

**BY ORDER OF THE COMMANDER  
AIR EDUCATION AND TRAINING  
COMMAND**



**AIR EDUCATION AND TRAINING  
COMMAND INSTRUCTION 36-2208**

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**TECHNICAL AND BASIC MILITARY  
TRAINING INTERACTIVE MULTIMEDIA  
INSTRUCTION (IMI) AND DISTANCE  
LEARNING (DL)**

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This instruction implements AFPD 36-22, *Air Force Military Training*. It establishes responsibilities and procedures for designing, developing, and maintaining IMI and DL for technical training courses administered by units aligned under Second Air Force (2 AF) and Air University within Air Education and Training Command (AETC). It also applies to the InterAmerican Air Force Academy, BMT (737th Training Group); as well as the 81st Training Support Squadron (81 TRSS) Qualification Training Flight (Q-Flight) and the 367 Training Support Squadron (TRSS), which are involved in producing IMI products for Air Force qualification training packages (AFQTP) and major command (MAJCOM) continuation training. TRG commanders (CC) are responsible for implementing this instruction at AETC training wings.

Commanders responsible for implementing this instruction may supplement it to establish specific implementing procedures. All 2 AF units will send waiver requests, suggested changes, and proposed supplements through their training group or wing to 2 AF/DS, 721 Hangar Road, Suite 102, Keesler AFB MS 39534-2804 with a courtesy copy to AETC/A3PV, 1 F Street, Suite 2, Randolph AFB TX 78150-4325 for review. The 2 AF will then forward inputs to HQ AETC/A3PV for final coordination of supplements and/or approval of waivers by HQ AETC/A3P. Refer recommended changes and questions about this publication to the Office of Primary Responsibility using the AF Form 847, *Recommendation for Change of Publication*; route AF Forms 847 from the field through the numbered Air Force. (AF Form 847 is prescribed

by AFI 11-215, *USAF Flight Manuals Program (FMP)*. Refer to that publication for guidance on filling out the form.) Submit requests for waivers to any requirement stated in this instruction in accordance with guidance in AFI 33-360, *Publications and Forms Management*. (**Note:** A waiver remains in effect until the approving official cancels it in writing, the publication is revised, or the waiver expires. When the publication is revised, the requester must renew the waiver.)

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**SUMMARY OF CHANGES**

This document is substantially revised and must be completely reviewed.

1.	Overview .....	3
2.	Definitions .....	3
3.	Technical Training Management System (TTMS). .....	4
4.	Roles and Responsibilities .....	4
5.	New Technology. ....	10
6.	Front End Analysis. ....	11
7.	Resource Process. ....	12
8.	Requesting Higher Headquarters Resources .....	13
9.	Priorities. ....	14
10.	Design and Development .....	15
11.	CDC IMI Development .....	18
12.	Progress Report on Projects .....	19
13.	Type 6 DL Administration .....	19
14.	Course Completion. ....	21
15.	Production. ....	21
16.	Adopted Forms .....	22

ATTACHMENT 1—GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION	23
ATTACHMENT 2—SAMPLE PROJECT PLAN	26
ATTACHMENT 3—SAMPLE ELIMINATION/WITHDRAWAL SURVEY	28

## 1. Overview

1.1. This instruction establishes guidance and procedures for designing, developing, and maintaining IMI and Type 6 DL to promote cost-effective delivery methods for technical training and BMT. Training development and management personnel will use the most efficient and effective methods to satisfy training requirements. The instructional designer must ensure the selected technology complements the established objectives and provides the best instructional solution via a Front End Analysis (FEA). DL will be considered as the first option to meet training requirements for supplemental courses. (**Note:** Hands-on intensive field training detachment supplemental courses are excluded.)

1.2. The decision to use IMI or DL will be based on appropriate elements of a comprehensive FEA of the total training system requirements, as documented in the course resource estimate (CRE). This analysis will include a media selection and cost-benefit analysis to determine if the use of IMI or DL is an effective and efficient means for training delivery when compared with other potential training media. Training organizations will ensure these analyses are performed in accordance with DoDI 1322.26, *Development, Management, and Delivery of Distributed Learning*, and document the results.

1.3. IMI is used to enhance the learning experience in traditional resident instruction (technology insertion) or to expand the reach of instruction through DL. With the continuous advances of technology, course designers should make every effort to use technology to illustrate complex, difficult-to-grasp technical concepts to students. Whether through computer-based instructional programs, web-based training, interactive television (ITV) technology, or technology insertions to instructor-led training, the proper use of current and emerging technology can greatly increase the effectiveness and efficiency of instruction.

1.4. Type 6 DL is used to provide the customer quality training when and where it is needed, in a cost-effective manner. The two key elements are flexibility and cost. Providing training at the user's base allows AETC to meet immediate training demands with reduced student man-hours because the student does not travel. From an Air Force and AETC perspective, Type 6 DL can increase mission readiness while reducing training costs (travel, facilities, money, equipment, and manpower) in many cases.

## 2. Definitions

2.1. **IMI** is a group of predominantly interactive, electronically delivered training and training support products. Text, audio, video, and graphics are commonly used in IMI products and other digital electronic products used in the delivery of training.

2.1.1. IMI can be presented as a stand-alone, self-paced program; an instructor-led presentation; or a program to support on-the-job training.

2.1.2. IMI technologies can be used individually or in combination with each other, and they include interactive courseware, electronic performance support systems, and computer simulation.

2.2. **Type 6 DL** is technical training delivered to students at their base of assignment without an AETC instructor physically present. Distance learning models can be used in combination with other forms of instruction or it can be used to create wholly virtual classrooms. DL is also known as exportable training, advanced distributed learning (ADL), and distributed learning. Type 6 DL does not include Career Development Courses (CDC).

2.2.1. DL extends the training capabilities of AETC schools to meet specific job and equipment training needs in place of resident training. Like resident training, a Type 6 DL course is based on a training standard and has specific objectives students must achieve.

2.2.2. DL media can take the form of IMI, webcast, ITV, video, web based training, and computer-based training, paper, or some combination of these. The media used for a given course will be based on a media selection analysis.

2.2.3. DL must be tracked, evaluated, and completion verified IAW AETCI 36-2215, *Technical and Basic Military Training Administration*.

2.3. **Technology Insertion (TI)** is the use of appropriate instructional technology in resident instructional programs. While the instructor may or may not be present at the time the student is actually using the instructional technology, technology insertion applies **only** to the use of technology to support training instructional programs conducted at the schoolhouse. That is, instructional technologies can be integrated directly into a traditional classroom or laboratory course of instruction, can be used for remediation and self-study to reinforce learning in a resident course, or can be used to augment or refresh training received through a resident program.

**Note:** More detailed information on IMI, DL, and TI may be found in AFH 36-2235, Volume 5, *Information for Designers of Instructional Systems: Advanced Distributed Learning: Instructional Technology and Distance Learning*, DoDI 1322.26, MIL-HDBK-29612-3A, *Development of Interactive Multimedia Instruction (IMI) (Part 3)*, and MIL-HDBK-29612-5, *Advanced Distributed Learning (ADL) Products and Systems (Part 5)*.

**3. Technical Training Management System (TTMS).** Where the TTMS is installed and operational, it will be used for all unclassified formal technical and basic military training-related functions, to include course development, student management, resource management, and course evaluation. For courses containing classified information, enter all unclassified course information necessary to complete adequate student accounting when developing courses in the TTMS course development software. If available, automated TTMS products will be used. Forms generated electronically by this system may be used in lieu of prescribed forms. Training groups will develop local procedures to assign TTMS responsibilities to instructional technology units (ITU). (See paragraph 4.8 for ITU roles and responsibilities.) Forms generated electronically by these systems may be used in lieu of prescribed forms.

#### **4. Roles and Responsibilities**

##### **4.1. HQ AETC/A3I (Technology Integration Division)**

- 4.1.1. Provides guidance and works issues as the MAJCOM point of contact (POC) for Section 508 of the Rehabilitation Act.
- 4.1.2. Funds and manages the AETC Advanced Distributed Learning Service (ADLS).
- 4.1.3. Develops, funds, and maintains the Learning Content Management System that contributes to the ADL Registry (ADL-R) IAW DoDI 1322.26.
- 4.1.4. Identifies procedures for determining DL content and product conformance to the current published sharable content object reference model (SCORM) requirements.
- 4.1.5. Assists HQ AETC/A3RB in building the DL course conversion/development submission for the AETC program objective memorandum (POM).
- 4.1.6. Assists HQ AETC/A3T to coordinate with customers on projected conversion/development projects.
- 4.1.7. Upon request from A3T, reviews media and cost/benefit analysis portion of CRE and abbreviated/course training plans (A/CTP) involving the use of learning technology and advises A3T on alternative technologies, if appropriate.

#### **4.2. HQ AETC/A3T (Technical Training Division)**

- 4.2.1. Tasks TRG to conduct a FEA, as part of the CRE, on applicable courses or new requirements if not already accomplished through other methods such as the Training Planning Team (TPT), Training Systems Requirement Analysis (TSRA), or the acquisition processes.
- 4.2.2. Reviews CRE and/or CTP to ensure alternate delivery methods have been evaluated. For new or changing instructional technology application requirements, checks for the results of the media and cost/benefit analysis; which should include rationale on why a specific media was recommended.
- 4.2.3. Works with appropriate offices to resolve any problems with delivery of Type 6 DL to operational units.
- 4.2.4. Coordinates with customers on projected conversion/development projects.
- 4.2.5. Maintains the technical training technology project list.
- 4.2.6. Reviews summary/results of FEA and schoolhouse recommendation for resource implications. Tasks the TRG for additional information, if required. Coordinates with the applicable AFCFM for final determination if IMI/DL is preferred option.

#### **4.3. HQ AETC/A3P (Technical Training Strategic Planning and Policy Division)**

- 4.3.1. Develops and administers technical and basic military training policy, reviews and coordinates on implementing supplements, evaluates waivers for approval or disapproval, and helps resolve IMI/DL policy questions.
- 4.3.2. Provides spreadsheet to 2 AF/TTOC to solicit DL requirements, creates DL Programmed Technical Training reflecting requirements by course and training requestor quota identifier (TRQI) and posts to AETC/A3P website, and submits validated requirements to AFPC/DPSIT TRQI managers.

#### **4.4. HQ AETC/A3R (Resources and Requirements Division)**

4.4.1. Validates and prioritizes overall resources required, and submits operations and training funding, and manpower requirements for ADL and tech insertion during various budget exercises.

4.4.2. Develops and coordinates any DL POM submissions with HQ AETC A8P.

4.4.3. Coordinates with HQ AETC/A3T to process CREs and CTPs.

4.5. **MAJCOM POC.** (**Note:** See AFI 36-2201, *Air Force Training Program*, for more information on MAJCOM and Base DL POC responsibilities.)

4.5.1. Designates the POC to provide coordination and integration of DL.

4.5.2. Appoints base-level DL POC and provides names to the 2 AF/TTOC.

4.6. **HQ 2AF/TTOC**

4.6.1. Works technical, funding, and policy issues impacting the Type 6 DL program.

4.6.2. Oversees execution of technical training Type 6 DL program.

4.6.3. Manages 2 AF technical training Type 6 DL funds.

4.6.4. Coordinates consolidated, prioritized technical training project list for funding consideration.

4.6.5. Provides electronic spreadsheet to solicit Type 6 DL requirements during the mission readiness training program (MRTP) screening and provides validated DL requirements to AETC/A3PZ.

4.6.6. Maintains 2 AF Type 6 DL CoP and Live Guide.

4.6.7. Coordinates funding requirements with HQ AETC/A3T and A3R.

4.6.8. Provides HQ AETC/A3T and HQ AETC/A3PV a consolidated quarterly status report on all development/conversion and interactive courseware maintenance.

4.6.9. Provide training for newly assigned base DL POCs and maintain master list of AF DL POCs.

4.7. **Training Wing/Groups.** Training wing/groups will:

4.7.1. Develop local procedures to ensure proposed IMI/DL projects for use in formal training courses (to include training squadron [TRS]-developed IMI/DL) are coordinated with the ITU before development begins.

4.7.2. Establish a central focal point to act as the DL/IMI POC to work DL/IMI issues with HQ AETC, 2 AF, ITU and group personnel.

4.7.3. Designate the DL/IMI POC in writing to 2 AF/TTOC and provide an information copy to HQ AETC/A3T. Duties and responsibilities include, but are not limited to, coordinating and quarterly reporting on IMI/DL development, conversion, maintenance, and delivery schedules as requested by 2 AF/TTOC (Report Control System (RCS): HAF-DPP(A)9703). Submit changes to 2 AF/TTOC as they occur.

4.7.4. Establish a distribution function where it best supports mission requirements, and identify the funding source for distribution costs. A separate distribution function may be established for distribution and handling of classified courses. Specify funding

requirements and sources for initial and subsequent distribution costs in the CRE and/or CTP.

#### 4.8. Instructional Technology Unit (ITU)

##### 4.8.1. ITUs for Formal Technical Training and BMT

4.8.1.1. Each training group will be serviced by a centralized ITU established to support the development and maintenance of IMI and DL used in formal technical training and BMT courses. (See paragraph 4.8.3. for ITU staffing requirements.)

4.8.1.2. To ensure quality, standardization, and maximum reuse of training products, these ITUs will provide:

4.8.1.2.1. Quality control for in-house (ITU- and training squadron [TRS]-developed IMI/DL) and contracted analysis, design, development, and maintenance of all resident and nonresident IMI and Type 6 DL used in formal technical training and BMT courses (to include IMI for CDCs).

4.8.1.2.2. The expertise required to maintain various forms of IMI/DL used in formal technical training and BMT for the entire life cycle.

**(Note:** AFH 36-2235, Volume 3, *Information for Designers of Instructional Systems: Application to Acquisition*; Volume 4, *Information for Designers of Instructional Systems: Manager's Guide to New Education and Training Technologies*; Volume 5; and Volume 6, *Information for Designers of Instructional Systems: Guide to Needs Assessment*; contain additional information on ITU responsibilities.)

4.8.2. **Other ITUs.** There are two ITUs assigned to training groups under 2 AF that do not develop IMI/DL for formal technical training or BMT —the 81 TRSS Q-Flight and the 367 TRSS.

4.8.2.1. The 81 TRSS Q-Flight will develop, publish, and maintain standardized Air Force job qualification standards and AFQTP in accordance with AFI 36-2233, *Air Force On-the-Job Training Products for Communications-Electronics Enlisted Specialty Training*.

4.8.2.2. The 367 TRSS will develop IMI products to support aircraft-munitions maintenance continuation training programs with Headquarters, Air Combat Command, and Headquarters, Air Mobility Command, per a memorandum of agreement (MOA) between AETC and each MAJCOM. Each MOA will be reviewed annually for changes or updates. Changes or updates will be coordinated through 2 AF/TTOC to HQ AETC/A3T with a courtesy copy to HQ AETC/A3PV.

4.8.3. **ITU Staffing.** **(Note:** These requirements do not apply to the 81 TRSS Q-Flight or the 367 TRSS.) ITUs are staffed with civilian and/or military personnel and supported by base support units and TRSs. Contract support may also be part of the ITU team. Descriptions of team personnel are as follows:

4.8.3.1. **ITU Chief or Commander.** This person is a supervisory instructional systems specialist with experience in IMI design and development. He or she will develop standards for IMI lessons and/or content, oversees the ITU staff to ensure continuity across lesson and/or content design and delivery, and manages the ITU.

4.8.3.2. **Project Manager.** A project manager is assigned for each IMI project. This person directs the overall development process, including coordinating with senior management and support organizations via a project plan or similar type of document. Attachment 2 contains a sample project plan.

4.8.3.3. **IMI Instructional Designer.** This person is an instructional systems specialist with experience in IMI design and development. He or she will develop standards and instructional strategies for IMI lessons and/or content, review products for instructional integrity and conformance with IMI quality standards and strategies, and assist with other courseware and/or content development requirements.

4.8.3.4. **Courseware and/or Content Developer.** This person has experience in IMI development and the use of IMI authoring tools. He or she will author lesson and/or content designs, flowcharts, and storyboards; design and/or create static and animated graphics, simulations, and interactive sequences; and program lessons and/or content with authoring systems.

4.8.3.5. **Subject-Matter Expert (SME).** This person has expertise in the subject matter. While not necessarily assigned to the ITU, he or she will provide information on content subject matter to other members of the team and review IMI products for technical accuracy. The SME is responsible for course content, but the ITU has responsibility for courseware and/or content appearance and functionality to ensure quality and standardization. **Note:** Training groups will develop local procedures to ensure adequate SME support for ITUs to ensure established delivery schedules are met.

4.8.3.6. **Computer Programmer.** This person supports the courseware and/or content development effort by programming lessons and/or content with authoring systems or programming languages; developing subroutines and writing applications to read or analyze student data files; and developing graphical user interfaces with various authoring languages.

4.8.3.7. **Base Multimedia Center (BMC) Personnel.** These persons (contract, military, or civil service) are from base support units that supplement courseware multimedia production requirements and, as part of their day-to-day job, use computers to produce routine multimedia products. ITU military or civil service personnel may not be solely dedicated to multimedia production when multimedia is contracted for the base. Where contract personnel provide base multimedia support, contracts may require amendment to include BMC support of IMI.

#### 4.9. Type 6 DL Course Instructor/Faculty/Staff Member

4.9.1. Training wing/groups will ensure each Type 6 course is assigned adequate instructor/faculty support to provide subject matter expertise during the development/conversion phase, provide student interaction/support, and maintain currency of course content once the course is delivered. The TM will document these requirements in the CRE and/or A/CTP.

4.9.2. One instructor or faculty member may support more than one Type 6 course depending upon the design and requirements of the course.

- 4.9.2.1. Ideally, a trained and qualified instructor should administer each Type 6 course. However, until a manpower standard is established to validate requirements (and resources are funded), as a minimum, an instructor meeting Community College of the Air Force (CCAF) requirements must be assigned to administer courses that award CCAF credit.
- 4.9.2.2. For courses that do not award CCAF credit, the TRS responsible for course management will assign a faculty member who can adequately provide student interaction/support to administer each course.
- 4.9.3. Course design and delivery will dictate when the instructor or faculty member assigned to administer a Type 6 course must input student data into TTMS according to AETCI 36-2215.
- 4.9.3.1. When courses are delivered via ADLS and do not require a written test, instructors or faculty members need not manually enter student data for courses designed for self-enrollment.
- 4.9.3.2. When courses designed for self-enrollment are delivered via ADLS and require a proctored test, instructors or faculty members will need to enter the test score and graduation date for courses after the other student data have flowed from ADLS to TTMS. See the TTMS student management handbook for instructions on how to identify courses using the automated ADLS-TTMS interface capability.
- 4.9.3.3. These requirements will be documented in the CTP and/or CRE. Instructors or faculty members contact students and/or DL POCs as required prior to class start date. Throughout the course, instructors or faculty member interface with students, DL POCs, and students' supervisors as necessary to ensure timely course completion.
- 4.10. **TRG DL POC.** Functions as interface for all Type 6 DL issues (see paragraph 4.7.2). Duties and responsibilities include, but are not limited to, coordinating and reporting Type 6 DL development/conversion, maintenance, and delivery schedules as requested by HQ AETC/A3T and 2 AF/TTOC (RCS: HAF-DPP(A)9703). Submit changes to HQ AETC/A3T and 2 AF/TTOC as they occur.
- 4.11. **Distribution Function.** Course training managers (TMs) will work with HQ AETC/A3T training pipeline managers (TPM) and AFCFM to identify initial course distribution locations. Distribution functions reproduce and send/receive course and test materials as requested by the TRSs they support, and send student diplomas (AF Form 1256, *Certificate of Training*) to the DL POC for local distribution. (AF Form 1256 is prescribed by AFI 36-2201. Refer to that publication or guidance on filling out the form.) TRGs will establish requirements for test security. All distribution functions that send/receive test materials will use appropriate safeguards to prevent compromise of written tests and performance tests. Send them to other bases using certified mail or approved encrypted electronic transfer procedures. Handle classified material according to established security procedures.
- 4.12. **Base DL POCs.** Provide administrative support for Type 6 DL, screen for requirements, request out-of-cycle requirements, manage and control Type 6 DL materials, control examination material, and schedule and conduct broadcasts. (**Note:** DL POCs may also serve as site POCs providing technical and administrative support for satellite broadcasts)

and function as test control officers. The DL POC role is defined in AFI 36-2201.) Specific procedures/instructions for DL POCs must be included in the course announcement in Education and Training Course Announcement (ETCA) and course materials provided by schoolhouse (TRG).

## 5. New Technology. Training technology planning is the responsibility of HQ AETC.

### 5.1. HQ AETC's Role

5.1.1. AETCI 36-2218, *Advanced Learning Technology Demonstrations (ALTD)*, prescribes procedures which can be used to test new and innovative technology implementation. HQ AETC/A5/8/9 is responsible for overall ALTD Program policy within AETC. ALTDs provide a systematic and integrated process for identifying, developing, and evaluating the application of emerging technologies in the learning environment. Program management for technical training related ALTDs is delegated to HQ AETC/A8Q.

5.1.2. HQ AETC/A5T explores technologies to satisfy long-range objectives by searching and experimenting with new and evolving products and concepts. This includes quick-look assessments which focus on selected areas to improve training and education business practices and migration of curricula to more efficient and effective learning experiences through the use of emerging instructional methods and media.

5.1.3. When technology is identified through ALTDs for broader application throughout AETC, HQ AETC/A8Q will coordinate with HQ AETC/A2/3/10 Chief Technology Officer (CTO), HQ AETC/A3T, and HQ AETC/A3P to integrate the technology into training. **Note:** Suggestions for command use of ALTD technologies will be coordinated through 2 AF/TTOC to HQ AETC/A5T with one information copy each to HQ AETC/A2/3/10 CTO, HQ AETC/A3T, HQ AETC/A3P, and HQ AETC/A6X.

### 5.2. Training Groups' Role

5.2.1. Training groups may explore and implement short-term technology solutions related to development and delivery of IMI/DL products to satisfy immediate customer needs. To prevent duplication of effort and unnecessary expenditure of funds, TRGs interested in exploring or testing new training technologies or software having long-range application within technical training, BMT, or other training programs for which AETC develops IMI/DL products must notify HQ AETC/A2/3/10 CTO through 2 AF/TTOC, in writing, before beginning any technology exploration. TRG ITUs (to include the 81 TRSS Q-Flight and the 367 TRSS) will prepare the proposal for signature by the TRG/CC and send one information copy each of this notification to HQ AETC/A5T, HQ AETC/A3T, HQ AETC/A3P, and HQ AETC/A6X.

5.2.2. Personnel assigned to ITUs and TRG DL Coordinators should keep abreast of new training technologies by attending conferences and/or training and reading literature. They should know the advantages and disadvantages of each technology, how these technologies apply in their training arena, and when these technologies will be fielded. They must also keep abreast of changes in instructional design applications to ensure development of effective IMI/DL. (Refer to AETCI 36-2202, *Faculty Development and Master Instructor Programs*, for requirements.)

5.2.3. ITUs are encouraged to participate in BETA testing of commercial off-the-shelf (COTS) products in order to increase the probability of COTS products meeting Air Force and DoD needs.

**6. Front End Analysis.** A structured process used to examine training requirements and identify alternative approaches to training job tasks. The process identifies job tasks to be performed, analyzes the skills and knowledge needed to perform them, assesses the technologies available for training the skills and knowledge, performs a media analysis to recommend the best mix of delivery media, and provides cost and lead-time comparisons for the feasible alternatives.

(**Note:** The 81 TRSS Q-Flight and the 367 TRSS are *exempt* from paragraph 6.1., paragraph 6.3., paragraphs 6.5. through 6.5.3.1., and paragraph 6.5.3.7. However, they must *comply* with paragraph 6.2. and paragraphs 6.5.3.2. through 6.5.3.6.)

6.1. DL will be considered as the first option for supplemental courses. (**Note:** Hands-on intensive field training detachment supplemental courses are excluded.) Training that can be accomplished using DL at less cost than resident training, or better meets readiness needs should be selected provided DL still meets course objectives. The decision to use IMI/DL will be based on a comprehensive FEA of the total training system requirements.

6.2. The FEA will include a media selection and cost-benefit analysis to determine if the use of IMI/DL is an effective and efficient means for training delivery when compared with other potential training media. Training organizations will ensure these analyses are performed, and document the results in accordance with DoDI 1322.26, MIL-PRF-29612B, *Performance Specification Training Data Products*, and MIL-HDBK-29612-1A, *Guidance for Acquisition of Training Data Products and Services*; MIL-HDBK-29612-2A, *Instructional Systems Development/Systems Approach to Training and Education*; MIL-HDBK-29612-3A; MIL-HDBK-29612-4A, *Glossary for Training*; and MIL-HDBK-29612-5.

6.3. TMs will review courses and blocks of instruction to identify those where DL and/or IMI can best meet the training need. They will use internal and external resources (training development element [TDE] instructional systems specialists, SMEs, instructional technology personnel, input from utilization and training workshop [U&TWs] or other forums, and/or users) to evaluate their courses and/or content for alternative methods of delivery.

6.4. Candidate courses, lessons, or units of instruction may be selected during initial development, course reviews, and revisions. Revise courses or portions of courses to incorporate IMI/DL where using IMI/DL would accomplish training in a more efficient and economical manner while maintaining or enhancing training quality.

#### 6.5. Roles within the FEA Process

6.5.1. TMs will submit a request to the ITU to perform a FEA on candidate courses, lessons, or units of instruction, to include a media and cost benefit analysis, as required by DODI 1322.26.

6.5.2. TRS TDEs, TMs, and SMEs will provide all necessary course documentation to the ITU and assist in completing and documenting the analysis.

6.5.3. ITUs will:

6.5.3.1. Identify required resources for in-house and contractor-developed IMI/DL projects and establish timelines for development using guidelines in AFH 36-2235, Volume 5; MIL-PRF-29612B; MIL-HDBK-29612, Volumes 1-5; and contractor development costs associated with current IMI/DL contracts.

6.5.3.2. Conduct a media analysis for each course as requested. A course does not have to be developed entirely as DL or IMI. A blended approach may be used. Review the content of each lesson objective and select the appropriate media. When more than one media will satisfy the training objective, consider cost, customer requests, and resources available (to include customer hardware [HW]).

6.5.3.3. Examine all DL/IMI development, new or revised, with SCORM compliance in mind when it is economically feasible. SCORM provides the foundation for how the DoD will use learning and communications technologies to build, and operate in, the learning environment of the future. For further guidance, refer to AFH 36-2235, Volume 5. Contact HQ AETC/A3IA when developing and implementing SCORM-based products and services.

6.5.3.4. Factor in development, delivery, manpower requirements, and costs for new or additional HW, software (SW), and maintenance.

6.5.3.5. Perform and document searches or help customers perform searches of the Defense Automated Visual Information System (DAVIS), Defense Instructional Technology Information System (DITIS), Defense Imagery (DefenseImagery.mil), and ADL Registry (usable SCOs) databases as required by DoDI 1322.20 and AFI 36-2201. Perform searches after IMI/DL requirements are defined and before IMI/DL is developed or acquired to determine what existing products meet (or can be cost effectively modified to meet) new training needs. Provide inputs to the DAVIS and/or DITIS databases on training group projects as required by DoDI 1322.20.

6.5.3.6. Recommend the use of COTS courseware when appropriate. Help customers identify and evaluate COTS courseware that might meet their training needs. **Note:** Due to intellectual property laws, COTS courseware will not be modified or incorporated into Air Force-developed IMI/DL without first obtaining written permission from the copyright holder or owner of the courseware.

6.5.3.7. Report analysis results to TM and the TRG DL POC. The TM is responsible to forward results to HQ AETC/A3T and 2 AF/TTOC.

**7. Resource Process.** (**Note:** These requirements do not apply to the 81 TRSS Q-Flight or the 367 TRSS.) If the decision is made to pursue conversion or development of IMI/DL, HQ AETC/A3T will request the TM develop a CRE to begin the resourcing process. The TM will develop the CRE with assistance from the local manpower office. The CRE will include media and cost/benefit analysis results, and provide specific information on the resources required, to include new or additional HW or SW, to support both in-house and contractor development. It will recommend whether the project should be in-house or contracted and include project priorities. (See AETCI 36-2203, *Technical and Basic Military Training Development*, for additional guidance on developing and compiling CREs.)

7.1. If development is not required within the current fiscal year (FY), the AETC/A3T will add the project to the AETC technical training technology project list for consideration in the next FY. Use the following procedures if development is desired in the current FY:

7.1.1. If the training group has the funds and manpower to support the new development due to approved cancellations of other projects, the IMI/DL may be developed in-house and the TM will:

7.1.1.1. Develop the training plan, if required.

7.1.1.2. Notify HQ AETC/A3T and 2 AF/TTOC of the decision to convert to IMI/DL.

7.1.2. If the training group has the manpower to support the new IMI/DL requirements due to cancellation of other projects, but lacks funding, the TM will attempt to locate funding for IMI/DL development within the training group or training wing. If funding is secured, follow procedures in paragraph 7.1.1.

7.1.3. If the TRG determines contractor support is needed to satisfy the new requirements, and manpower and funds are available in the group due to cancellation of other projects, the TM will work with the local contracting office and the ITU as specified in paragraph 10.3.2.

7.1.4. If the TRG determines contractor support is needed to satisfy the new requirements, and manpower and/or funds are not available in the group:

7.1.4.1. When manpower is available due to cancellation of other projects, the TM will attempt to locate funding for DL development within the training wing. If funding is secured, follow procedures in paragraph 7.1.3 and paragraph 10.3.2.

7.1.4.2. When funding and/or manpower are not available from the TRG or training wing, the TM will follow procedures in paragraph 8.

## **8. Requesting Higher Headquarters Resources**

8.1. If resources are not available within the TRG or training wing, the TM will forward the CRE to HQ AETC/A3T with a courtesy copy to 2 AF/TTOC.

8.2. HQ AETC/A3T will coordinate the CRE with the following offices, as applicable:

8.2.1. HQ AETC/A3IA to review the media and cost/benefit analysis, and advise HQ AETC/A3T on alternative technologies, if appropriate.

8.2.2. 2 AF/TTOC to explore feasibility of an ITU in another TRG accomplishing the project or diverting funds to support the development effort and determine if approved project or projects should be delayed and resources diverted to support new development. Coordinate actions with affected TRGs and career field managers, as applicable.

8.2.3. HQ AETC/A2/3/10 CTO, HQ AETC/A5/8/9, and HQ AETC/A6 if the CRE includes requirements for new HW or SW.

8.3. If funding is not available at the time CRE coordination is completed, HQ AETC/A3T will add the project to the technical training technology project list as an unfunded requirement, and inform HQ AETC/A3IA, A3RB, A1MRT; AFCFM; 2 AF/TTOC; and the TM. If the course resources can be fully funded, HQ AETC/A3T notifies:

8.3.1. The TM, who proceeds with developing the training plan. At the same time, the TRG begins in-house or contract IMI/Type 6 DL development.

8.3.2. The AFCFM of the projected development or conversion of a course to IMI/Type 6 DL, if not already accomplished.

8.3.3. 2 AF/TTOC the project has been added to the technical training technology project list.

**9. Priorities.** (Note: Priorities for the 81 TRSS Q-Flight and the 367 TRSS are established per AFI 36-2233 and the applicable MOA, respectively.)

9.1. IMI/DL development is dependent on the availability of resources; therefore, it is necessary to prioritize projects. TRGs will develop procedures for establishing local IMI/Type 6 DL priorities and for handling priorities established by 2 AF and HQ AETC/A3T.

9.2. Each FY, HQ AETC/A3T in coordination with 2 AF/TTOC will prioritize unfunded projects to determine funding requirements. They will use the following procedure to identify and prioritize courses:

9.2.1. No later than (NLT) 15 January, HQ AETC/A3T forwards the latest technical training technology project list to 2 AF/TTOC to coordinate updates with the training wing/group.

9.2.2. 2 AF/TTOC forwards the project list to training wing/group for review and local prioritization. Training wing/group may add new projects. Training wing/group forwards prioritized base lists to 2 AF/TTOC.

9.2.3. 2 AF/TTOC evaluates TRG inputs and prioritizes base lists to create a consolidated 2 AF technical training list. Prioritization is based on one or more of the following:

9.2.3.1. Projects underway (carried over from previous FY).

9.2.3.2. Career field needs, readiness issues, and a determination the course has already been evaluated and found to be a viable candidate for conversion to IMI/Type 6 DL.

9.2.3.3. Economic viability (student training requirements and available funding).

9.2.3.4. The project supports a specialty training standard or course training standard line item and corrects a training deficiency, reduces eliminations and washbacks, saves resources (time, equipment, manpower), or improves quality of training.

9.2.4. NLT 1 March, 2 AF/TTOC forwards draft consolidated project list to HQ AETC/A3T. HQ AETC/A3T works with HQ AETC/A3R and 2 AF/TTOC to identify the highest priority projects based on available funding.

9.2.5. NLT 15 March, HQ AETC/A3T makes adjustments to the project list based on coordination with HQ AETC/A3R and 2 AF/TTOC and prepares the final prioritized project list. (HQ AETC/A3T coordinates with HQ AETC/SG for medical courses and Air Staff, as required.)

9.2.6. NLT 31 March, HQ AETC/A3T approves and distributes the final project list.

9.3. HQ AETC/A3T TPM, 2 AF/TTOC, and course TM will assist HQ AETC/A3RB in building the IMI/DL submission for the AETC POM. Inputs should include cost requirements for course and student management delivery systems, IT infrastructure, and customer support systems.

## 10. Design and Development

10.1. A training organization or contractor may develop IMI or DL for use in formal technical training and BMT courses, to include IMI for CDCs. IMI developed for CDCs will be coordinated with the AU/A4. See paragraph 11 of this instruction for additional CDC IMI requirements. (**EXCEPTION:** Goodfellow AFB is excluded from coordinating classified CDCs and job knowledge development courses [JKDC] with AU/A4.) The requirements in DoDIs 1322.20, *Development and Management of Interactive Courseware (ICW) for Military Training*, 1322.26, and AFI 36-2201 apply to IMI/DL developed in-house or contracted out.

### 10.2. IMI/DL Teams

10.2.1. IMI/DL development is accomplished by using a team approach to courseware and/or content development as explained in AFH 36-2235, Volume 5. Teams are normally composed of instructional designers, courseware and/or content developers, and computer programmers from the ITU; SMEs, TMs, and TDE instructional systems specialists from TRSs; and multimedia personnel from base support units.

10.2.2. For CDC IMI development, the CDC author will assist the team as the SME.

10.2.3. ITU instructional designers are normally project managers (team leaders) for the design and development of IMI and DL courseware.

10.2.4. Teams are formed to accomplish specific IMI/Type 6 DL projects, and team members may perform more than one function on a team. For example, a courseware and/or content developer may support some of the team's graphic requirements by producing routine, computer-generated multimedia products. **Note:** Instructional designers, computer programmers, SMEs, and audiovisual personnel may be members of more than one team.

### 10.3. Courseware and/or Content Design and Development

10.3.1. The design and development of DL and IMI follows the same basic principles as all other forms of technical training. Designers and developers refer to guidance in this instruction, AETCI 36-2203, MIL-HDBK-29612-3A, MIL-HDBK-29612-5, and AFH 36-2235, Volume 5.

10.3.2. The ITU is responsible for the design, development and maintenance of courseware and/or content. After a coordinated decision is made to use IMI and/or DL, the ITU will assist in researching, planning, developing, and maintaining IMI and/or DL to meet training requirements.

10.3.3. For IMI/DL developed by a contractor, the ITU (with assistance from the TRS) will prepare contract work documents (statements of work, statements of objective, or other documents required by the applicable contracting office) and perform quality assurance (QA) reviews of contractor-developed IMI/DL according to MIL-PRF-29612B, MIL-HDBK-29612, AFI 36-2201, and AFH 36-2235, Volume 3.

10.3.3.1. For locally funded contract efforts, the ITU will perform contractor officer representative (COR) functions required by the contracting officer and develop and enforce quality control measures and standards.

10.3.3.2. For centralized AETC-funded technical training contracted efforts, HQ AETC/A3IA will perform COR duties, work directly with the contracting office, and coordinate with 2 AF/TTOC, the TM, and the appropriate ITU on management and oversight of contracted projects. The appropriate ITU will provide QA support during and after development. HQ AETC/A3IA will provide the ITU with the applicable contracting documents to assist in performing QA functions.

10.3.4. For IMI/DL developed in-house, the ITU and training squadron will prepare a project plan (or similar type of document –See attachment 2 for example) that identifies project requirements, responsibilities, timelines, and expectations.

10.3.5. The ITU will also:

10.3.5.1. Develop, apply, and enforce quality control measures and standards for all IMI/DL materials developed (in-house and by contractors) for the group or customer. Ensure all IMI programs comply with the standard DoD programming protocols and other technical requirements in MIL-PRF-29612B, DoDIs 1322.20 and 1322.26.

10.3.5.2. Identify and recommend the IMI level that best supports learning requirements, from baseline presentations to high-level simulations, as defined in AFH 36-2235, Volume 5.

10.3.5.3. Develop IMI/DL in accordance with DoDIs 1322.20 and 1322.26, MIL-PRF-29612B, MIL-HDBK-29612, and AFH 36-2235, Volume 5, for use in resident, nonresident, and continuation instructional programs. Ensure contractor-developed IMI/DL complies with applicable directives.

10.3.6. Support TRSs by attending U&TWs and other training forums to provide media selection guidance. The 81 TRSS Q-Flight and the 367 TRSS will provide media selection guidance in accordance with AFI 36-2233 and the applicable MOA, respectively.

#### 10.3.7. Lifecycle Maintenance

10.3.7.1. Provide life-cycle management and serve as the life-cycle management activity for both in-house and contractor-developed IMI/DL as explained in DoDIs 1322.20 and 1322.26. Ensure life-cycle availability by maintaining a complete inventory of the version of the authoring system, assembly language, or higher order language compiler used to develop the courseware; source code for the courseware; accompanying documentation; associated software libraries; and all other materials necessary and sufficient to modify the courseware as outlined in DoDIs 1322.20 and 1322.26.

10.3.7.2. For formal technical training or BMT, provide final electronic or paper-based storyboards developed by the ITU or contractor to TMs for inclusion in course files to help TRS personnel review IMI/DL as part of their annual review of course materials and identify required changes. For TRS-developed IMI/DL, the TRS will ensure all required lifecycle material is provided to the ITU. **Note:** The 81 TRSS Q-

Flight and the 367 TRSS will maintain final storyboards in project files and review the storyboards at least biennially to ensure currency.

10.3.7.3. Revise courseware and/or content as required. When staffing is not available or contractor maintenance is more efficient and funding is available, contractors may be used to maintain IMI/DL. When contractors revise courseware and/or content, ITUs will provide necessary materials and documentation to facilitate revisions.

10.3.7.4. Maintain records of the labor hours (divided into time expended on FEA, design, and development for all in-house and contractor-developed courseware and/or content production). (Table 33 – 42, Rule 10.00) Also maintain records of the costs associated with the individual training group's IMI development and maintenance projects. As a minimum, document the estimated number of IMI hours required for the courseware and/or content, estimated completion time, estimated cost, actual number of IMI hours, actual completion time, and actual costs. Also record the time spent on contractor-developed IMI to include, but not be limited to, contract administration, modifications to courseware and/or content and post-delivery maintenance.

10.3.8. For formal technical training and BMT, help customers develop a validation plan for IMI/DL. Follow the validation guidelines in AETCI 36-2203. If changes are required to the IMI/DL product, forward a copy of the final validation report to 2 AF/TTOC and maintain a copy with the IMI/DL project documentation. **Note:** The 81 TRSS Q-Flight and the 367 TRSS will develop a validation plan for IMI they produce and will maintain a copy of the final validation report in the applicable project file.

**10.4. Section 508 Compliance.** All courseware acquired or developed will comply with Section 508 of the Rehabilitation Act. HQ AETC/A3IA is the MAJCOM POC for Section 508 requirements, issues, and sources for assessing compliance.

10.4.1. Under Section 508 of the Rehabilitation Act, agencies must provide employees and members of the public with disabilities access to electronic and information technology comparable to the accesses available to employees and members of the public who are not individuals with disabilities. The law applies to all Federal agencies when they develop, procure, maintain, or use electronic and information technology. Section 508 was enacted to eliminate barriers in information technology, to make available new opportunities for people with disabilities, and to encourage development of technologies that will help achieve these goals.

10.4.2. Specific impairments include hearing, visual, mobility/manipulation, and cognitive. Specific technologies include software/operating systems. Some of the provisions include alternative keyboard navigation for people who cannot rely on pointing devices; Web-based intranet and Internet information and applications; labeling graphics so they can be converted into audio files or Braille presentations; using text telephone or other assistive listening devices; using caption decoders and audio description; self contained, closed products (kiosks, information transaction machines, copiers, etc.); built-in accessibility so users do not need to attach assistive devices; and desktop and portable computers focused on keyboards, other mechanically operated controls, touch screens, biometric forms of identification, ports, and connectors.

10.4.3. Scrutinize new acquisitions and development to determine whether the target audience can be reasonably expected to contain users with vision, hearing, manipulation/mobility, or cognitive impairments.

10.4.3.1. Evaluate content modules individually as they may be subject to reuse under the SCORM model. Individuals with disabilities who are members of the public may generate requests for information or services which are comparable to those provided to individuals with no disabilities.

10.4.3.2. Document possible accommodation strategies and keep documentation with the course folder.

10.4.4. In-house developers should make every effort to accommodate the provisions of Section 508 but should not incur significant cost increases to do so. The key objective is accommodation, but it is an unfunded requirement.

10.4.5. If accommodation would place an undue burden on the Federal agency (because of significant difficulty or cost increases), the burden must be identified and documented. Undue burden refers to 30 percent or higher increases in development time or costs. Where undue burden can be shown, the originating agency will provide HQ AETC/A3IA with appropriate documentation for the AETC Chief Information Officer (CIO) to include in the semiannual report on Section 508 activities.

**Note:** The 81 TRSS Q-Flight and 367 TRSS will also work with their customers and supply required documentation, as necessary, to meet Section 508 reporting requirements outlined by customer CIOs in accordance with applicable Air Force policy.

## 11. CDC IMI Development

### 11.1. Coordination

11.1.1. The TM or CDC writer will coordinate with the ITU serving their training group before beginning CDC IMI development. This early coordination is essential to ensure quality and standardization of CDC products.

11.1.2. The training wing or group will establish procedures to ensure that plans to incorporate IMI into a CDC are coordinated with AU/A4L before working on an interactive CDC. **EXCEPTION:** Goodfellow AFB is excluded from coordinating *classified* CDCs and JKDCs with AU/A4L.

11.1.3. TMs, CDC writers, and ITUs will refer to AFI 36-2201; AETCI 36-2203 and the *Guide for Authors of Interactive Multimedia (IMI Guide)* for additional information on IMI CDCs. AU/A4L will coordinate substantial changes to the guide with HQ AETC/A3PV before publication and implementation.

11.2. **Testing.** The ITUs will provide copies of completed CDC IMI storyboards to the CDC writer who will, in turn, forward them to AU/A4L for review. AU/A4L will ensure objectives are tested, regardless of the media. AU/A4L will continue to develop course examinations in paper-based mode until computer-based testing is proven feasible based on field conditions and compatibility with AU/A4L software.

11.3. **Distribution.** ITUs will furnish two master-quality copies of CDC IMI to the CDC writer who will, in turn, forward them to AU/A4L for duplication and distribution.

**EXCEPTION:** Due to classification requirements, the 17th Training Group, Goodfellow AFB TX, will review, edit, and distribute cryptologic and certain other CDCs and JKDCs and is excluded from coordination with AU/A4L.

## 12. Progress Report on Projects

12.1. Each fiscal year quarter, training groups will report the progress of all projects on the Project Status Report (RCS: AETC-DOP[Q]0401) in the format provided by 2 AF/TTOC.

12.2. Each ITU will upload one approved copy of the report to the AETC Instructional Technology Working Group CoP no later than 15 days following each quarter (for example, 15 April for the January through March quarter).

12.3. 2 AF/TTOC personnel will address and coordinate changes, as needed, and forward them to HQ AETC/A3T within 30 days of receipt with an information copy to AETC/A3PV. **Note:** The 81 TRSS Q-Flight and the 367 TRSS will provide required project information directly to 2 AF/TTOC with an information copy to the centralized ITU servicing the TRG to which they are assigned.

12.4. For formal technical training and BMT, training group personnel preparing the report will also provide TMs a quarterly update on courses they manage. Quarterly updates should include a description of progress for ongoing development or conversion efforts under the remarks column. Extracts from the quarterly report will be e-mailed to applicable TMs.

## 13. Type 6 DL Administration

13.1. **Course Announcement.** TMs publicize courses through the ETCA website at <https://etca.randolph.af.mil/>. The course announcement will specify registration requirements, course delivery requirements, and customer responsibilities at user sites. TMs will coordinate with the 2 AF/TTOC prior to finalizing ETCA content. In addition, TMs will coordinate with the 2 AF/TTOC, HQ AETC/A3T, and the AFCFM on a message to the field announcing course releases. TMs will provide inputs (broadcast schedules, course announcements, course revisions, etc.) for the 2 AF *Live Guide*. The 2 AF/TTOC will assist with preparing DL POC instructions on new courses.

13.2. **Annual Screening.** Air Staff initiates the Type 6 DL annual screening concurrently with MRTP screening. See AFI 36-2201 for specific guidance on DL annual screening requirements. Use requirements identified in the annual screening to build annual broadcast schedules, and to plan and position resources in support of other Type 6 DL courses.

13.3. **Out-of-Cycle Requests.** All Type 6 DL training requests submitted after the annual screening (out-of-cycle) are addressed based on availability of HQ AETC resources. Type 6 DL out-of-cycle training requests are sent to the 2 AF DL Coordinator who forwards them to the appropriate TM. TMs determine whether the request can be met and act accordingly, either scheduling the required resources or advising the MAJCOM that the resources are not available to provide the requested training. (See paragraph 13.4 on scheduling training.) Due to the nature of Type 6 DL, most out-of-cycle requirements can be met with minimal impact on resources.

13.4. **Scheduling Training.** The majority of Type 6 DL courses are designed to be self-paced, asynchronous and require minimal scheduling. However, some Type 6 DL courses such as Web cast and ITV are synchronous, designed to include interactivity with an

instructor or other students. For these courses, the AETC TM validates and schedules requirements, as applicable and/or described in ETCA. Although allocations may be limited by the facilities on site or course design, normally the maximum number of students in training or at each base will determine the number of classes needed to meet the training requirement.

13.4.1. **Web-Based Training.** Technical training courses accessible via the Internet are available on the ADLS. Contact HQ AETC/A3IA or 2 AF/TTOC for the Web address. Course descriptions are available in the ETCA. Students enroll via ADLS and notify the DL POC if they need additional materials and when ready to test, if applicable. After the schoolhouse confirms the students have successfully completed the test, AF Forms 1256 are sent to the DL POC for distribution to graduates.

13.4.2. **Mandatory 7-Level Courses (Web-Based).** TMs build the required number of classes to support training requirements. HQ AFPC/DPSIT enters student data for active duty students; AFRC and ANG enter student data for Reserve and Guard students.

13.4.3. **Courses Requiring Satellite Time.** For courses requiring satellite time, the TM provides inputs such as uplink site requirements, downlink site locations, and broadcast schedule to the satellite scheduling function for the local broadcast facility. The satellite scheduling function will coordinate all requests with 2 AF/TTOC to minimize scheduling conflicts. TMs will deliver schedules to the satellite scheduling function for forwarding to 2 AF/TTOC for inclusion in an annual broadcast schedule and 2 AF *Live Guide*.

13.4.4. **CD-ROM and Paper-Based Courses.** CD-ROM and paper-based courses are shipped as directed by the TM. In some cases, they are prepositioned with the appropriate base level DL POC who maintains them in a library so they are available to students on an as-needed basis. Additional CD-ROMs and paper-based materials may be requested using an out-of-cycle request as described in paragraph 13.3. TMs build required number of classes to support training requirements.

13.5. **Training Delivery.** The distribution function must dispatch training materials NLT 30 days prior to class start date. For out-of-cycle requirements, dispatch course materials within 15 days of receipt of the request. Base DL POCs may establish a library for DL materials for high-flow courses. The delivery process must remain responsive to customer needs. TMs should fill requests for additional materials and class seats if resources and timing permit. TMs will work with course personnel to ensure training materials are made available to the distribution function for reproduction and distribution, so the distribution function can comply with established timelines.

13.6. **Student Tracking.** Student tracking and attendance will normally flow from the DL POC to the distribution function or to the instructor or faculty member assigned to the course. Exceptions to this may include ITV or Web-based DL courses where the instructor or faculty member administering the course interacts directly with the student or courses using the ADLS-TTMS interface. Authorized/identified students enroll according to specific procedures identified in the ETCA listing for the course.

13.6.1. If there are training delays (for example, satellite malfunction), the TM will develop plans on how to complete the training requirement. Develop these alternative plans before the delays occur to minimize impact on the training. If there is a delay, the

TM should solicit advice from the instructor or faculty member assigned to the course and the DL POC in making decisions concerning training delays. TMs should keep a record summarizing training delays in TTMS course records set.

13.6.2. TRGs should follow elimination and withdrawal guidance in AETCI 36-2215.

13.6.2.1. For self-paced courses, the TRG will set NLT completion dates, as applicable. (**Note:** Exceptions to this may include courses using the ADLS-TTMS interface with after-the-fact reporting. Authorized/identified students enroll according to specific procedures identified in the ETCA listing for the course.) The instructor or faculty member assigned to the course may contact the DL POC as applicable when students miss the completion date, asking the POC to determine the reason for the missed date. DL POCs may also initiate requests for course extension and withdrawal, and submit them to the instructor or faculty member administering the course. The TRG/CC (or designated representative) will make the final determination on extensions.

13.6.2.2. In order to gather data from students eliminated or withdrawn from training, the TRG must develop an elimination survey. The purpose of the survey (see sample in Attachment 3) is to determine the reasons for not completing DL courses. The data gathered should cover reasons under and not under direct AETC control.

13.6.2.2.1. TRGs should ensure the elimination survey is available for DL POCs and completed on all eliminated or withdrawn students. The DL POC can help in the completion and return of the survey.

13.6.2.2.2. Completed elimination surveys are returned to the distribution function or as directed in ETCA course instructions, and forwarded to the course TM. If an elimination trend develops, the course TM will determine the best course of action to reduce/eliminate future eliminations. TMs will ensure the required changes to the course are instituted and follow up to ensure they had the desired effect. The TM will elevate concerns outside AETC's span of control to 2 AF/TTOC for appropriate action.

**14. Course Completion.** The DL POCs should ensure course requirements, such as attendance and testing, are met. They should also provide data on students eliminated from training (upon TRG request), and make recommendations on student eliminations. However, TRGs will make all decisions on student elimination and graduation. Also, TRGs will issue guidance to DL POCs to enlist their help in conducting course evaluations as necessary.

14.1. The DL POC should help ensure students meet course requirements. When students are ready to test, the DL POC or the test control officer will administer tests in accordance with course instructions.

14.2. Course personnel will make graduation decisions based on student measurement and any other pertinent data, and input data into TTMS. They will also ensure diplomas (AF Form 1256) are prepared, provide them to the distribution function to send to the DL POC for local distribution, and notify the registrar of course completion.

**15. Production.** Training wing/groups must establish procedures to ensure student production data is entered into appropriate student management systems. 2 AF/TTOC briefs 2 AF/CC on

production, and provides an annual production report for Type 6 DL courses to higher headquarters.

**16. Adopted Forms** AF Form 847, *Recommendation for Change of Publication*

AF Form 1256, *Certificate of Training*

JAMES A. WHITMORE, Major General, USAF  
Director of Intelligence, Operations, and Nuclear Integration

## ATTACHMENT 1

## GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION

*References*

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***Abbreviations and Acronyms***

**A/CTP**—abbreviated/course training plans  
**ADL**—advanced distributed learning  
**ADLS**—Advanced Distributed Learning Service  
**AETC**—Air Education and Training Command  
**AFCFM**—Air Force career field manager  
**AFQTP**—Air Force Qualification Training Packages  
**AFRC**—Air Force Reserve Command  
**ALTD**—Advanced Learning Technology Demonstration  
**ANG**—Air National Guard  
**ATN**—Air Technology Network  
**BMC**—base multimedia center  
**BMT**—basic military training  
**CC**—commander  
**CCAF**—Community College of the Air Force  
**CDC**—career development course  
**CIO**—Chief Information Officer  
**COR**—contractor officer representative  
**COTS**—commercial off-the-shelf  
**CRE**—course resource estimate  
**CTO**—Chief Technology Officer  
**CTP**—course-training plan  
**DAVIS**—Defense Automated Visual Information System  
**DITIS**—Defense Instructional Technology Information System  
**DL**—distance learning  
**ETCA**—Education and Training Course Announcements  
**FEA**—front-end analysis  
**FY**—fiscal year  
**HW**—hardware  
**ICW**—interactive courseware  
**IMI**—interactive multimedia instruction

**ISD**—instructional systems development  
**ITU**—instructional technology unit  
**ITV**—interactive television  
**JKDC**—job knowledge development course  
**MAJCOM**—major command  
**MOA**—memorandum of agreement  
**M RTP**—Mission Readiness Training Program  
**NLT**—no later than  
**OPR**—office of primary responsibility  
**POC**—point of contact  
**POM**—program objective memorandum  
**QA**—quality assurance  
**RCS**—report control symbol  
**RDS**—Records Disposition Schedule  
**SCORM**—shareable content object reference model  
**SME**—subject-matter expert  
**SW**—software  
**TDE**—training development element  
**TI**—technology insertion  
**TM**—training manager  
**TPM**—training pipeline manager  
**TRG**—training group  
**TRQI**—training requester quota identifier  
**TRS**—training squadron  
**TRSS**—Training Support Squadron  
**TTMS**—Technical Training Management System  
**U&TW**—utilization and training workshop

**ATTACHMENT 2**  
**SAMPLE PROJECT PLAN**

**Note:** The project plan below is just a sample. Change items as necessary to reflect an actual agreement.

**This plan constitutes an understanding between the signed parties to work toward the most effective and efficient use of resources for completing IMI development and maintenance.**

<b>Course Supervisors/SMEs will:</b>	<b>Training Management/TDE will:</b>	<b>The ITU will:</b>
Discuss material to determine if the request can be supported and whether IMI is appropriate.	Review initial request for IMI to ensure compliance with the ISD and designate a customer representative.	Determine whether the request for IMI development can be supported.
Assist in the completion of the FEA. Provide a request memorandum to the ITU, signed by the squadron commander, appointing a SME, unless the SME is appointed through other means. The SME must have the authority to make decisions regarding course development and content. The SME must be knowledgeable, reliable, and available during lesson design.	Attend course meetings with course and IMI personnel.	Assist in deciding whether IMI is an appropriate medium, using applicable ISD guidance and other material, as needed.
Provide all lesson materials. Review the proposed lesson content with ITU representatives to ensure cost-effective support of objectives. Meet milestones jointly set by ITU and course personnel for lesson development. Identify any changes in advance to the ITU. Provide the ITU an electronic copy of current, complete, and grammatically correct text in Microsoft <sup>®</sup> Word format for each objective. Work with ITU to develop storyboards for production of lessons. Review storyboards, indicating approval for use in courseware development.	Review and approve proposed and completed IMI storyboards and lesson materials. Review final lesson to verify lesson is ready for validation.	Provide assistance to course personnel in obtaining lesson materials and text via electronic file transfer or CD/DVD. Design and develop the methods, set and meet milestones required to produce the final product. Identify any changes in advance to TRS. Work with course personnel to storyboard the lesson. Program and edit the lesson when the storyboards are completed, reviewed, and

<b>Course Supervisors/SMEs will:</b>	<b>Training Management/TDE will:</b>	<b>The ITU will:</b>
		approved.
Review and validate the lesson according to established procedures.	Assist with course validation analysis. Coordinate on changes to IMI lessons, ensuring team members are kept aware of all changes affecting IMI. Ensure validated IMI is documented in course documents, e.g. Plan of Instruction.	Make corrections as needed throughout the validation phase. Ensure the project folder and all documentation are completed and copies provided to applicable personnel. Maintain a list of current IMI.
Review the lessons at least annually. Submit requests for changes as required. Inform ITU whether lesson should be retained, revised, or removed from inventory.	Develop and maintain annual review procedures pertaining to IMI.	Complete or assist in completing revisions and documentation, as required. Determine if requested revision constitutes new development.

\_\_\_\_\_  
Squadron Commander/Date

\_\_\_\_\_  
Training Manager/Date

\_\_\_\_\_  
ITU Chief or Commander/Date

**ATTACHMENT 3**  
**SAMPLE ELIMINATION/WITHDRAWAL SURVEY**

NAME \_\_\_\_\_

COURSE \_\_\_\_\_

LOCATION \_\_\_\_\_

COMMAND \_\_\_\_\_

Please help us improve this course. Select the top three problems that interfered most with your efforts to complete the course. Rate each problem area you experienced as 1 = most severe, 2 = next most severe, and 3 = least severe.

<b>PROBLEMS</b>	<b>RATING</b>
Course scheduling	
Problems with onsite equipment	
Conflicts with duty	
Personal or family medical problems	
Instruction was hard to follow or didn't track well	
Personal or family emergency	
Permanent change of station	
Extended temporary duty (TDY) or deployments	

If other problems interfered with your course completion, please describe them:

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**INSTRUCTIONS TO SITE MONITOR:**

Collect student surveys and mail to:

Appropriate TRG

ATTN:

939 Missile Rd

Sheppard AFB TX 76311-2337