separate paragraphs containing course title/number/supported training task list, course entry prerequisites, course purpose and graduate status, active duty service commitment, location, duration, and number of training hours.

3.3.1.2. **Section 1B, Academic Training Inventory.** This tabular inventory shows the course academic events to include course-related ancillary training events and any advanced distributed learning (ADL) events, and identifies whether the event is instructor-led or self-paced training, as applicable.

3.3.1.3. **Section 1C, Device (or Part-Task) Training Inventory.** This tabular inventory identifies each device or part-task training session.

3.3.1.4. **Section 1D, Flying (or Full-Mission or Operator Mission) Training Inventory.** This tabular inventory identifies each flying, full-mission, or operator mission/event to include sortie or mission identification, mission hours, support hours (for student mission planning, briefing, debriefing), unit direct support sorties and hours, and other support requirements (e.g., tanker support), as applicable.

3.3.1.5. **Section 1E, Weapons Inventory.** This inventory shows munition requirements for both student and direct support sorties, and range requirements.

3.3.2. **Chapter 2, Course Management.** There are four mandatory sections in this chapter. See format and guidance in Attachment 8, paragraph A8.8. **(T-3)**

3.3.2.1. **Section 2A, Course Training Standards.** This section establishes the training system policies. It defines academic training standards, performance grading criteria, and the performance training standards to describe the minimum performance required to progress through the various blocks or phases of the course and graduate.

3.3.2.2. **Section 2B, General Instructions.** This section provides overall authority and program requirements. Mandatory paragraph titles include approval authority, waiver authority, graduation requirements, commander's authority and training records management. Other paragraphs detailing other program requirements may be included. Consult the appropriate MDS Volume 1 for the weapons system and other pertinent documents to ensure specific guidance from those documents is included in the general instructions.

3.3.2.2.1. **Approval Authority.** HQ ACC/A3 is the approval authority for all ACC formal operations training syllabi. With the exception of administrative changes (see paragraph 3.9.1), syllabus approval authority is never delegated.

3.3.2.2.2. **Waiver Authority.** HQ ACC/A3 is the waiver authority for all ACC formal operations training syllabi. Waiver authority may be delegated in whole or part to other agencies. Waiver authority will not be delegated below the operations group commander or equivalent level. If HQ ACC/A3 agrees to delegate waiver authority, the conditions of delegation must be specifically stated within the applicable paragraph of the syllabus. State the action office to staff waiver requests.

3.3.2.2.2.1. **Overall Syllabus Waiver Authority.** Overall syllabus waiver authority is generally not delegated below the HQ ACC Division (3-letter) level. Delegation below this level requires specific justification in the executive summary during syllabus approval processing.

3.3.2.2.2.2. **Course Entry Prerequisites.** Prerequisite waiver authority is generally not delegated below the HQ ACC Branch (4-letter) level. Delegation below this level requires specific justification in the executive summary during

syllabus approval processing.

**3.3.2.2.2.3. Training Completion/Events.** The syllabus waiver authority may waive training completion events or tasks. The FTU OG/CC may defer unaccomplished training tasks to the gaining unit. The FTU OG/CC, if not the gaining unit OG/CC, or equivalent, will coordinate with the gaining unit OG/CC, or equivalent, on all training deferments. The graduate will be unqualified in deferred tasks until completed by the gaining unit. A copy of all training completion/events waivers and deferments will be sent to the syllabus OPR within 10 working days of approval.

**3.3.2.2.3. Commander's Authority.** The FTU OG/CC, or equivalent, is responsible for conducting the training specified under the authority and direction of the syllabus. The FTU OG/CC may substitute equivalent training that complies with the direction and intent of the syllabus. The FTU OG/CC or FTU squadron commander (if delegated by the FTU OG/CC) may authorize deviations in the order of training to meet special weather and peculiar local conditions. Deviations will be consistent with good training management, student progress and student experience level. However, all prerequisite training must be accomplished before associated device or flying training.

**3.3.2.2.4. Training Record Maintenance.** All training records will be maintained IAW the Air Force Records Disposition Schedule and other directives that govern training record maintenance such as ACCI 11-464, *Training Records and Performance Evaluation in Formal Flying Training Programs*.

**3.3.2.3. Section 2C, Special Instructions.** This section includes special instructions for syllabus implementation; e.g., training strategy, course mechanics, alternate missions, source documents, syllabus mission leadership, safety policies, unique syllabus features, extended periods of non-flying; proficiency advancement, substandard performance, extra sortie policies and limits, progress checks, corrective actions and elimination procedures. Consult the appropriate MDS Volume 1 and other pertinent documents to ensure specific guidance from those documents is included in special instructions.

**3.3.2.4. Section 2D, Course Flow.** This section identifies the recommended and/or required order of training, lesson sequencing, time phasing and prerequisites of phases, blocks, modules, sorties, sessions and lessons, etc. Address any training constraints that affect course flow, such as training devices limitations, aircraft sortie generation limitations, etc. Use course maps and management flow charts supported by appropriate descriptive commentary and symbol keys to present this information.

**3.3.2.4.1. Relationship of Syllabus Course Duration to Graduation Date.** The result of the management flow chart is the basis for the number of training days (ground, flying and other training days) shown in the course duration in chapter 1 of the syllabus. The course duration is based on optimal training of a nominal class size within preprogrammed resource constraints. It does not include external factors such as sortie attrition (student non-progression, maintenance, weather), holidays, ACC Family Days, wing training days, safety days, wingman days, unit compliance inspections, Comprehensive Airmen Fitness and Sexual Assault Prevention/Response training days, etc. Managers can estimate the graduation date by starting with the

class start date and pairing the course duration to scheduled operations and maintenance (O&M) days, and then adding sufficient days to account for historical or anticipated external factors.

**3.3.3. Chapters 3, 4 and 5 Training.** These mandatory chapters provide a synopsis of academic, device and flying training respectively. They contain special instructions to define further guidance and document the training strategy, limitations, training rules, etc., not contained in other parts of the syllabus. They provide general training event descriptions of each lesson, session or sortie. Within the syllabus, the optimum mix of simulated versus actual flying missions will be shown, understanding that resource availability and actual training needs may dictate adjusting the proportion of simulated versus actual flying events. The following paragraphs define chapter-specific requirements.

**3.3.3.1. Chapter 3 Academic Training.** Chapter 3 addresses academic training to include platform academics, computer-based training, advanced distributed learning, tours, instructor-led demonstrations, self-study, examinations, etc. There are two mandatory sections. Section 3A, Special Instructions, defines general facility requirements (classroom, learning center, etc.), instructional method/media (lecture, seminar, computer-based training, ADL, etc.), designed instructor requirement (instructor/student ratio), designed student load (maximum class capacity) and academic evaluations. Section 3B, Academic Training Descriptions, defines the academic lesson content. See guidance in Attachment 8, paragraph A8.9. **(T-3)**

**3.3.3.2. Chapter 4 Device (or Part-Task) Training.** Chapter 4 addresses training conducted using part-task training devices, simulators, ground configured aircraft and the like. Either address all simulated flying training in this chapter as “Device Training,” or extract all full-mission simulated flying training to include in chapter 5, therefore naming this chapter as “Part-Task Training.” There are two mandatory sections. Section 4A, Special Instructions, defines general device and facility requirements, instructional method/media, instructor requirements and performance evaluation instructions. Section 4B, Device Training Session Descriptions, or Part-Task Training Session Descriptions, defines the training session content. See guidance in Attachment 8, paragraph A8.10. **(T-3)**

**3.3.3.3. Chapter 5 Flying (Full-Mission or Operator Mission) Training.** Chapter 5 addresses all flying training, full-mission simulated training, or advanced operator mission training, as applicable. Title chapter as “Flying Training” when it contains only flying training events. Title chapter as “Full-Mission Training” when it includes training conducted during actual flying missions as well as full-mission ground simulation events in simulators or ground configured aircraft. For ground-based systems, title chapter as “Operator Mission Training.” There are two mandatory sections. Section 5A, Special Instructions, outlines and clarifies any unique requirements and evaluation instructions. Section 5B, Mission Descriptions, defines the mission content. See guidance in Attachment 8, paragraph A8.11. **(T-3)**

**3.3.4. Attachment 1, Glossary of References and Supporting Information.** This attachment identifies the references, abbreviations and acronyms and terms used within the syllabus.

3.3.5. **Attachment 2, Syllabus-Related Document Inventory.** This inventory is mandatory for all syllabi except 436 TS managed syllabi. Include an inventory of all syllabus-related documents (see Chapter 4). Syllabus-related documents will be reviewed during Staff Assistance Visits. See guidance in Attachment 8, paragraph A8.14.

3.3.6. **Additional Chapters and/or Attachments.** Include additional chapters and/or attachments to meet unique syllabus requirements. **Note:** Criterion-referenced objectives will be included or referenced within the syllabus; see options at paragraph A8.12. **(T-3)**

### 3.4. Syllabus Approval.

3.4.1. **Process.** The syllabus review process is fully outlined in Attachment 5.

3.4.2. **Executive Summary.** The OTD team prepares the executive summary to facilitate general officer review and approval of the syllabus. An executive summary is required for all syllabus submissions except administrative changes. See format in Attachment 9. **(T-3)**

3.4.3. **Coordination.** The OTD team will coordinate with local agencies and the implementing group commander. Evidence of applicable OG/CC or equivalent coordination will be sent with the syllabus submission **(T-3)**. Command-level coordination and processing will not begin until HQ ACC TRSS/TDF receives this coordination. For weapons systems without a unique implementing operations group, such as the BCC, the OPDR will establish other procedures with the concurrence of ACC TRSS to satisfy the coordination requirement.

3.4.4. **Command Review and Approval.** HQ ACC TRSS/TDF processes the syllabus for command staff agency coordination and approval processing. HQ ACC/A3 is the approval authority for all formal operations training syllabi (see paragraph 3.9.1 for administrative change approvals).

3.4.5. **Syllabus Distribution.** The syllabus OPDR is responsible for syllabus distribution IAW the published distribution in the respective syllabus. Distribution will be accomplished primarily using electronic means.

3.4.6. **Syllabus Releasability.** Access to formal course syllabi is restricted. The OPDR may release the syllabus to DoD and US DoD contractors only for administrative or operational use. Refer other requests for syllabi to the OPDR for staffing for HHQ approval processing. **(T-3)**

**3.5. Air Force Education and Training Course Announcements Updates.** After receiving the syllabus release message, the syllabus OTD team will prepare and submit an email request through the syllabus OPR to HQ ACC/A1KE to create or update course announcements in the ETCA website, as required. Instructions are posted on the ACC TRSS Training Development SharePoint. It is not necessary to coordinate this action with HQ ACC TRSS. The syllabus OTD team should notify the syllabus OPR if the ETCA updates are not posted within 60 days.

**3.6. Currency.** Individual users are responsible to ensure they are using the most current copy of all HQ ACC/A3-approved syllabi. Users may verify the currency of their syllabi by contacting the syllabus OPDR. The syllabus OPDR maintains an index of all current syllabi and related documents for which they are responsible.

**3.7. Syllabus Implementation.** FTU Operations Group Commanders, or equivalent, will implement formal operations training syllabi according to the authority and direction stated in the respective syllabus. Do not use draft syllabi **(T-2)**.

**3.8. Syllabus Review Cycle.** The syllabus OPR and OTD team will review each syllabus every 24 months or sooner if weapons system changes, course critiques or other data necessitate earlier review. The OTD team completes minutes of the syllabus review, forwards a copy of the minutes to the syllabus OPR and ACC TRSS/TDF, and files the minutes in the syllabus record set. See ACCI 36-2250 for syllabus review procedures and documentation requirements.

**3.9. Out-of-Cycle Syllabus Changes.** HQ ACC/A3-approved operations training syllabi are formal courses to be executed as published. They will not be altered or changed without due regard, thorough coordination and proper approval. Before submitting a request to alter a formal operations training course, the OTD team should consider if the implementing OG/CC can authorize substituting alternative training that provides equivalent training under the authority and direction of the existing syllabus. When equivalent substitution is not feasible, consider obtaining a waiver from the syllabus waiver authority. When a waiver is not possible or feasible, consider a syllabus change.

3.9.1. Administrative changes that have no increase in the number of training days and result in no increase in the number of sorties, seldom require a formal change to the syllabus. Examples of administrative changes include revising course prerequisites, adjustments to event training hours, reallocation of training tasks and changes to the order of training. HQ ACC/A3 delegates approval authority for administrative changes to the HQ ACC TRSS commander.

3.9.2. A formal change is required when revisions are made that exceed administrative changes, increase total training days, increase the number of flying sorties, have safety issues, or include major system modifications or changes. Formal changes require HQ ACC/A3 approval.

3.9.3. Submit recommendations for change directly to the syllabus OPDR. The OTD team will evaluate the proposal and consult with the ACC weapons system functional area manager (syllabus OPR) to determine if and/or when to implement the change. The FAM may reject the change request, concur with the change request but direct that it be held until the next formal revision cycle, or concur with the change and direct an out-of-cycle change. If directed to make the out-of-cycle change, the OTD team will prepare and submit the change document (see format in Attachment 10) with evidence of the FAM direction to make the change, and evidence of OG/CC coordination to HQ ACC TRSS/TDF for command-level coordination and approval processing. **(T-3)**

## Chapter 4

### SYLLABUS-RELATED DOCUMENTS

**4.1. General.** This chapter provides guidance for syllabus-related documents created to support ACC formal operations training courses. Operational units use syllabus-related documents as reference materials to support the syllabus. Syllabus-related documents do not include aircraft technical orders, equipment operations manuals, regulations or instructions.

4.1.1. **Training/Phase Manuals.** These manuals pertain to the specific tasks, objectives and goals of the phases of training they relate to in the formal school environment. These manuals present behavior-oriented techniques and procedures to help students achieve desired proficiency levels. OTD teams will assist with training/phase manual development in support of ACC formal operations training syllabi as needed. A copy will be provided to the weapons system FAM.

4.1.2. **Textbooks.** Use these documents during the study of a particular subject or subjects in an academic (as opposed to flying) environment. They are known as academic, instructional, reference or programmed texts.

4.1.3. **Guides and Workbooks.** These documents are learning aids that provide additional information to support various instructional methods or interactive exercises on selected topics, such as study guides, briefing and mission study guides, instructor guides, student guides and workbooks.

4.1.4. **Training Task List.** TTLs define the formal training requirements for skill set development for specific crew positions (see Chapter 2).

4.1.5. **Criterion-Referenced Objectives (CRO).** The CROs support the training requirements identified in the TTL and define the objectives used to evaluate the student's attainment of training goals. Academic CROs may be included in the syllabus as a separate chapter or attachment, within the study guides, or in separately maintained documents. Performance CROs may be included in the syllabus, briefing guides, or in separately maintained documents. When CROs are not contained in the syllabus, identify their location in attachment 2 of the syllabus.

**4.2. Office of Primary Responsibility.** The syllabus OTD team is normally the OPR for syllabus-related documents (other than the TTL). OTD teams may delegate development and/or maintenance responsibility of specified documents to other units, as needed. In these cases, the office of primary development responsibility will be identified on the introduction page of the syllabus-related document. A list of all syllabus-related documents will be included as attachment 2 of the syllabus. See format in Attachment 8, paragraph A8.14.

**4.3. Format.** Design and organize syllabus-related documents in a format consistent with the purpose/type of the document and the applicable course of instruction, ensuring document consistency within the training program.

4.3.1. Number syllabus-related documents using a numbering system consistent with the type and intended use of documents produced, and maintain an index of current documents and changes. If a specialized numbering system is not required, use the type, title or subject, plus the number of the course the document supports as the identifying number.

4.3.2. ACC syllabus-related documents used at multiple formal training locations should not include local material, other than as examples. In these cases, local units may supplement the syllabus-related documents with OTD team approval.

**4.4. Administrative Procedures.** Although syllabus-related documents are not designed as specialized publications, they are administered in much the same way. The OTD team is responsible for development of documents deemed necessary. The OTD team is responsible for coordinating documents with all principal users.

4.4.1. **Development and Approval.** Training task lists will be developed and approved as stated in Chapter 2. Other syllabus-related documents will be created by or under the direction of the applicable OTD team and will be approved by the OTD team **(T-3)**. Syllabus-related documents do not require HQ ACC staff approval.

4.4.2. **Availability.** Unless otherwise directed, include the ACC syllabus OPR and HQ ACC/SEF in the distribution listing for all training/phase manuals. Ensure all syllabus-related documents are available for review by all who received the original syllabus.

4.4.3. **Reproduction and Distribution.** The FTU is responsible for printing, reproduction and distribution of syllabus-related documents, except for TTLs.

4.4.4. **Review.** Review TTLs IAW Chapter 2. The OTD team reviews all other syllabus-related documents every 2 years at a minimum, or sooner if course critiques, weapons system changes or other data necessitate an earlier review. Document reviews and keep on file until the next review. FTUs will coordinate on and review changes to syllabus-related documents. **(T-3)**

4.4.5. **Verifying Currency.** Users are responsible to verify they are using the most current copy of all syllabus-related documents. Users may verify the currency of their syllabus-related documents by contacting the applicable OTD team.

**4.5. Foreign Military Sales Training.** All documents, classified and unclassified, developed or revised for courses providing foreign military sales training must receive foreign disclosure authorization from HQ ACC/IAG before final approval and release. HQ ACC/IAS uses approved ACC syllabi to develop formal tuition rates for international students attending ACC courses IAW DoD FMR 7000.14R, Volume 15.

**4.6. Classified Documents Procedures.** Classification, marking, storage, transmission, receipt and accountability procedures of AFI 31-401, *Information Security Program Management*, are applicable to publications and documents developed, reproduced and issued under the authority of this instruction. Classified publications and documents issued for student use are organizational property. Students requiring such material upon course completion will request the appropriate school forward it to their assigned unit. Request for any classified or unclassified retainable instructional materials from foreign nationals must comply with AFI 16-201, *Air Force Foreign Disclosure and Technology Transfer Program*; and AFI 16-105, *Joint Security Cooperation Education and Training*.

GILMARY M. HOSTAGE III, General, USAF  
Commander

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

AFH 33-337, *The Tongue and Quill*, 1 Aug 2004

AFH 36-2235, Volume 8, *Information for Designers of Instructional Systems, Application to Aircrew Training*, 1 Nov 2002

AFH 36-2235, Volume 10, *Information for Designers of Instructional Systems, Application to Education*, 1 Nov 2002

AFI 11-202, Volume 1, *Aircrew Training*, 22 Nov 2010

AFI 11-290, ACC Supplement, *Cockpit/Crew Resource Management Training Program*, 16 Jul 2010

AFI 11-402, *Aviation and Parachutist Service, Aeronautical Ratings and Aviation Badges*, 13 Dec 2010

AFI 16-105, *Joint Security Cooperation Education and Training*, 3 Jan 2011

AFI 16-201, *Air Force Foreign Disclosure and Technology Transfer Program*, 1 Dec 2004

AFI 31-401, *Information Security Program Management*, 1 Nov 2005

AFI 33-360, *Publications and Forms Management*, 25 Sep 2013

AFI 36-2251, *Management of Air Force Training Systems*, 5 Jun 2009

AFI 90-802, ACC Supplement, *Risk Management*, 15 Jan 2014

AFMAN 33-363, *Management of Records*, 1 Mar 2008

AFMAN 36-2234, *Instructional System Development*, 1 Nov 1993

AFPD 36-26, *Total Force Development*, 27 Sep 2011

ACCI 11-464, *Training Records and Performance Evaluation in Formal Flying Training Programs*, 13 Mar 2013

ACCI 36-2250, *ACC Operations Training Development Program*, 14 Nov 2006

CJCSI 3500.02B, *Universal Joint Task List Program*, 15 Jan 2014

***Prescribed Forms***

This instruction does not prescribe any forms.

***Adopted Forms***

AF Form 847, *Recommendation for Change of Publication*

***Abbreviations and Acronyms***

**ACC**—Air Combat Command

**ADL**—Advanced Distributed Learning

**ADSC**—Active Duty Service Commitment  
**AFRC**—Air Force Reserve Component  
**AFRIMS**—Air Force Records Information Management System  
**AFSC**—Air Force Specialty Code  
**AFTTP**—Air Force Tactics, Techniques, and Procedures  
**ANG**—Air National Guard  
**AO**—Action Officer  
**AOC**—Air Operations Center  
**ASOC**—Air Support Operations Center  
**BCC**—Battle Control Center  
**CAT/CWD**—Contract Aircrew Training/Courseware Development  
**CBT**—Computer-Based Training  
**CC**—Commander  
**COMACC**—Commander Air Combat Command  
**CRC**—Control and Reporting Center  
**CRM**—Cockpit/Crew Resource Management  
**CRO**—Criterion-Referenced Objective  
**DoD**—Department of Defense  
**ETCA**—[Air Force] Education and Training Course Announcements  
**FAM**—Functional Area Manager  
**FTU**—Formal Training Unit  
**IQT**—Initial Qualification Training  
**ISD**—Instructional System Development  
**JB**—Joint Base  
**MAJCOM**—Major Command  
**MDS**—Mission Design Series  
**MEC**—Mission Essential Competency  
**MET**—Mission Essential Task  
**MQT**—Mission Qualification Training  
**NE/OTH**—Non-effective/Other  
**NE/SNP**—Non-effective/Student Non-progression  
**NGB**—National Guard Bureau

**OCR**—Office of Collateral Responsibility  
**OG**—Operations Group  
**OPDR**—Office of Primary Development Responsibility  
**OPR**—Office of Primary Responsibility  
**OTD**—Operations Training Development  
**RAP**—Ready Aircrew Program  
**RM**—Risk Management  
**RPL**—Required Proficiency Level  
**SIMCERT**—Simulator Certification  
**SME**—Subject Matter Expert  
**SSR**—Student Sortie Requirement  
**TACP**—Tactical Air Control Party  
**TDF**—[ACC TRSS] Training Development Flight  
**TRSS**—[HQ ACC] Training Support Squadron  
**TTL**—Training Task List  
**UGT**—Upgrade Training

*Terms*

**Flying training days (FTD)**—Include all training days in which mission planning, actual flying, mission debriefing and other activities directly related to actual flying training missions occurs.

**Ground training days (GTD)**—Include all training days in which no actual flying or activities directly related to actual flying training missions occurs.

**Refly rate**—A reflly rate is calculated by the syllabus OPR using historical or estimated attrition due to weather, maintenance, non-effective/student non-progression (NE/SNP), non-effective/other (NE/OTH), etc.

**Student sortie requirement (SSR)**— $SSR = [(Student\ Sorties + Direct\ Support\ Sorties) \times (1 + Refly\ Rate)]$ .

## Attachment 2

## OPERATIONS TRAINING DEVELOPMENT TEAMS

**A2.1. OTD Teams.** This table identifies operations training development (OTD) teams for most ACC weapons systems or training subjects. When an OTD team is not designated, the FTU or schoolhouse may function as the OTD team.

Table A2.1. ACC OTD Teams.

Major Weapons Systems/Training Subjects	OTD Team
A-10, EC-130H	Det 3, ACC TRSS Davis-Monthan AFB AZ 85707
Aggressor (Adversary Instructor, Fighter Electronic Combat Officer Course), Air Support Operations Center (ASOC), Tactical Air Control Party (TACP), Joint Terminal Attack Controller (JTAC), RQ-170, USAF Weapons School	Det 8, ACC TRSS Nellis AFB NV 89191
Air Operations Center (AOC)	505th Training Squadron Hurlburt Field FL 32544
B-1B	Det 14, ACC TRSS Dyess AFB TX 79607
B-2	Det 12, ACC TRSS Whiteman AFB MO 65305
B-52	Det 13, ACC TRSS Barksdale AFB LA 71110
Battle Control Center (BCC)	AFNORTH/A3T Tyndall AFB FL 32403
Classroom Instructor Course, ACC Instructional Systems Development Principles Course, and all other 3J5ACC series courses listed in ETCA	436th Training Squadron Dyess AFB TX 79607
Control and Reporting Center (CRC)	Det 9, ACC TRSS Luke AFB AZ 85309
E-3	Det 6, ACC TRSS Tinker AFB OK 73145
E-4B	Det 10, ACC TRSS Offutt AFB NE 68113
E-8	Det 7, ACC TRSS Robins AFB GA 31098
F-15E	Det 15, ACC TRSS Seymour-Johnson AFB NC 27531
F-16 (TTL only)	HQ ACC/A3TO JB Langley-Eustis VA 23665
F-22	325th Training Support Squadron Tyndall AFB FL 32403

**Table A2.1. ACC OTD Teams.**

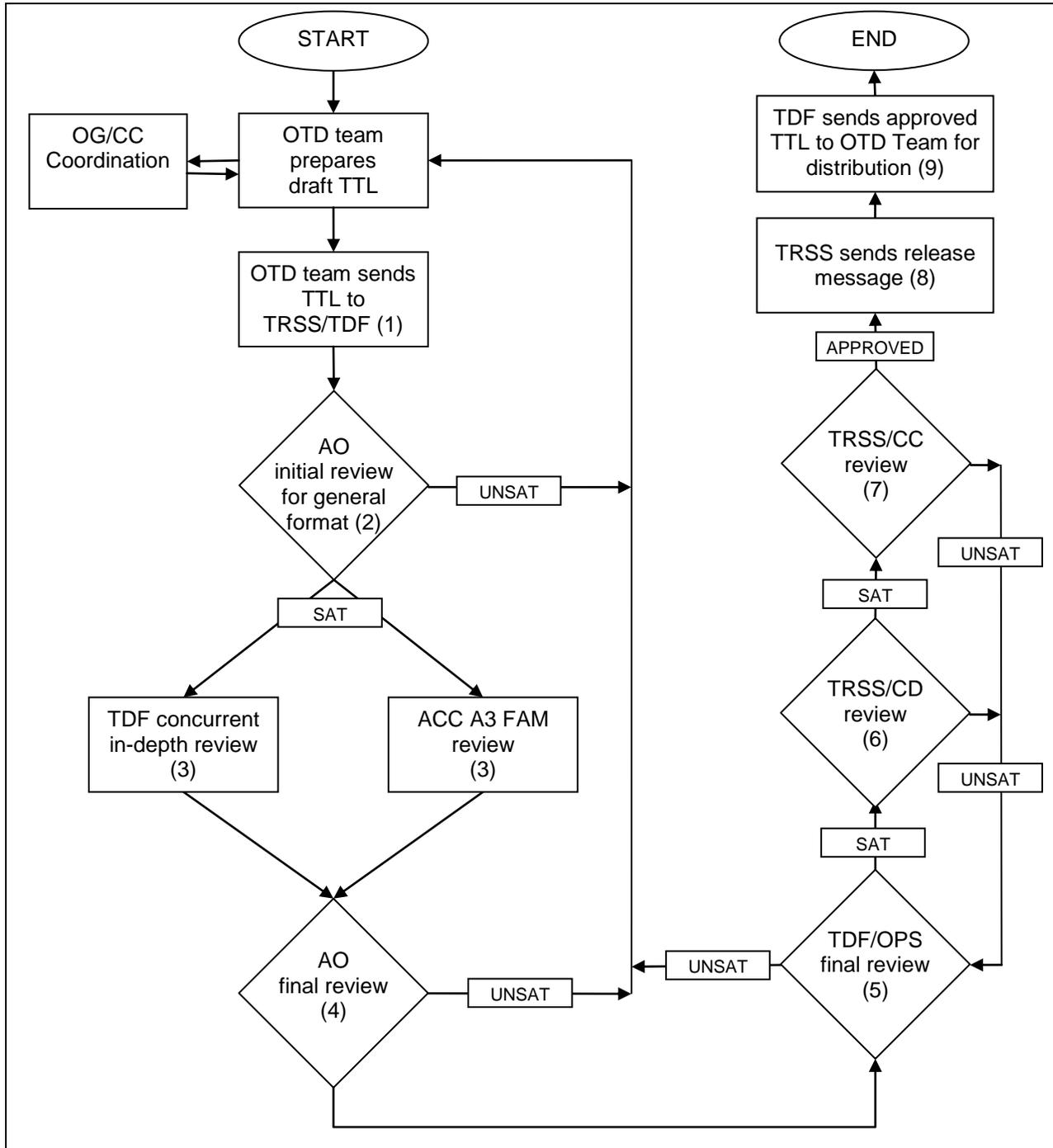
<b>Major Weapons Systems/Training Subjects</b>	<b>OTD Team</b>
MC-12, RQ-4, T-38, U-2	Det 11, ACC TRSS Beale AFB CA 95903
MQ-1, MQ-9	Det 2, ACC TRSS Holloman AFB NM 88330
OC/RC/WC-135	Det 10, ACC TRSS Offutt AFB NE 68113
Foreign Training, E-9, E-11 and all others	As Directed

Attachment 3

ACC TRSS TRAINING TASK LIST REVIEW AND APPROVAL PROCESS

A3.1. **TTL Review Process.** Table A3.1. outlines the flow of a TTL package through the TTL review process. The goal for approval processing is 45 calendar days.

Table A3.1. Training Task List Review and Approval Process.



**Notes:**

1. The OTD team submits a sanitized copy of the TTL (i.e., no tracked changes, comments or watermark) and evidence of OG/CC coordination to HQ ACC TRSS/TDF.
2. The TDF action officer (AO) reviews TTL to ensure ACCI 36-2252 compliance. If any documentation is missing or if corrections are required, the TTL is sent back to the OTD team.
3. TDF sends the draft TTL to the appropriate HQ ACC functional area manager (FAM) and other external staff offices (based on weapons system) for review and coordination with a 14-calendar day suspense. Concurrent with the FAM reviews, TDF conducts an in-depth review for completeness, accuracy, grammar and TTL coding.
4. AO sends all corrections, questions and comments to the OTD team. The OTD team resolves issues, enters approved edits to TTL, and returns it to TDF. Once all issues are resolved, the AO conducts a final review, assembles final TTL package (hard-copy) and forwards the package to TDF/OPS.
5. TDF/OPS conducts a final review and submits the hard-copy and electronic approval package to TRSS/CD.
6. TRSS/CD reviews and sends the electronic SSS package to TRSS/CC.
7. TRSS/CC considers the eSSS package.
8. Upon TRSS/CC approval, TRSS sends the release message.
9. TDF sends the official TTL to the OTD team and posts the TTL on the ACC TRSS Training Development SharePoint. The OTD team distributes the approved TTL IAW the TTL distribution list and their local procedures.

## Attachment 4

### TRAINING TASK LIST FORMAT

**A4.1. General.** This attachment describes the required content and format requirements for training task lists. Use Times New Roman font, 11-point font size, except as noted below. Format the TTL title as weapons system, crew position, "Training Task List". The TTL identifier should identify the weapons system and crew position using abbreviations. Examples are available on the ACC TRSS Training Development SharePoint.

**A4.2. Cover Page Format.** The cover page identifies the document as an ACC TTL.

A4.2.1. Indicate the TTL title, and display the ACC shield, draft annotation, anticipated TTL approval month and year (45 days from submission), and "AIR COMBAT COMMAND" using uppercase format. The font size and general appearance should be standardized for all TTLs for the weapons system.

A4.2.2. Releasability Statement. Place the following releasability statement at the bottom of the page in 11-point font size using full justification format:

A4.2.2.1. "Releasability: Access to this document is restricted. Distribution is authorized to Department of Defense and U.S. DoD contractors for administrative or operational use. Refer other requests to [insert OPDR name and abbreviated address]."

A4.2.3. Leave the reverse of the cover page blank. After approval, HQ ACC TRSS/TDF will remove the draft annotation and validate the approval month and year.

**A4.3. Introduction Page Format.** The introduction page establishes the authenticity of the publication and reflects the various offices of responsibility.

A4.3.1. Header. Place the ACC organizational heading, "ACC TRAINING TASK LIST" and the TTL identifier in the header. The identifier will be in uppercase.

A4.3.2. Title and Date. Center the title and anticipated approval date in bold uppercase format separated by a blank line or equivalent.

A4.3.3. Introduction Paragraph. The introduction label will be in uppercase followed by a double line space. The introduction paragraph will be verbatim with the insertion of the applicable weapons system and crew position, as applicable. This paragraph will use justified format.

A4.3.3.1. "This document prescribes the tasks requiring formal training for operation and employment of the [insert weapons system] weapons system and applies to all units training and evaluating [insert weapons system and crew position]. Instructions governing publication and revision of Air Combat Command (ACC) training task lists are contained in ACCI 36-2252, *ACC Formal Operations Training Publication Management*."

A4.3.4. Signature Blocks. Insert four blank lines above the current ACC/A3 signature block placed at 3.5 inches from the left margin. Then leave three blank lines and insert "DRAFT - Not for Implementation" above the current ACC TRSS Commander's signature block placed on the left margin.

A4.3.5. **Supersession Data.** Place the supersession information near the bottom of the page. Place a solid 2-inch line followed by the supersession data, if applicable. Identify the TTL OPR, OPDR and office of collateral responsibility (OCR), if applicable, with their abbreviated addresses and 5-digit zip code.

**A4.4. Summary of Revisions Format.** Title the summary of revisions in uppercase format, bolded and centered. Number it as page 2 of the TTL. Summarize all major changes made to revise the TTL, excluding minor grammatical edits. For newly developed TTLs, state “This is a new TTL.”

**A4.5. Table of Contents Format.** The table of contents follows the summary of revisions. Title the table of contents in uppercase and centered format and place a page label on the next line using right justified format. Include the Introduction, Summary of Revisions, Distribution, General Instructions and the numbered paragraphs, Task List and duties, Attachments and attachment numbers, Tables and table numbers. Insert a blank line before the General Instructions, Task List, Attachment and Tables headings. Place the page reference on the right margin preceded by a dot leader for each item. **Note:** General Instructions, Task List, Attachment and Tables labels do not require page references. Do not include a reference to the table of contents within the table of contents. Paragraphs, duties, attachment numbers and table numbers may be indented, but the indenting convention must be standardized for the weapons system.

**A4.6. Distribution Page Format.** The distribution page defines the distribution requirements. The format is the same for either a syllabus or TTL. See Attachment 6 for a list of mandatory distribution offices. See the format requirements in Attachment 7.

**A4.7. General Instructions Format.** Title this section as “GENERAL INSTRUCTIONS” and include the seven mandatory, scripted paragraphs. These paragraphs may be either left justified or full justified as long as the format is consistent for the weapons system. Insert data as directed in the following paragraphs.

A4.7.1. **Purpose.** This paragraph outlines the objective of the TTL. Insert the weapons system, applicable crew position, and specify the OTD team in the following scripted format.

A4.7.1.1. **“1. 1. Purpose.** This training task list (TTL) documents the duties that the (insert weapons system and crew position) is/are required to perform and prescribes the training requirements for skill set development to support (insert weapons system) formal operations training.”

A4.7.2. **Scope.** This paragraph identifies the applicable syllabus courses or training programs that support the skill set development prescribed by the TTL. Insert the various syllabi, training programs, or upgrade programs, as applicable (e.g., Initial Qualification, Requalification, Mission Qualification, Upgrade Certifications) in the following scripted format.

A4.7.2.1. **“1. 2. Scope.** The training proficiencies identified in this TTL will be reflected as course training standards in the course control documents for the (insert the applicable syllabus or training programs). Units may supplement this TTL with additional unit-level requirements. Forward unit-supplemented task lists to (insert OTD Team and abbreviated address).”

A4.7.3. **Use.** This paragraph defines how the TTL should be used in developing training and evaluation programs for training. No scripting adjustment is necessary for this paragraph, except for determining the applicable AFH 36-2235 volume number and title.

A4.7.3.1. **“1. 3. Use.** Management at all levels should use this listing as one of the source references when developing training and evaluation programs and documents. Units developing training for the tasks identified in this document will develop detailed objectives IAW AFH 36-2235, (insert the applicable volume number and title), for each task trained. All objectives for a given duty area must, as a minimum, support the tasks listed in this document. Detail all objectives developed to accomplish this TTL in the appropriate course control documents.”

A4.7.4. **Training Task List Matrix.** This paragraph describes the format of the training task list matrix to include task identification, tasks, training phases and devices used.

A4.7.4.1. The training phases should use the MDS Volume 1 nomenclature for the formal training phases. The matrix will not include on-the-job training, proficiency training (commonly referred to as continuation training), or unit-specific training programs. Post-graduate formal certifications (e.g., Flight Lead upgrade, NVG certification) should be listed in a separate column(s) or may be combined into one column if the tasks are clearly differentiated.

A4.7.4.2. Each training phase will have only one column documenting the final training proficiency. Course control documents will determine how the training is developed to support the TTL training requirements (i.e., academic, device or flying).

**Table A4.1. Training Task List Matrix Format.**

<p><b>1.4. Training Task List Matrix.</b> The TTL matrix consists of a series of columns.</p> <p>1.4.1. The first column contains the Task Number to establish a hierarchal order of training elements.</p> <p>1.4.2. The second column lists the duties, tasks, subtasks and activities organized in a logical, hierarchal order. Tasks are derived from (insert sources of tasks).</p> <p>1.4.3. The next (insert number) columns identify the various training phases.</p> <p>1.4.3.1. <b>ENTRY.</b> This column reflects the assumed or documented proficiency levels for students entering (insert the next column label). The skills are based on published course prerequisites and may have been acquired from formal training or job experience.</p> <p>1.4.3.2. (Enter labels for each formal training phase). This column lists the training proficiencies prescribed by (enter label for the respective formal training phase).</p> <p>1.4.3.3. (Enter label[s] for formal post-MQT upgrade training, if applicable). This column lists the training proficiencies for advanced formal training programs leading to qualification or certifications as prescribed in (insert AFI 11-2(MDS) Volume 1 or other local training program).</p> <p>1.4.4. The last (insert number, if applicable) column(s) identifies the various task elements trained in the (insert training devices).</p>
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A4.7.5. **Knowledge/Performance Standards.** This paragraph defines how training tasks are analyzed using the descriptive proficiency standards in table 1.1 of the TTL. Insert the applicable source of the grading standards reference to the training standards for grading criteria. The second sub-paragraph is optional. If it is not used, the first paragraph should be rolled up into the major paragraph.

**Table A4.2. Knowledge/Performance Standards.**

**1.5. Knowledge/Performance Standards.**

1.5.1. Use the standards in table 1.1 to document the training proficiency required for the task elements in the various formal training phases, and not for evaluating individual crew members. Use grading standards in (insert the grading standards reference and publication title) for grading crew member performance according to the proficiency standards identified in the respective syllabus or training program. After completing training, the crew member maintains task proficiency through continued job experience.

1.5.2. When the (insert column labels [i.e., IQT and MQT]) columns both have entries indicating the same training proficiency level, this means that there is a separate training requirement in each training phase, but there is no change in the training proficiency standard. This generally applies to tasks, subtasks or activities where there are differences in specific procedures or policies that cannot be taught in (insert column label [i.e., IQT]).

A4.7.6. **Evaluating Training Devices.** This paragraph indicates how the TTL is used to evaluate training devices. If there are no training devices used to support the TTL, list the paragraph title and “Not Applicable.” Otherwise, use the scripted formats below, as applicable.

A4.7.6.1. If the TTL identifies training devices that are covered under the SIMCERT program, use the following paragraph.

**Table A4.3. Evaluating Training Devices. (SIMCERT)**

**1.6. Evaluating Training Devices.** The 29th Training Systems Squadron (29 TSS) uses the task list to evaluate aircrew training devices IAW AFI 36-2251, *Management of Air Force Training Systems*, and MAJCOM-approved Master Simulator Certification (SIMCERT) plan. An “X” in the (specify applicable column[s]) indicates the task elements that the 29 TSS will evaluate training support during SIMCERT.”

A4.7.6.2. If the TTL identifies training devices or training aids that are not covered under the SIMCERT program, use the following paragraph.

**Table A4.4. Evaluating Training Devices. (Non-SIMCERT)**

**1.6. Evaluating Training Devices.** The (state responsible unit) uses the task list to evaluate training aids IAW ACCI 36-2250, *ACC Operations Training Development Program*. An “X” in the (specify applicable column[s]) indicates the task elements that the (state responsible unit) will evaluate training support for periodic syllabus reviews.

A4.7.7. **TTL Changes.** This paragraph identifies the OTD team responsible for making changes to the TTL. Use the following paragraph.

A4.7.7.1. “**1. 7. Changes.** Submit proposed changes affecting the content of this document to (insert OTD Team and abbreviated address).”

A4.7.8. **Table 1 1. Knowledge/Performance Standards.** This table shows the knowledge and performance standards used in ACC TTLs. Insert this mandatory table so that it does not split across a page. It can be placed anywhere after it is first introduced in the Knowledge/Performance paragraph. The table should be verbatim unless the OTD team obtains approval from ACC TRSS/TDF for additional unique explanations.

**A4.8. Training Task List.** The TTL table is the meat of the document. Insert the TTL title in title case, centered on the page and bolded. Present the duties, tasks, subtasks and activities using the table format described in paragraph A4.8.1. List elements in some logical order, such as chronological (i.e., mission sequence), hierarchal (i.e., simple to complex) or by subject, topic or system.

A4.8.1. **TTL Structure.** Identify duties, tasks, subtasks and activities separately by a numbering sequence. All tasks, subtasks and activities make up a specific duty. All specific duties form the overall task requirement for an aircrew or mission crew position.

**Table A4.5. TTL Structure.**

The task listing is divided into categories relevant to major duties on the weapons system.		
<i>Duties Examples</i>		
01.	Mission Planning	[Duty]
02.	Mission Operations	[Duty]
03.	Instructor Duties	[Duty]
Each major duty area contains tasks relevant to the duty performance.		
<i>Task Examples</i>		
01.	Mission Planning	[Duty]
01.01.	Post/maintain publications	[Task]
01.02.	Review read files	[Task]
01.03.	Verify currency/training requirements	[Task]
Tasks may be further divided into subtasks, which detail the task to be performed.		
<i>Subtask Examples</i>		
02.	Mission Operations	[Duty]
02.01.	Establish air picture	[Task]
02.01.01.	Detect/initiate radar passive strobes or IFF data trails	[Subtask]
02.01.02.	Monitor tracks	[Subtask]
02.01.03.	Verify air picture established	[Subtask]
Subtasks may be further divided into activities, which detail the subtask to be performed.		
<i>Activities Examples</i>		
03.	Instructor Duties	[Duty]
03.01.	Plan instruction	[Task]
03.01.01.	Determine training requirements	[Subtask]
03.01.01.01.	Review student training folder	[Activity]

03.01.01.02.	Review syllabus objectives/requirements	[Activity]
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A4.8.2. **TTL Title Elements.** For TTL elements that are fully supported by sub-elements, there should be no coding; it is considered a title line. Title lines should not use verbs unless the verb will pull down to all child subtasks as indicated by a colon at the end of the task statement. There should be no instances where there is a title line with a single coded subtask; delete the title line and elevate the subtask to the same level as the deleted title line. There should be no instances where there is a coded parent task with coded child subtask(s); either change the parent task to a title line with no coding, or elevate the subtasks to the same level as the parent task.

#### A4.8.3. **Verbs.**

A4.8.3.1. TTL elements requiring task performance must include an action verb to clarify the performance expectation. TTL elements requiring only subject knowledge do not have a verb. For task knowledge elements, verb use is optional.

A4.8.3.2. Avoid code mismatches that occur by mixing a performance verb and listing subject knowledge coding, or not having a verb and including a performance code. A verb-code mismatch does not apply to the entry column where, for example, the TTL element requires a task performance standard, but on entry, the student only has general subject knowledge.

A4.8.3.3. The verb must clearly articulate the task requirement. The verb “demonstrate” should be reserved for instructor demonstration task elements (i.e., demonstrate boom limits). Avoid non-descript verbs such as “ensure.”

A4.8.4. **TTL Knowledge/Performance Coding.** Use the codes from table 1.1 to code TTL elements for each entry and formal training phase column in the TTL matrix.

A4.8.4.1. **Entry Skill Coding.** The entry column should reflect the skill set at course entry. Generally these should be subject knowledge or task knowledge coding. There are probably few tasks that an entry task performance level is expected on entry. For elements where no entry skills are assumed, enter a dash in the entry column.

#### A4.8.4.2. **Training Phase Skill Coding.**

A4.8.4.2.1. Enter the skill coding that defines the training proficiencies for each syllabus or training program column for each TTL element (other than title elements). Coding must reflect the training program requirements; not a perceived expectation. Task Performance Level codes of “4”, Task Knowledge Level codes of “d” and Subject Knowledge Level codes of “D” are not appropriate for initial skills training courses including IQT, MQT or initial instructor upgrade courses. Course developers must be able to trace each coded task to specific academic, device or flying objectives or tasks within the respective syllabus or training program.

A4.8.4.2.2. Task element coding defines the minimum knowledge/performance skill set at course graduation or training program completion. Crews are expected to maintain proficiency in skill sets previously trained. Skills maintenance and on-the-job training is not documented in the TTL. Subsequent training programs that rely on a previously trained TTL element will insert a dash in the matrix for that TTL element and training program. However, if unique aspects of the task are included in

the subsequent training program, then the appropriate coding should be inserted for the TTL element in the subsequent training program.

A4.8.4.2.3. Develop unique instructor duties and tasks to capture the instructor skills taught and performed within the instructor upgrade course. Do not code general tasks previously taught in IQT or MQT when no additional training is provided within the instructor course. Such general tasks should be coded with a dash.

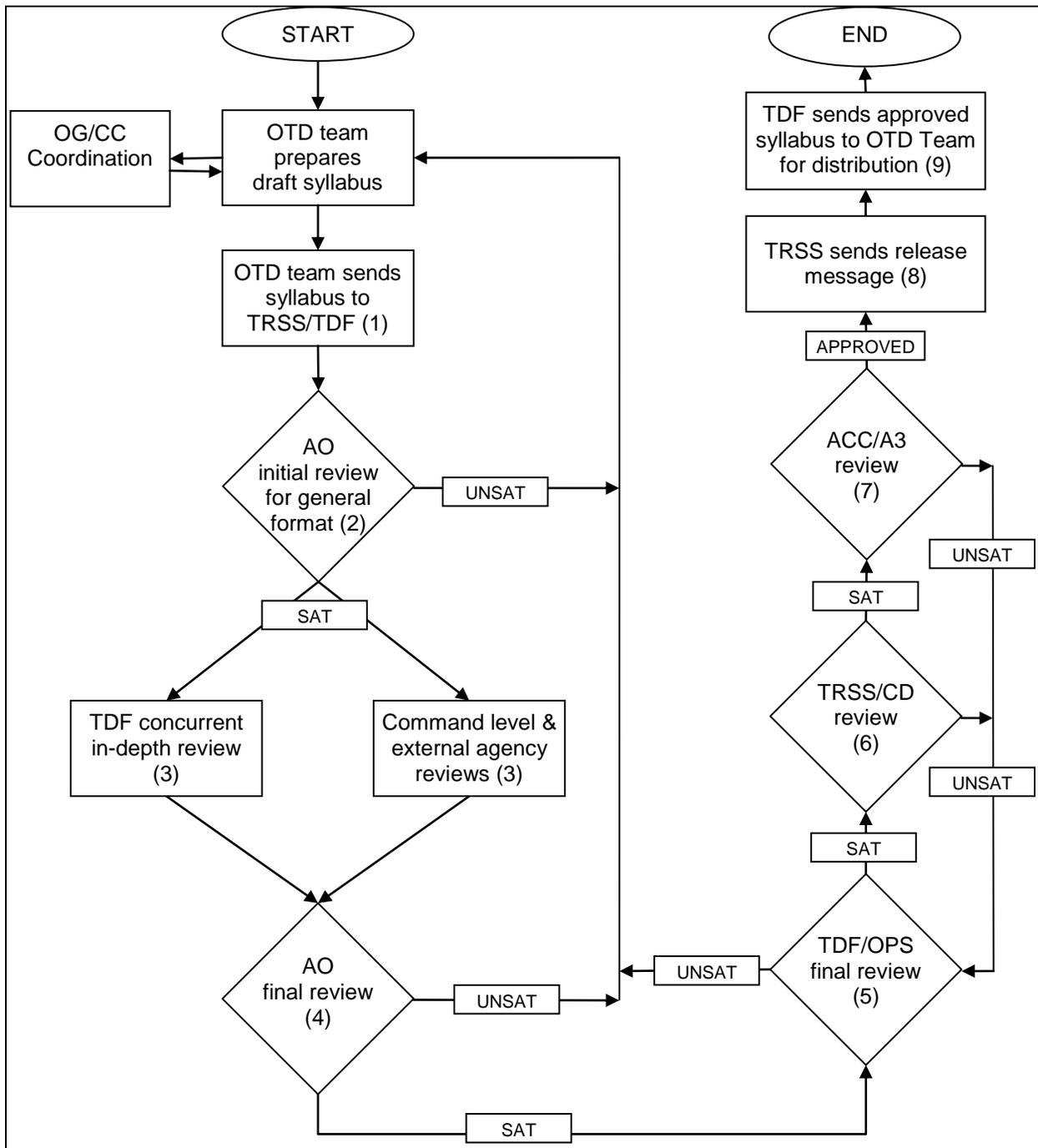
**A4.9. Attachment 1—Glossary of References and Supporting Information.** This attachment identifies the references, abbreviations and acronyms and terms used within the TTL. Include all references cited in the TTL in alpha-numerical order. Define all abbreviations and acronyms in alphabetical order. (**Exception:** Acronyms in the Common Acronym List on the ACC TRSS Training Development SharePoint do not need to be listed.) List terms in alphabetical order and explain as necessary. Use Attachment 1 as an example.

**A4.10. Attachment 2—Syllabus/Training Programs Inventory.** This attachment lists all syllabi and training programs that support the TTL. For each of these, identify the syllabus or training program OPR, OPDR and OCR, as applicable, and include the abbreviated address.

**Attachment 5****ACC TRSS SYLLABUS REVIEW PROCESS**

**A5.1. Syllabus Review Process.** Table A5.1. outlines the flow of a syllabus package through the syllabus review process. The goal for approval processing is 60 calendar days.

**Table A5.1. Syllabus Review and Approval Process.**



**Notes:**

1. The OTD team submits a sanitized copy of the syllabus (i.e., no tracked changes, comments or watermark), executive summary and evidence of OG/CC coordination to HQ ACC TRSS/TDF.
2. The TDF action officer (AO) reviews syllabus to ensure ACCI 36-2252 compliance and continuity between the syllabus and the executive summary. If any documentation is missing or

if corrections are required, the syllabus is sent back to the OTD team.

3. TDF sends the draft syllabus and executive summary to the appropriate HQ ACC functional area manager (FAM), other HQ ACC staff offices and external staff offices (based on weapons system) for syllabus review and coordination with a 14-calendar day suspense. Concurrent with the FAM reviews, TDF conducts an in-depth review of the syllabus for completeness, accuracy and grammar.

4. AO sends all corrections, questions and comments to the OTD team. The OTD team resolves issues, enters approved edits to executive summary and/or syllabus, and returns all documents to TDF. Once all issues are resolved, the AO conducts a final review, assembles final syllabus package (hard-copy) and forwards the package to TDF/OPS.

5. TDF/OPS conducts a final review and submits the hard-copy and electronic approval package to TRSS/CD.

6. TRSS/CD reviews and sends the electronic SSS package to ACC/A3 office.

7. ACC/A3 office considers the eSSS package.

8. Upon ACC/A3 approval, TRSS sends the release message.

9. TDF sends the official syllabus to the OTD team and posts the syllabus on the ACC TRSS Training Development SharePoint. The OTD team distributes the approved syllabus IAW the syllabus distribution list and their local procedures.

## Attachment 6

## MANDATORY SYLLABUS DISTRIBUTION LIST

**A6.1. Mandatory Distribution List.** This table denotes all HQ USAF, HQ ACC, HQ AFGSC, HQ AFRC, and ANG required distribution for all ACC formal operations training syllabi by weapons system or training topics.

**Table A6.1. Mandatory Distribution List.**

<b>Organization</b>	<b>Symbol</b>	<b>Weapons System/Training Topic</b>
HQ USAF Pentagon Washington DC 20330	A3O-AI	All fighter and bomber syllabi
	A3O-CS	All E-8, E-3, Control and Reporting Center (CRC), and Air Operations Center (AOC) syllabi
	A5RE	All EC-130H (COMPASS CALL) syllabi
NGB JB Andrews MD 20762	A3O or A3Y	All syllabi pertaining to ANG operations
HQ AFRC Robins AFB GA 31098	A3T	All syllabi pertaining to AF Reserve operations
HQ ACC JB Langley-Eustis VA 23665	A3CA	All E-3, E-8 and E-11 syllabi
	A3CG	Control and Reporting Center (CRC) syllabi
	A3CI	All Battle Control Center (BCC) syllabi
	A3CN	All E-4B syllabi
	A3CO	All Air Operations Center (AOC) syllabi
	A3CR	All OC/WC/RC-135 syllabi
	A3FC	All Air Support Operations Center (ASOC), Tactical Air Control Party (TACP), and Joint Terminal Attack Controller (JTAC) syllabi
	A3IE	All EC-130H syllabi
	A3MA	RQ-170 syllabi
	A3MH	All RQ-4 and U-2 syllabi
	A3MR	MC-12 syllabi
	A3MU	MQ-1 and MQ-9 syllabi
	A3TO	All A-10, B-1, E-9, F-15E, F-22, QF-4 and T-38 syllabi
	A3TW	All USAF Weapons School syllabi
	IAG IAS	All syllabi for courses attended by foreign students
TRSS/TDF	All syllabi	
HQ AFGSC Barksdale AFB LA 71110	A3TO	All B-2, B-52 and T-38A syllabi

## Attachment 7

### DISTRIBUTION PAGE FORMAT

**A7.1. Format.** The distribution page format is the same for TTLs and syllabi. Title the distribution page in uppercase format, bolded and centered. List the distribution bases and abbreviated address including the 5-digit zip code using bolded title case format. List the distribution offices under the respective base in un-bolded title case format. The office listing may be indented. For hard-copy distribution recipients, the full postal mailing address may be listed. If the distribution list is lengthy, consider using a columnar format.

**A7.2. Mandatory Distribution.** See Attachment 6 for mandatory ACC formal operations training syllabi distribution. The weapons system FAM will determine any additional distribution requirements and provide the OPDR full email addresses to ensure proper delivery. For all TTLs which have a SIMCERT requirement, include the 29 TSS/CC to the TTL distribution.

**A7.3. Distribution.** The OPDR will receive approved copies of TTL or syllabi directly from ACC TRSS/TDF or from the ACC TRSS Training Development SharePoint. The OPDR will distribute the approved TTL and/or syllabus to the agencies listed in the distribution page primarily via electronic means or by posting to a unit shared site. Limit the number of paper copies delivered via postal carriers to those without email access. Training task lists and syllabi are restricted publications. Other units may request copies from the OPDR according to the releasability restrictions of the respective TTL or syllabus.

## Attachment 8

### SYLLABUS FORMAT

**A8.1. General.** This attachment describes the required content and format requirement for syllabi. Use Times New Roman font, 11-point font size, except as noted below. Format the syllabus title as weapons system, crew position, if applicable, and type of training. The syllabus identifier should identify the weapons system, crew position, if applicable and training type using abbreviations (i.e., “T38IP” for the T-38 Instructor Pilot Upgrade Course). Examples are available on the ACC TRSS Training Development SharePoint.

**A8.2. Cover Page Format.** The cover page identifies the document as an ACC syllabus.

A8.2.1. Include the “ACC SYLLABUS” label, syllabus identifier, training course type label, syllabus full title, ACC shield, draft annotation, anticipated syllabus approval month and year (60 days from submission), and “AIR COMBAT COMMAND” label using uppercase format. The font size and general appearance should be standardized for all syllabi for the weapons system.

A8.2.2. Releasability Statement. Place the following releasability statement at the bottom of the page in 11-point font size using full justification format:

A8.2.2.1. “Releasability: Access to this document is restricted. Distribution is authorized to Department of Defense and U.S. DoD contractors for administrative or operational use. Refer other requests to [insert OPDR name and abbreviated address].”

A8.2.3. After approval, HQ ACC TRSS/TDF will remove the draft annotation and validate the approval month and year. Leave the reverse of the cover page blank.

**A8.3. Introduction Page Format.** The introduction page establishes the authenticity of the publication and reflects the various offices of responsibility.

A8.3.1. Header. Place the ACC organizational heading, “ACC SYLLABUS” label and the syllabus identifier in the header. The identifier will be in uppercase.

A8.3.2. Training Course Type, Title and Date. All operations training courses must be labeled as “USAF OPERATIONS TRAINING.” Center the training course type, title and anticipated syllabus approval month and year in bold uppercase format separated by a blank line or equivalent.

A8.3.3. Introduction Paragraph. The introduction label will be in uppercase followed by a double line space. The introduction paragraph will use verbatim (**Exception:** Battle Control Center syllabi that are used jointly by PACAF units may alter the verbiage as agreed upon by HQ ACC TRSS/TDF). This paragraph will use justified format.

A8.3.3.1. “This HQ Air Combat Command (ACC) formal training syllabus is a specialized publication authorized for issue by HQ ACC/A3 and listed in the Air Force Education and Training Course Announcements (ETCA) at site: <https://etca.randolph.af.mil/>. This syllabus is directive in nature and prescribes the overall training strategy and approximate amount of instruction required for a student with the entry prerequisites to attain the course goals and graduate. Units tasked to implement this syllabus will ensure each student graduated possesses the knowledge,

skills and proficiencies set forth in the course training standards. Within the syllabus and other directive constraints, the amount and level of training devoted to mission elements, events, subjects or phases should be adjusted as required to meet individual student needs. Instructions governing publication and revision of ACC syllabi are contained in ACCI 36-2252, *ACC Formal Operations Training Publication Management*. This syllabus does not take precedence over applicable governing directives.”

A8.3.4. Signature Blocks. Insert four blank lines before the current Commander ACC (COMACC) signature block placed at 3.5 inches from the left margin. Then leave three blank lines and insert “DRAFT - Not for Implementation” above the current ACC/A3 signature block placed on the left margin.

A8.3.5. Supersession Data. Place the supersession information near the bottom of the page. Place a solid 2-inch line followed by the supersession data, if applicable. Identify the syllabus OPR, OPDR and OCR, if applicable, with the abbreviated address and 5-digit zip code.

**A8.4. Summary of Revisions Format.** Title the summary of revisions in uppercase format, bolded and centered. Number it as page 2 of the syllabus. Summarizes all major changes made to revise the syllabus, excluding minor grammatical edits. For a newly developed syllabus, state “This is a new syllabus.”

**A8.5. Table of Contents Format.**

A8.5.1. The table of contents follows the summary of revisions. Title the table of contents in uppercase and centered format and place a page label on the next line using right justified format. Include the Introduction, Summary of Revisions, Distribution, chapter, sections and the x.x main paragraphs, Attachments and attachment numbers, Figures and figure numbers, and Tables and table numbers. Insert a blank line before the Chapter, Attachments, Figures and Tables headings. Additional white spacing between lines up to a maximum of 3-points is permissible. Section entries may be italicized if they are italicized within the syllabus. Place the page reference on the right margin preceded by a dot leader for each item. **Note:** Chapter, Attachments, Figures and Tables labels do not require page references. Sections require page references only if there is no major paragraph listed within the section. Mandatory chapter, sections or major paragraphs that are not applicable should be annotated as “Not Applicable” or “N/A” within parentheses and do not require a page reference. Do not include a reference to the table of contents within the table of contents. Sections, paragraphs, attachment numbers and table numbers may be indented, but the indenting convention must be standardized for the weapons system.

A8.5.2. Verify all titles and page references in the table of contents match the respective titles and page in the syllabus. Do not include acronyms that are defined in a main paragraph or table title unless the acronym is used elsewhere within the table of contents.

**A8.6. Distribution Page Format.** The distribution page defines the automatic distribution requirements. The format is the same for either a syllabus or TTL. See Attachment 6 for a list of mandatory distribution offices. See the format requirements in Attachment 7.

**A8.7. Chapter 1 Format.** This section describes how Chapter 1, Course Accounting, should be formatted. See chapter labeling format at paragraph A11.2.6.

A8.7.1. **Section 1A Contents.** Section 1A is titled Course Description and includes the following mandatory paragraphs. All sections follow the following general format. The section number and title is separated by an Em-dash, and is in bolded normal or italics format.

A8.7.1.1. **Course Title/Number/Supported Training Task List.** List the course title and course number as shown on the cover page. Identify which TTL(s) this course supports. If a TTL has not been developed, the OPDR is responsible for developing a TTL, and should state “TTL is in development.” For Weapons Instructor Courses, state “This course does not support a TTL.”

A8.7.1.2. **Course Entry Prerequisites.** State all course-specific entry requirements as coordinated with the OPR. Just referencing the Air Force ETCA is not acceptable. Break out prerequisites by track and/or crew position, if applicable.

A8.7.1.3. **Course Purpose and Graduate Status.** State the general course/track structure, goals, AFSC awarded, and relationship of training received to weapons system upgrade requirements (e.g., mission qualification, mission ready).

A8.7.1.4. **Active Duty Service Commitment.** State the ADSC incurred and reference the applicable table and rule from AFI 36-2107, *Active Duty Service Commitments (ADSC)*. If the course incurs no ADSC, state “Not Applicable.”

A8.7.1.5. **Location.** State the implementing unit (usually the Operations Group, or equivalent), base, state abbreviation and 5-digit zip code. If other locations are specifically authorized, list them separately. If other locations could be authorized, indicate the approving agency.

A8.7.1.6. **Duration.** List the total number of training days as shown in the management flow chart, with a breakdown of ground training days, flying training days and other days. See Attachment 1 for ground, flying and other training day definitions. For multiple tracks, list the duration for each track. Reference the MDS Volume 1 for any training time limitations, if applicable.

A8.7.1.7. **Number of Training Hours.** This paragraph consists of the heading with an accompanying table (preferred) or subparagraphs to summarize the course hours. List the type of training according to the chapter 3-5 titles, (e.g., academic training, device training, flying training) and total hours. Hours may be stated in hours and minutes or in hours and tenths format. Academic training is broken out as course academic hours (includes course-related ancillary training), and any non-course related ancillary training hours or advanced distributed learning (ADL) hours, as applicable. Device training includes the number of device sessions and device hours, and the briefing and debriefing hours. Flying training includes the number of sorties and aircraft flying hours, and mission planning, briefing and debriefing hours. For non-flying syllabi, the format would be similar except substitute part-task, full-mission or operator mission headings, as applicable.

A8.7.2. **Section 1B Contents.** Section 1B is titled Academic Training Inventory.

A8.7.2.1. The use of a main paragraph in this section is optional.

A8.7.2.2. The Academic Training inventory identifies all course-related academics, which may be a listing of each academic event or may be summarized by blocks or subject area. If summarized by block or subject area, the corresponding academic training descriptions in chapter 3 must be laid out in a block or subject format. The inventory must identify whether the event is instructor-led or self-paced training. Ancillary training that is directly related to the course will be included in the course-related academics listing (i.e., Marshalling Training, Cockpit/Crew Resource Management, Instrument Refresher Course, etc.). These lessons will also be included in the academic lesson descriptions. If other non-course related ancillary training is included, list or summarize the additional ancillary training separately. For courses using ADL lessons, list or summarize ADL training events in the academic training inventory.

**A8.7.3. Section 1C Contents.** Section 1C is titled Device Training Inventory or Part-Task Training Inventory.

A8.7.3.1. The use of a main paragraph in this section is optional.

A8.7.3.2. The Device (or Part-Task) Training Inventory lists each event listed in chapter 4 of the syllabus. List the event identifier, the device/part-task hours, and direct support (if applicable), and any support hours for briefing and debriefing. Subtotal by device/part-task type, if applicable. Provide a grand total of sessions, device/part-task hours and support hours.

**A8.7.4. Section 1D Contents.** Section 1D is titled Flying Training Inventory, Full-Mission Training Inventory, or Operator Mission Training Inventory.

A8.7.4.1. The use of a main paragraph in this section is optional.

A8.7.4.2. The Flying (or Full-Mission or Operator Mission) Training Inventory lists each student sortie or mission listed in chapter 5 of the syllabus.

A8.7.4.2.1. List the sortie/mission identifier, aircraft or mission hours and support hours for mission planning, briefing, debriefing, etc.; any direct unit support sorties and hours; and other support requirements (e.g., tanker support), as applicable. Subtotal sorties/missions and hours by flight phase or module, if applicable, and provide grand totals.

A8.7.4.2.2. Direct support sorties are aircraft sorties generated by the FTU Operations Group to support student training. Compute direct support and other support requirements based on per aircrew basis. Fractional data are permissible. Other support sorties include other assets required to complete the mission (e.g., tankers and adversary aircraft). These other support sorties generally come from off-station.

A8.7.4.2.3. For flying syllabus programming and cost accounting, obtain the reflly rate from the syllabus OPR and compute the student sortie requirement (SSR) for the course or tracks, as applicable. Express the SSR as a decimal value. MDSs with multiple crew positions may calculate reflly rates by individual crew position. Units may average reflly rates, as required, if determined to be the most accurate method for establishing overall FTU sortie requirements. See Attachment 1 for SSR definition and computation formula.

A8.7.5. **Section 1E Contents.** Section 1E is titled Weapons Inventory.

A8.7.5.1. The use of a paragraph in this section is not mandatory.

A8.7.5.2. The Weapons Inventory lists the weapons and range requirements for each applicable sortie. Usually record the data on a per crew basis. If using another basis, clearly state the basis; for example, individual or class. Include weapons requirements for direct support sorties. Sub-total requirements by flight phase or module, if applicable, and provide grand totals. Note that a grand total is not applicable for non-expendable munitions.

**A8.8. Chapter 2 Format.** This section describes how Chapter 2, Course Management, should be formatted.

A8.8.1. **Section 2A Contents.** Section 2A is titled Course Training Standards and includes the mandatory paragraphs described below.

A8.8.1.1. **Academic Training Standards.** Identify academic course training standards as defined in ACCI 36-2250 or other source, as applicable.

A8.8.1.2. **Performance Grading Criteria.** Define the performance grading criteria. All flying syllabi will use the grading criteria in ACCI 11-464. Non-flying syllabi may use grading criteria from their governing directives, if applicable, or they may define unique grading criteria. In this context, “word-smithing” the contents of the grading criteria specified in ACCI 11-464 does not constitute unique grading criteria and is not permitted.

A8.8.1.3. **Performance Training Standards.** Identify course performance standards, usually as required proficiency levels (RPL). The RPL elements will usually relate to the grade sheet or to training tasks. Multi-tracked syllabi may require separate tables to present the RPLs for the various tracks. End-of-block or end-of-course RPLs may apply to sortie-driven or event driven training systems (see ACCI 11-464). Sortie specific RPLs may be identified for sortie-driven training systems. The RPLs will be included in this section or referenced from here to another location in the syllabus, such as chapter 4 or chapter 5, or as a separate attachment.

A8.8.2. **Section 2B Contents.** Section 2B is titled General Instructions and includes paragraph titles and content as follows. Alter sample statements only as necessary to clearly define authority or requirements.

A8.8.2.1. **Approval Authority.** This statement is mandatory for all ACC formal operations training syllabi. When another Major Command (MAJCOM)/A3 must be coordinated prior to ACC/A3 approval, modify the statement to include the consultation annotation.

A8.8.2.1.1. “HQ ACC/A3 (in coordination with [insert MAJCOM/A3]) is the approval authority for this syllabus.”

A8.8.2.2. **Waiver Authority.** This is a mandatory paragraph. If waiver authority is delegated, specifically state the conditions of delegation using the example statements below for overall syllabus, entry prerequisites, and training events and completion, as applicable. If waiver authority is not delegated, state: “Waiver Authority. ACC/A3 is the waiver authority for this syllabus. Staff waiver requests through (insert appropriate action office, usually the syllabus OPR).”

A8.8.2.2.1. Use this statement if HQ ACC/A3 grants overall syllabus waiver authority: “Waiver Authority. HQ ACC/A3 delegates waiver authority to (insert A3-delegated waiver authority office). Staff waiver requests through (insert appropriate action office, usually the syllabus OPR).”

A8.8.2.2.2. Use this statement if HQ ACC/A3 grants prerequisite waiver authority: “Course Entry Prerequisite Waiver Authority. HQ ACC/A3 delegates waiver authority for course entry prerequisites to (insert A3-delegated waiver authority office). Staff waiver requests through (insert appropriate action office, usually the syllabus OPR).”

A8.8.2.2.3. Use this statement if HQ ACC/A3 grants training completion or graduation deferment authority to the FTU operations group commander or equivalent.

A8.8.2.2.3.1. “Training Completion/Events and Graduation. The syllabus waiver authority may waive graduation requirements. The (insert OG/CC or equivalent) may defer unaccomplished tasks to the gaining unit. The (insert OG or equivalent), if not the gaining unit OG, will coordinate with the gaining unit OG or equivalent on all training deferments. The graduate will be unqualified in deferred events until completed by the gaining unit. Send a copy of all deferments to (insert syllabus OPR) within 10 working days of approval.”

A8.8.2.3. **Graduation Requirements.** Modify this mandatory paragraph only as needed: “Graduation Requirements. Graduation from this course requires the effective completion of all training prescribed by this syllabus [unless waived or deferred IAW paragraph (insert reference to waiver and/or deferment paragraphs, as applicable)].”

A8.8.2.4. **Commander’s Authority.** Modify this mandatory paragraph only as needed. The particular MDS Volume 1 may provide more specific guidance.

A8.8.2.4.1. “Commander’s Authority. The (insert operations group commander or equivalent) is responsible for conducting the training specified under the authority and direction of this syllabus. The FTU OG/CC may substitute equivalent training that complies with the direction and intent of this syllabus. The (insert applicable OG or squadron commander) may authorize deviations in the order of training to meet special weather and peculiar local conditions. Deviations will be consistent with good training management, student progress and student experience level. However, all prerequisite training must be accomplished before associated device or flying training. Document all deviations and substitutions in the affected student’s grade book.”

A8.8.2.5. **Training Records Maintenance.** In addition to the mandatory reference to the Air Force Records Distribution Schedule, identify any other directive that governs training records.

A8.8.3. **Section 2C Contents.** Section 2C is titled Special Instructions and includes the following paragraphs, as applicable.

A8.8.3.1. **Training Strategy.** Describe the training strategy.

A8.8.3.2. **Course Mechanics.** Describe the course mechanics (e.g., course management duties, documentation procedures, forms used).

A8.8.3.3. **Alternate Missions.** This paragraph is required for all flying syllabi except presidential support and surveillance and reconnaissance syllabi. State any limitations on alternate missions. For example, “Alternate mission profiles are limited to maneuvers, mission events and/or mission profiles that have been flown on a previous syllabus training sortie.”

A8.8.3.4. **Source Documents.** This paragraph is required for all flying syllabi except Weapons Instructor Courses. Flying syllabi will only use formally approved sources for training airborne maneuvers (i.e., AFTTP 3-1 series, AFTTP 3-3 series, etc.). Include the following statement in all flying syllabi: “USAF Weapons School texts, papers, or draft 3-series publications will not be used as source documents for developing or describing airborne maneuvers, teaching techniques or teaching tactics until approved by ACC for incorporation in syllabi or supporting phase manuals.”

A8.8.3.5. **Syllabus Mission Leadership.** Clarify responsibility for mission leadership. For a flight crew member example, “Students will not brief or lead syllabus missions. This restriction does not prohibit a student from briefing or leading specific portions of the mission (e.g., low level, range, air-to-air refueling). When the syllabus requires an instructor pilot chase or the student to fly lead position for a specified period, the student does not become a designated flight lead. The IP of record retains lead of the flight and overall responsibility for the conduct of the mission.” Alter the example as required for mission crew leadership delineation. **Note:** Applies to initial qualification and transition courses. Not applicable for Weapons Instructor Courses and unmanned aerial systems syllabi.

A8.8.3.6. **Safety.** For non-flying syllabi, tailor the following required statement or provide safety guidelines, as appropriate. For flying syllabi, follow this example:

A8.8.3.6.1. “Safety. The flying and academic challenges of this syllabus require a dedicated, daily risk management (RM) focus as outlined in AFI 90-802, ACC Supplement, *Risk Management*. Nothing in this syllabus requires compromising safety. Make a RM assessment on each sortie/mission. Instilling the foundations of RM for safe, smart decision making is crucial to developing discipline, skill and proficiency at the individual level. Plan, brief, execute and debrief each sortie/mission with emphasis on risks, restrictions, the environment and aircraft/systems capabilities and limitations to develop sound combat habit patterns. Sound combat habit patterns are inherently safe. All those assigned to support this syllabus are responsible for executing it safely.”

A8.8.3.7. **CRM Training.** Define CRM training requirements. Weapons system specific CRM is required in all flying syllabi. Instructor CRM is required for all instructor upgrade syllabi. See AFI 11-290, ACC Supplement, *Cockpit/Crew Resource Management Training Program*.

A8.8.3.8. **Unique Syllabus Features.** Explain any unique syllabus features.

A8.8.3.9. **Extended Period of Non-Flying.** This paragraph is required for all flying syllabi. Tailor this statement as needed: “If a student has not flown or has had no

simulator training for more than 14 calendar days, the (insert OG/CC [or “FTU commander” if authority delegated by OG/CC] or equivalent) may authorize additional training sorties or simulator training sessions before the student resumes formal training. The number and type of additional sorties or sessions is determined on an individual basis.” Expound on limits to additional training events and describe procedures for implementation and documentation.

**A8.8.3.10. Proficiency Advancement.** If authorized, state the conditions for proficiency advancement. For example, “(insert FTU OG/CC [or FTU/CC if authority delegated by OG/CC] or equivalent) of units conducting formal operations training are authorized to proficiency advance a student in any syllabus module or phase when the student demonstrates performance to syllabus standards. Proficiency advancement will not be used as a management tool to graduate students by a specific date.” **Note:** Reductions in total syllabus flying sorties and early graduation are authorized for initial qualification, transition, requalification and instructor courses and difference training courses. Once a sortie, mission or simulator session is proficiency advanced, it cannot be added back to the students training program without using student non-progression procedures.

**A8.8.3.11. Substandard Performance.** Explain substandard performance policies (see ACCI 11-464).

**A8.8.3.12. Extra (X) Sortie Policies and Limits.** Explain “X” sortie policies and limits (see ACCI 11-464).

**A8.8.3.13. Progress Checks.** Explain progress check policies (see ACCI 11-464).

**A8.8.3.14. Corrective Action Options.** Define corrective action options (see ACCI 11-464).

**A8.8.3.15. Elimination Procedures.** Explain elimination procedures (see AFI 11-402, *Aviation and Parachutist Service, Aeronautical Ratings and Aviation Badges*).

**A8.8.4. Section 2D Contents.** Section 2D is titled Course Flow and includes the course map and management flow chart.

**A8.8.4.1. Course Map.** A course map is required for all flying syllabi. The course map should show branching alternatives to allow personnel who manage courses flexibility in implementing the syllabus. Some branching alternatives may not provide optimized training, but conditions during implementation may require using these alternative paths.

**A8.8.4.1.1.** Use a symbol legend to define symbols used in the course map. **Note:** The symbols used in a particular syllabus should be standardized for all syllabi for the weapons system.

**A8.8.4.1.2.** The course map identifies the prerequisite relationship between the individual training elements. The course map should have a general flow (top to bottom or vice versa). Clearly identify the course map entry point. The prerequisite path is shown by solid lines with arrows. Dashed lines and arrows can be used to show desired training placement.

**A8.8.4.2. Management Flow Chart.**

A8.8.4.2.1. A management flow chart is required for all syllabi.

A8.8.4.2.2. The management flow chart depicts the optimum path through the course map to accomplish all training requirements using the available resources. When a training event takes multiple days for all students to complete, show the event over multiple days in the management flow chart. **Exception:** Some weapons systems do not have dedicated training assets, which results in extensive delays for required sorties or alerts. The MDS Volume 1 states the maximum time allowed to complete the required training. In this case, the management flow chart should be generated on a per student basis without regard to resource constraints.

A8.8.4.2.3. The management flow chart is the basis for determining the course duration listed in chapter 1 of the syllabus. Include any travel days if students are required to relocate to different training locations as “other” training days. Do not include attrition days in the management flow chart.

**A8.8.4.3. Combined Course Map and Management Flow Chart.** The course map depiction may be designed to combine the elements of the course map and management flow chart. The enhanced course map will depict the optimum training path organized in a day by day format. It must show the daily events with lines showing any prerequisite relationships and must account for resource constraints.

**A8.9. Chapter 3 Format.** This section describes how Chapter 3, Academic Training, should be formatted.

A8.9.1. **Section 3A Contents.** Section 3A is titled Special Instructions. Address any special instructions as needed to address general facility requirements, instructional methods/media, instructor/student ratio limitations, designed student load, etc.

A8.9.2. **Section 3B Contents.** Section 3B is titled Academic Training Descriptions. Include all information necessary to adequately describe each lesson to include the following, as appropriate:

A8.9.2.1. Unique lesson identifier.

A8.9.2.2. Lesson title.

A8.9.2.3. Lesson medium; e.g., lecture, seminar, guided discussion, computer-based training (CBT). List each medium for multi-media lessons.

A8.9.2.4. Lesson setting; e.g., classroom, lab, learning center.

A8.9.2.5. Lesson duration (normally in hours and tenths, but hours and minutes format is acceptable if standardized throughout the syllabus). When multiple media are used in a lesson, the lesson duration should indicate the amount of time devoted to each medium.

A8.9.2.6. Unique instructor requirements.

A8.9.2.7. Lesson overall classification may be stated.

A8.9.2.8. Lesson description sufficient for course developers and instructors to determine the scope of the training requirement.

**A8.10. Chapter 4 Format.** This section describes how Chapter 4 should be formatted. This chapter may be titled as Device Training, or Part-Task Training, as applicable.

A8.10.1. **Section 4A Contents.** Section 4A is titled Special Instructions. Address any special instructions as needed to address general facility requirements, instructional methods/media, instructor/student ratio limitations, designed student load, etc.

A8.10.2. **Section 4B Contents.** Section 4B is titled Device Training Session Descriptions, or Part-Task Training Session Descriptions. Include all information necessary to adequately describe each session to include the following, as appropriate:

A8.10.2.1. Unique session identifier.

A8.10.2.2. Session title (optional).

A8.10.2.3. Session crewing requirements or student to instructor ratio, as appropriate.

A8.10.2.4. Training device; e.g., part-task trainer, simulator, static aircraft.

A8.10.2.5. Session duration (normally in hours and tenths, but hours and minutes format is acceptable if standardized throughout the syllabus). List the actual time the training device is used. Brief and/or debrief times (support hours) are reported in the Device Training Inventory.

A8.10.2.6. Session classification may be stated.

A8.10.2.7. Session description sufficient for course developers and instructors to determine the scope of the training requirement. This may include mission objectives, mission conduct, mission tasks or simple description as appropriate. Format will be consistent throughout the syllabus and standardized for the weapons system.

**A8.11. Chapter 5 Format.** This section describes how Chapter 5 should be formatted. This chapter may be titled as Flying Training, Full-Mission Training, or Operator Mission Training, as applicable.

A8.11.1. **Section 5A Contents.** Section 5A is titled Special Instructions. Address any special instructions as needed to address general facility requirements, instructional methods/media, instructor/student ratio limitations, designed student load, etc.

A8.11.2. **Section 5B Contents.** Section 5B is titled Flying Mission Descriptions, Full-Mission Descriptions, or Operator Mission Descriptions. Include all information necessary to adequately describe each mission to include the following, as appropriate:

A8.11.2.1. Unique mission identifier.

A8.11.2.2. Mission title (optional).

A8.11.2.3. Mission crewing requirements or student to instructor ratio, as appropriate.

A8.11.2.4. Number of aircraft or mission environment requirements.

A8.11.2.5. Weapons and range requirements, as needed. Clarify desired or required, as needed.

A8.11.2.6. Mission duration (normally in hours and tenths, but hours and minutes format is acceptable if standardized throughout the syllabus). List the actual aircraft flying time.

Mission planning, brief and debrief times (support hours) are reported in the Flying Training Inventory in chapter 1 of the syllabus.

A8.11.2.7. Mission description sufficient for course developers and instructors to determine the scope of the training requirement. This may include mission objectives, mission conduct, mission tasks or simple description as appropriate. Format will be consistent throughout the syllabus and standardized for the weapons system.

**A8.12. Criterion-Referenced Objectives.** The CRO information will be included in the syllabus, but may be presented in different ways.

A8.12.1. **Chapter.** If the CROs are stated in chapter format, title as Chapter 6, Criterion-Referenced Objectives.

A8.12.2. **Syllabus-Related Document.** If the CROs are contained in a separate document, reference the CRO document in attachment 2 of the syllabus.

A8.12.3. **Attachment.** If the CROs are stated in a separate attachment, number the attachment appropriately and title as Criterion-Referenced Objectives.

**A8.13. Attachment 1—Glossary of References and Supporting Information.** Include all references cited in the syllabus in alpha-numerical order. Define all abbreviations and acronyms in alphabetical order. List terms in alphabetical order and explain, as necessary. See Attachment 1 for an example.

**A8.14. Attachment 2—Syllabus-Related Document Inventory.** The applicable training task list will be included in the inventory. Identify other syllabus-related documents such as instructor or student training manuals, phase manuals, instructional texts, workbooks, etc., as applicable. Identify the OPR and OPDR with the abbreviated address and 5-digit zip code. The inventory will not include AF or MAJCOM instructions, handbooks, or technical orders. Identify where the document can be obtained, such as a link or an abbreviated address. Indenting sub-elements is permitted, but the style must be standardized with other syllabi for the weapons system.

## Attachment 9

### EXECUTIVE SUMMARY FORMAT

**A9.1. Executive Summary.** This attachment describes the format of an executive summary that accompanies a draft ACC formal operations training syllabus for ACC TRSS staff coordination and HQ ACC/A3 approval. The executive summary must include the seven mandatory paragraphs labeled Course Purpose and Graduate Status, Location, Duration, Number of Training Hours, Justification for Revision (or Justification for Course Development), Waiver Delegation and Cost Impact. The executive summary should address who, what, where, when and why questions.

**A9.1.1. Course Purpose and Graduate Status, Location and Duration.** These paragraphs in the executive summary generally mirror the corresponding paragraphs in chapter 1 in the syllabus. Slight variations for grammatical style are permitted.

**A9.1.2. Number of Training Hours.** This information is presented in table format and mirrors the data displayed in the corresponding table or paragraphs in the syllabus. The table in the executive summary will also include delta column(s) to show the difference from the previously approved syllabus. **Exception:** New syllabi do not require delta column(s).

**A9.1.3. Justification for Revision (or Justification for Course Development).** This paragraph supports the rationale for course revision or development. It needs to be in sufficient detail to convey relevant information, yet concise for general officer review. It needs to address the rationale for development or revision and state who or what precipitated the change. Provide specific justification to answer the “who, what, where, when and why” questions for the syllabus revision or course development.

A9.1.3.1. Explain why the syllabus is being revised or developed. State whether this is the normal biennial revision, or if this is an out-of-cycle revision. Identify any major system or equipment modifications impacting the course revision.

A9.1.3.2. Identify how many students the course trains each year, possibly identifying the class size and number of classes per year. Alternatively, this information could be placed in either the Course Purpose and Graduate Status or the Duration paragraph.

A9.1.3.3. If implementation will be delayed, state the intended implementation time or class.

A9.1.3.4. Summarize the extent of the revision or development effort and explain the reason for the changes. Classify the impact of the development or revision effort according to academic, device (or part-task) and flying (or full-mission or operator mission) training. Much of this information will come from the summary of revisions section of the syllabus, but may need to be condensed and summarized for general officer review. Do not include administrative minutia. Substantive comments are required when course content changes more than 10%.

**A9.1.4. Waiver Authority.**

A9.1.4.1. If there is no waiver delegation state “ACC/A3 retains all waiver authority. Staff waiver requests through (insert appropriate action office).”

A9.1.4.2. For waiver delegation requests that comply with paragraph 3.3.2.2.2, state “Request A3 delegate [insert syllabus or course entry prerequisite] waiver authority to [insert A3 division or branch, as appropriate], who has functional responsibility for this weapons system.”

A9.1.4.3. For waiver delegation requests that do not comply with paragraph 3.3.2.2.2, state “Request A3 delegate [insert syllabus or course entry prerequisite] waiver authority to [insert proposed designee]” and provide compelling justification for non-standard waiver authority delegation.

A9.1.5. **Cost Impact.** Summarize the overall cost for the identified syllabus changes or new development. Explain all factors affecting costs, both increases and decreases, (such as course duration, academic hours, device hours, flying hours [student and direct support]) to the new or revised syllabus. Indicate if the changes will cause any revisions to a contract aircrew training/courseware development or similar contract, if applicable. For new expenses, clearly state how it is funded. Identify any funding shortfalls and program impact. The OPDR may require assistance from the local wing, group and/or the syllabus OPR to quantify the cost impact.

## Attachment 10

### SYLLABUS CHANGE FORMAT

**A10.1. General.** Syllabus change procedures are generally for minor out-of-cycle changes. However, in-cycle syllabus revisions with only minor changes (less than 20%) could use these syllabus change procedures. The maximum number of changes for a syllabus is two. If a third change is needed, the syllabus will be revised to incorporate all changes.

A10.1.1. The OTD team will seek ACC weapons system functional area manager (FAM) guidance before preparing and coordinating syllabus change documents (see paragraph 3.9.3).

A10.1.2. **Cover Page.** Immediately below the original approval date, insert “Change [insert change number] Incorporated, [insert anticipated approval month and year]” and on the next line “DRAFT – Not For Implementation.” ACC TRSS/TDF will remove the draft annotation and validate the actual month and year after approval.

A10.1.3. **Change Page Format.** The change page is placed between the cover page and the introduction page.

A10.1.3.1. **Header.** Insert the ACC organizational header with the change number, syllabus identifier and “TBD [Month Year]” placeholder. HQ ACC TRSS/TDF will update the actual change date after approval.

A10.1.3.2. **Title Lines.** Center the type of training, course title and change number using bold uppercase format.

A10.1.3.3. **Summary of Changes.** Use sufficient detail to define the scope and justification for the change. Include this as the last sentence “A margin bar indicates changed material.”

A10.1.3.4. **Signature Blocks.** Insert the current COMACC and ACC/A3 signature blocks using spacing as for normal syllabi. Insert “DRAFT - Not For Implementation” above the ACC/A3 signature when submitting the change. ACC TRSS/TDF will remove the draft annotation after approval.

A10.1.3.5. **Additional Information.** If the OPR, OPDR or OCR changes, update the information. Never use a supersession line for syllabus changes.

A10.1.4. After the change page, submit the entire syllabus.

A10.1.4.1. The original introduction page will retain the original syllabus date and signature blocks. Annotated “DRAFT - Not For Implementation” above the A3 signature block on the introduction page and in the footer of all pages.

A10.1.4.2. Do not include changes within the original summary of revisions.

A10.1.4.3. Use change bars to identify changed material. The change bar may be on the outside margins or on the left margin as desired, but consistent throughout the document. When using landscape presentation, the change bar should be on the margin as viewed in the landscape presentation. Within the header on pages with changes, replace the original syllabus date with the change number and the abbreviated change month and year (i.e., CCALLMCIU, Change 1, Aug 13).

A10.1.5. Inserted material could adversely affect paragraph numbering and page references within the syllabus. To minimize the impact, non-standard paragraph labeling is permitted such as adding a paragraph suffixes (i.e., 2.6a for an added paragraph between 2.6 and 2.7). Similarly inserting multiple pages using non-standard page labeling is also permitted such as labeling inserted pages with a suffix (e.g., pages 34A and 34B inserted between pages 34 and 35).

## Attachment 11

### GENERAL WRITING AND FORMATTING GUIDELINES

**A11.1. Writing Guidelines.** Comply with the following general writing guidelines when developing all ACC formal operations training publications.

#### A11.1.1. Acronyms.

A11.1.1.1. Do not define acronyms in the summary of revisions or table of contents unless the acronym is subsequently used in that section. Any such acronym must be redefined when used in the body of the document.

A11.1.1.2. Spell out all acronyms when first used in the body of the document and as necessary throughout the document to remind reader of the meaning when the acronym is used sparsely. The ACC TRSS Training Development SharePoint has a list of commonly accepted abbreviations or acronyms that do not need to be spelled out or included in attachment 1.

A11.1.1.3. Acronyms that are commonly understood within the weapons systems community need not be spelled out within the TTL matrix or within syllabus event descriptions but must be defined in attachment 1.

A11.1.1.4. Do not capitalize words within the context of a sentence just to define the acronym.

**A11.1.2. Capitalization.** Reference AFH 33-337, *The Tongue and Quill*, for capitalization rules.

A11.1.2.1. Do not capitalize “if,” “and,” “or” or “of” even if they appear in titles.

A11.1.2.2. Write out chapter, table, figure and paragraph references completely in lowercase; do not abbreviate (e.g., chapter 1, figure 1). Capitalize only if adding the title (e.g., “Chapter 1, Course Accounting” and “see chapter 1”).

A11.1.2.3. Do not capitalize references to positions when they refer to an individual or organization in general terms (e.g., “the operations group commander,” “the chief of safety,” “the wing,” “the command” or “the numbered air force”).

A11.1.2.4. Capitalize references to positions when they refer to a particular individual or organization (e.g., “1st Operations Group Commander,” “1 FW Chief of Safety,” “1<sup>st</sup> Fighter Wing,” “Air Combat Command,” “15th Air Force,” “93d Air Control Wing” and “93 ACW”).

#### A11.1.3. Punctuation Guidelines.

A11.1.3.1. **Commas.** Follow the guidelines in AFH 33-337 for proper use of commas. Use commas to separate instruction number from volume, supplement or change numbers (e.g., AFI XX-XXXX, Volume 1, ACC Supplement). Also, use commas to separate the title of a publication from its reference.

A11.1.3.2. **Spaces after Punctuation.** Insert two spaces between sentences except for justified text, which requires a single space to avoid excessive proportional spacing.

Always insert two spaces after colons unless used as a ratio or a unit of time. Always use one space after semi-colons.

#### A11.1.4. Word Use Guidelines.

A11.1.4.1. Do not orphan organizational labels or instruction or from references that split onto two separate lines (e.g., 55 OG/CC, ACCI 36-2250, AF Form 847).

A11.1.4.2. Spell out numbers less than 10 unless used to designate a unit of measure or time.

A11.1.4.3. **Ampersand.** Do not use the ampersand symbol (&) in sentences. Ampersand use within titles, tables or figures is acceptable.

A11.1.5. **Slash.** Restructure sentences to avoid using a slash since its use can be confusing. If used, do not insert spaces before or after the slash unless the combined words are in uppercase.

A11.1.6. **Proofreading.** To improve quality, one or two individuals without technical expertise in the particular weapons system or syllabus topic should review the document. At least one OPDR/OCR level, word-for-word review is required in order to catch errors that may be overlooked due to familiarity with the weapons system/syllabus topic.

A11.1.6.1. Use spell check. However, just using spell check is no substitute for a quality word-for-word review.

A11.1.6.2. Verify that signature blocks are current and correct.

A11.1.6.3. If the document supersedes another, verify the supersession information at the bottom of the introduction page.

A11.1.6.4. Verify that chapter, section, paragraph, attachment, figures and table titles and page references are correct in the table of contents.

A11.1.6.5. Verify that totals of columns and/or rows of numbers in all tables add up correctly.

A11.1.6.6. Verify that references to lesson numbers, titles and academic hours correspond throughout the document and within tables and figures (i.e., numbers listed in academic inventory correspond with numbers listed on management flow chart and in lesson descriptions).

A11.1.6.7. Writing style and format should be consistent throughout the entire document and should follow grammatical guidelines in AFH 33-337.

A11.1.6.8. When grammatical guidelines are not defined or there is more than one correct method, be consistent throughout the document.

**A11.2. Formatting Guidelines.** Comply with the following general formatting guidelines when developing ACC formal operations training publications.

A11.2.1. **Font Style/Size.** Use Times New Roman 11-point font size. Exceptions: Cover page font size may be larger. For tables and figures, font size (not less than 8-point) or style may differ, but should be standardized throughout the document.

A11.2.2. **Margins.** A 1-inch margin on all sides is required for all pages.

A11.2.3. **Page Headers.** The header of the introduction page will have the organizational style header. Subsequent page headers will include the document identifier, month and year, with the page number on the outside margin (odd page number on the right; even page number on the left). Align the header vertically with the page margins.

A11.2.4. **Page Numbering.** Number all pages after the introduction page using an Arabic number within the header. The basis for page numbering is the introduction page.

A11.2.5. **Line Spacing.** Comply with line spacing requirements for the introduction page, table of contents, and the chapter and attachment titling. Other paragraphs and section labels should be single-spaced with a blank line between paragraphs (preferred), but paragraph spacing of not less than 6 points after is acceptable as long as it is consistent throughout the document. Paragraphs should not use the before line spacing settings in the body of the document. Line spacing before and after figures and tables should match the line spacing convention for other paragraphs.

A11.2.6. **Chapter and Attachment Labels.** The chapter and attachment labels will be in title case, bolded and centered on the top line of a new page. (**Exception:** Multiple chapters that are not applicable may be on the same page.) All chapter and attachment titles will be in uppercase, bolded and centered, and do not end with a period. The chapter and attachment titles will be placed after one blank line below the chapter or attachment label and will have a blank line after the title.

A11.2.7. **Labels.** The section number and title is separated by an Em-dash, and is in bolded normal or italics format. Section labels do not end with a period.

A11.2.8. **Main Paragraphs.** Bold all main paragraph headings. The main paragraph numbers may also be bolded. Standardize the paragraph format throughout the document. Main paragraph labels end with a period.

A11.2.9. **Non-Applicable Mandatory Chapters and .** Mandatory chapters, sections or paragraphs that do not apply should be referenced in the document and in the table of contents. Within the document, insert the mandatory title followed by “(Not applicable).” In the table of contents, insert the mandatory title followed by either “Not Applicable” or “N/A” within parentheses.

A11.2.10. **Tables.** Label all tables with a table number and title. The table number will include the chapter number and table sequence number and table title. They will be left-justified, bolded, title case, and will end with a period. Place the table title above the table. Table width should be no wider than the line width. Use title case and bold the table header and total line, if applicable. When the table spans multiple pages, the table label applicable header lines must appear on the subsequent page. Standardize table format, border styles and shading.

A11.2.11. **Figures.** Label all figures with a figure number and title. The figure number will include the chapter number and figure sequence number and figure title. They will be left-justified, bolded, title case, and will end with a period. Figure titles may be placed above or below the figure, but must be consistent throughout the document. When the figure spans multiple pages, the figure label must appear on the subsequent page.

A11.2.12. **Use of Bold or Italic Type.** Use bold type to highlight chapter, section, main paragraph (when titled), table and figure titles. Section titles may be shown in italics. When including a publication title after its reference, show the title in italics. Bold or italic type may be used sparingly for emphasis. Bold “**Note**” or “**Exception**” when used to identify key points; however, do not bold entire sentences, paragraphs, pages, tables or figures.