

**BY ORDER OF THE COMMANDER
SECOND AIR FORCE**



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This supplement extends the Air Education and Training Command Instruction (AETCI) 36-2651, *Basic Military and Technical Training*. This supplement covers roles and responsibilities within Basic Military Training (BMT) and technical training. This supplement applies to the Regular Air Force, Air Force Reserve (AFR), Air National Guard (ANG), and Department of the Air Force (DAF) civilians permanently or temporarily assigned to the Air Education and Training Command (AETC). This supplement applies to the 637th Training Group Defense Language Institute English Language Center (DLIELC) and the Inter-American Air Forces Academy (IAAFA) for force development and management of their faculty, staff, and cadre, as well as international permanent party assigned within Second Air Force (2 AF). The international permanent party includes all individuals assigned under the Military Personnel Exchange Program and Air Force Guest Instructor Program. **Exception:** This supplement does not apply to foreign military students in training at IAAFA or DLIELC, other than references to risk management and high-risk training. Additionally, this supplement identifies IAAFA and DLIELC exceptions based on the nature of their security cooperation education and training mission. Of note, IAAFA and DLIELC do not award Air Force specialty codes (AFSC) or Community College of the Air Force (CCAF) credits and do not have Military Training Instructors (MTI) or Military Training Leaders (MTL). IAAFA and DLIELC comply with Air Force Instruction (AFI) 16-105, *Joint Security Cooperation Education and Training*, for certain portions of their training pipeline and the care of International Military Students. AETC personnel under the administrative control of an AETC unit, but under

the operational control of a non-AETC agency or school, will comply with the guidance and requirements as established by contract, memorandum of agreement, memorandum of understanding, or training affiliation agreement between those agencies or schools. **Note:** These agencies and schools include, but are not limited to, non-AETC DAF organizations, the United States Army, United States Navy, Department of Defense, Defense Health Agency, and the Medical Education and Training Campus (METC). The authorities to waive wing/unit level requirements in this publication are identified with a tier (“T-0, T-1, T-2, T-3”) number following the compliance statement. See Department of the Air Force Manual (DAFMAN) 90-161, *Publishing Processes and Procedures*, for a description of the authorities associated with the Tier numbers. Per DAFMAN 90-161, paragraphs 4.5.5.11 and 9.2.2, for non-tiered compliance items in this supplement, submit requests for waivers through the chain of command via ETMS2 to 2 AF Tasker Workflow for 2 AF/CC or 2 AF/CD approval. DAFMAN 90-161, paragraphs 9.5.1 and 9.5.3 apply when there is a change of command. Submit requests for waivers through the chain of command to the appropriate Tier waiver approval authority. All waivers are requested/approved using DAF Form 679, *Department of the Air Force Publication Compliance Item Waiver Request/Approval*. A copy of all approved waivers must be sent to the Office of Primary Responsibility of the publication being waived and 81 CS/SCXK within 30 days of approval. Compliance with the attachments is mandatory. Refer recommended changes and questions about this publication to the office of primary responsibility using DAF Form 847, *Recommendation for Change of Publication*; route DAF Form 847 from the field through the appropriate functional manager’s chain of command. This publication requires the collection and/or maintenance of information protected by the Privacy Act of 1974 authorized by Title 10 U.S.C., Sec 9013, Secretary of the Air Force. The applicable System of Record Notice F036 AF PC C, Military Personnel Records System is available at: <https://pclt.defense.gov/DIRECTORATES/Privacy-and-Civil-Liberties-Directorate/Privacy/SORN>. Ensure all records generated as a result of processes prescribed in this publication adhere to AFI 33-322, *Records Management and Information Governance Program*, and are disposed in accordance with (IAW) the Air Force Records Disposition Schedule, which is located in the Air Force Records Information Management System. This publication may be supplemented at any level, but all supplements must be routed to the office of primary responsibility of this publication for coordination prior to certification and approval. This is a new publication and should be reviewed thoroughly. This supplement includes roles, responsibilities, and updates to the Second Air Force (2 AF) and below content of the superseded 4 April 2023 version of the AETCI 36-2651. Updates include waiver approval authority, publication references, acronyms, and office symbols, as well as new and/or updated roles and/or responsibilities; adds the requirement to develop competency-based training and wartime courses per training standard requirements; adds clarification for CCAF and non-CCAF instructors to follow the *CCAF Policies, Procedures and Guidelines (PPG)* requirements (except non-CCAF instructors do not require a degree); adds definitions to differentiate between academic day, duty day, standard training day, and the types of activities which should occur during each; adds definitions for academic integrity, academic integrity violations, corrective actions, motivational training, remedial military training, training waivers, wartime courses, workday, and Basic Reinforcement Agile Combat Employment Range (BRACER) Forward Operations Readiness Generation Exercise (FORGE); and adds **Attachment 4** for training requirements for various roles and **Attachment 5** to clarify motivational training and corrective actions. Compliance with this supplement must occur within 120 days from the published date.

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Chapter 1

OVERVIEW

1.1. Scope. This supplement establishes guidance for executing basic military and technical training missions. This supplement primarily establishes the roles, responsibilities, and programs required for executing and supporting formal enlisted entry-level accessions (basic military); officer, enlisted, and civilian non-flying occupational (technical) training programs; Clinical Training Programs (advanced/supplemental/Phase II); and military standards training. Roles and responsibilities are organized by office or duty positions within the basic military and technical training enterprise. It includes duties and responsibilities for personnel development, student administration, instructional design, evaluation, and military standards of basic military and technical training, including high-risk activities. Enlisted training requirements, including CCAF affiliation, phase program, motivational training, corrective actions, and Airman Transition Assistance Programs are outlined in this supplement.

Chapter 2

ROLES AND RESPONSIBILITIES

2.2. Second Air Force.

2.2.2.1.1. **(Added)** Headquarters (HQ) 2 AF roles and responsibilities are identified in **Chapter 3**.

2.2.2.1.2. **(Added)** 2 AF Wing- and below-level roles and responsibilities are identified in **Chapter 4**.

2.2.2.2.1. **(Added)** Processes and procedures to support program management for many of the responsibilities are available in the USAF Basic Military and Technical Training Process Guides.

Chapter 3 (Added)

HQ 2 AF ROLES AND RESPONSIBILITIES

3.1. Chief Training Officer (2 AF/CTO). Serves as the primary education and training advisor to the 2 AF Commander.

3.1.1. Establishes, revises, or reviews policies, procedures, mission directives, operational plans, and organization design.

3.1.2. Ensures 2 AF supplemental policy or guidance to AETC basic military and technical training directive and non-directive publications is consistent with DAF and command training philosophy.

3.1.3. Provides guidance on instructional technology affecting basic military or technical training.

3.1.4. Serves as 2 AF Functional Manager for Airmanship 200.

3.2. Total Force Advisors to the Commander (2 AF/RF and 2 AF/CG). Primary policy/guidance advisor.

3.2.1. Collaborate between 2 AF, HQ Air Force Reserve Command (AFRC), and National Guard Bureau to facilitate corporate communication amongst the total force.

3.2.2. Ensures return on investment of Reserve and Guard training funding and coordinates liaison activities to provide stewardship/accountability of Reserve and Guard personnel in the training enterprise.

3.3. Operations (2 AF/A3). Operates the Technical Training Operations Center.

3.3.1. Provides operational oversight of effectiveness and efficiency across BMT and technical training.

3.3.2. Ensures leadership is kept abreast of the health of training within the BMT and technical training environment.

3.4. Command Military Training Office (2 AF/A3M). Serves as AFCFM for military training special duty identifiers 8B000 and 8B100 and performs Major Command (MAJCOM) Functional Manager (MFM) duties for 8B000 and 8B100.

3.4.1. Serves as advocate for military training special duty identifiers (SDI) 8B000 Military Training Instructor (MTI) and 8B100 Military Training Leader (MTL).

3.4.2. Sets guidance and implements overall policy and guidance for the management of the military training SDI. Works with Air Force Reserve Command (AFRC) functional managers (FM) who serve as the authority for policy specific to their component.

3.4.3. Establishes eligibility and selection criteria for entry into the military training special duty.

3.4.4. Reviews and validates SDI manning entitlements. Leads and works with Air Staff, HQ Air Force Personnel Center (AFPC), MAJCOM/Direct Reporting Unit/component FMs and manpower offices to ensure Unit Manning Documents correctly reflect MTI/MTL authorizations.

3.4.5. Coordinates with AETC Force Presentation and Generation Branch (AETC/A3OO) on military training unit type codes and tasking policies.

3.4.6. Approves or disapproves exceptions to policy prescribed in the *Special Duty Assignment Category (SPECAT) Guide*, *Department of the Air Force Enlisted Classification Directory (DAFECD)*, or any guidance governing special duty selection criteria except as indicated for AFRC/ANG-specific policy. **Note:** Defers AFRC/ANG-specific exceptions to the appropriate component FMs.

3.4.7. Establishes training requirements for the military training SDI including initial training and continuous development. Advises the Military Training Instructor School and Military Training Leader School Commandants and ensures military training special duty initiatives, duty requirements, and Air Reserve Component (ARC)-unique training are incorporated into curriculum as applicable.

3.4.8. Reviews training trends and job proficiency through multiple sources to include, but not limited to, formal/informal reporting metrics, subject-matter proficiency verification testing results, and site visits. Utilizes information for training needs assessment.

3.4.9. Works with Primary Air Force Specialty Code AFCFMs to alleviate manning shortfalls and establishes policy within assignment guidelines to correct these shortages.

3.4.10. Reviews and provides updates to the *DAFECD*, *SPECAT*, *Stabilized Tour Guide (STG)*.

3.4.11. Works with MTI/MTL FMs concerning a member's release from and return to his or her career field.

3.4.12. Coordinates with AFCFMs, on a case-by-case basis, on any MTIs/MTLs serving beyond 6 years.

3.4.13. Serves as the approval authority for Regular Air Force requests to serve beyond 3 years in the military training SDIs.

3.4.14. Serves as the screening and approval authority for Regular Air Force applications.

3.4.15. Identifies unique military training positions requiring prior military training experience and advises AFPC special duty career management section to ensure proper identification, advertisement, and Code 50 management for permanent change of station requirements if applicable.

3.4.16. Establishes and maintains an electronic collaborative forum site to ensure pertinent documents and discussion areas are available for command teams, MTLs, etc.

3.4.17. Reviews all trip reports from MTI/MTL FMs and ensures applicable reports are available to the field.

3.5. Analysis (2 AF/A3OA). Monitors BMT and technical training operations and conducts trend analysis for items affecting training.

3.5.1. Monitors basic military and technical training operations to ensure effectiveness and efficiency across the 2 AF student enterprise and identify trends impacting training operations.

3.5.2. Identifies the following training production key metrics (and responsible agencies): **Note:** See the USAF Basic Military and Technical Training Process Guides, Training Evaluations, for formula and data sources.

- 3.5.2.1. BMT On-Time Graduation Rate (737th Training Group [TRG]).
- 3.5.2.2. Course Graduation Rate (All TRGs).
- 3.5.2.3. Actual Elimination Rate versus Programmed Elimination Rate (All TRGs).
- 3.5.2.4. BMT Week Group Entry (Fill) Rate (2 AF).
- 3.5.2.5. Enlisted/Officer Initial Skills Course of Initial Entry (Fill) Rate (2 AF).
- 3.5.2.6. Pipeline Production Rate (2 AF).
- 3.5.2.7. Disenrollment/Reclassification Timeliness (2 AF).

3.5.3. Provide analysis on qualitative measure of success when incorporating initiatives to basic military and technical training operations.

3.6. Programming and Requirements (2 AF/A3OP). Manages technical training programming and requirements (seat allocations) and the Mission Readiness Training Program AETC funded advanced and supplemental training.

3.6.1. Programming and Requirements.

- 3.6.1.1. Validates resident and non-resident programmed technical training requirements.
- 3.6.1.2. Approves programmed elimination rates for courses under 2 AF's oversight.
- 3.6.1.3. Coordinates with training managers on the use and submission of capacity assessment worksheets.
- 3.6.1.4. Validates training capacity including constraint worksheets, risk assumptions (with the Safety Manager and 2 AF/SE for 2 AF courses), and resource constraint bullet background papers in coordination with 2 AF/A3T.
- 3.6.1.5. Provides scheduling guidance and tasks the training groups to build course schedules.
- 3.6.1.6. Establishes procedures for making any changes to class schedules to include adding, deleting, and moving quotas; adding and deleting classes; or changing class dates.
- 3.6.1.7. Performs the execution-year quota management for DAF technical training courses.
- 3.6.1.8. Processes non-active-duty DAF users' requests for reallocation of scheduled training quotas and processes out-of-cycle requests.
- 3.6.1.9. Sub-allocates DAF members into sister service registration systems for all technical training sister service courses with parallel AETC formal training courses when not accomplished by an automated system such as Army Training Requirements and Resources System, Enterprise Navy Training Reservation System, etc.
- 3.6.1.10. Sub-allocates DAF members into sister service registration systems (Army Training Requirements and Resources System, Enterprise Navy Training Reservation System, etc.) for sister service technical training courses when there is no current parallel AETC formal training course using the sister service student enrollment worksheet provided by the Training Requester Quota Identifier (TRQI) manager. For additional information, refer to Air Force Manual (AFMAN) 36-2100, *Military Utilization and*

Classification.

3.6.2. Mission Readiness Training.

3.6.2.1. Manages the Mission Readiness Training Program Funding Level-1 - AETC Temporary Duty (TDY)-to-School centrally funded quotas during the execution year.

3.6.2.1.1. Develops and distributes Monthly Execution Report and Annual Execution Report.

3.6.2.1.2. Approves quota movement and out-of-cycle requests.

3.6.2.2. Processes TDY-to-School Special Authorization Requests.

3.6.2.3. Updates the Master Training Requester Quota Identifier Listing.

3.6.2.4. Assigns Personnel Data System codes to new/updated courses.

3.7. Policy and Operational Strategy (2 AF/A3OS). Manages 2 AF basic military and technical training directive and non-directive publications; serve as functional manager for training evaluations, faculty development, instructional technology units (ITU), and trainer development; and provides operational oversight for 2 AF Leaders Training and BRACER FORGE.

3.7.1. Serves as office of coordinating responsibility for AETC basic military and technical training directive.

3.7.2. Serves as office of primary responsibility for 2 AF supplemental policy or guidance to AETC basic military and technical training directive and non-directive publications to include related process tools (e.g., metric formulas and data sources, high-risk assessment training, and Airmanship 200 topics/requirements). These tools are contained in the USAF Basic Military and Technical Training Process Guides.

3.7.3. Serves as 2 AF Functional Manager for faculty development. Provides operational oversight for subordinate unit faculty development functions and encourages cross-feed of information amongst wings. Establishes core competencies for key faculty development courses in coordination with 2 AF/CTO.

3.7.4. Serves as 2 AF Functional Manager for ITUs. Facilitates collaborative solutions and lateral support to ITUs fostering innovative learning products.

3.7.5. Serves as Functional Manager for trainer development activities IAW AETCI 21-109, *Maintenance Management Trainer Development*.

3.7.6. Serves as 2 AF Functional Manager for training evaluations. Provides functional oversight for internal and external evaluation programs, monitors for efficiencies and effectiveness, manages survey program, and encourages cross-feed of information amongst wings. Assigns survey control numbers to qualifying formal training surveys. **(T-1)** Tracks and reports to AFPC/DSYS, annually, survey control numbers assigned. **(T-1)**

3.7.7. Provides operational oversight of 2 AF Leaders Training sessions.

3.7.8. Provides operational oversight of BRACER FORGE.

3.8. Training Pipeline Managers (2 AF/A3T). Advise AFCFMs on all aspects of training; manage and advocate for training course resources. **Note:** Also applies to Air Force Medical Services Training Pipeline Manager assigned to AETC/SG.

- 3.8.1. Complete mandatory training requirements per **Attachment 4**.
- 3.8.2. In addition to responsibilities listed in DAFMAN 36-2689, Training Pipeline Managers (TPM) will task training wings to develop training plans and course resource estimates to identify resource impacts. **(T-3)** TPMs may recommend implementation of service tests, if applicable. **Exceptions:** Not required for Type 4 courses. Type 2 courses do not require a training plan or course resource estimate.
- 3.8.3. Ensure AFCFM training requirements are identified and appropriately documented by the AFCFM during the Specialty Training Requirements Team/Training Planning Team meeting. BMT training requirements are identified by the BMT Review Board and Council.
- 3.8.4. Ensure wartime training requirements are identified by the AFCFM and appropriately documented during the Specialty Training Requirements Team/Training Planning Team meeting. BMT Review Board will review prioritization of BMT lessons in a wartime environment annually unless directed sooner by 2 AF/CC.
- 3.8.5. Act as the key link between Training Wings, AFCFMs, and the Inter-Service Training Review Organization.
- 3.8.6. Advise AFCFMs on the health of training pipelines, provide direction on command-level decisions regarding training, coordinate course revisions, prioritize, advocate, and coordinate for resources and logistics, and monitor student man-year utilization impacts to ensure effective execution of DAF resources.
- 3.8.7. Advise AFCFMs on course development process and resource impacts stemming from course additions, deletions, and changes.
- 3.8.8. Collaborate with AFCFMs to determine criteria used in analyzing course feedback.
- 3.8.9. Collaborate with stakeholders to identify resources needed to resolve training deficiencies.
- 3.8.10. Coordinate with AFCFMs and MFMs on training activities.
- 3.8.11. Coordinate with AETC/A2 on all correspondence with AFCFM for all intelligence initial skills, advanced, and supplemental training.
- 3.8.12. Certify training plans.
 - 3.8.12.1. Review completed training plans, submit training plans to AETC for validation (regardless of their AFSC), and provide certification memo. **Note:** Certification must be complete prior to training unit implementing course. Review deviation requests submitted after certification.
 - 3.8.12.2. Forward a courtesy copy of intelligence training plans and course resource estimates to AETC/A2.
- 3.8.13. Assist 2 AF/A5/8/9 with AETC's Program Objective Memorandum input based upon resource impacts from training plans, course resource estimates, annually assessed constrained courses, and service test plans.
- 3.8.14. Forward certified training plan to 2 AF/SE for courses that meet the High-Risk Training Program criteria as defined in **Attachment 3**.
- 3.8.15. Track and synergize competency efforts across technical training units.

3.9. Accessions and Classifications (2 AF/Det 1). Manages DAF accessions and reclassification for enlisted non-prior service Airmen and Guardians. Reclassifies prior-service students (TRQI AJ1K) when Deputy Chief of Staff, Manpower, Personnel, and Services (AF/A1) approves them to remain in the DAF.

3.9.1. Produces and releases approved accession plan to recruiting service to meet DAF active-duty end strength.

3.9.2. Monitors percentages of Airmen accessed under the Guaranteed Training Enlistment Program for initial skills training.

3.9.3. Coordinates with applicable offices to establish enlisted initial skills classification and reclassification guidance.

3.9.4. Validates qualification, classification, and reclassification of non-prior service Airmen.

3.9.5. Processes student reclassification packages within 1 workday of receiving AETC Form 125A, *Record of Administrative Training Action*.

3.10. Safety Manager (2 AF/SE). Provides oversight of high-risk training programs within 2 AF.

3.10.1. Assesses the health of subordinate organizations with high-risk training activities to evaluate and provide feedback on the effectiveness of mitigation measures.

3.10.2. Reviews 2 AF unit high-risk training programs and guides program managers, high-risk training officers, and wing safety representatives to focus on risk mitigation actions and strategies.

3.10.3. Assists wings in developing local procedures to address and review implemented risk mitigation measures to minimize high-risk program aspects.

3.10.4. Notifies AETC/SE, MFMs, and MAJCOM Program Managers of any identified high-risk training deficiencies.

3.11. Communications (2 AF/A6). Provides guidance, support, and oversight for 2 AF's cyber, information technology, and enterprise data management.

3.11.1. Adjudicate and advocate TRW enterprise training and educational information technology requirements to the MAJCOM.

3.11.2. Establish and operate policy and governance frameworks for technical training information technology requirements unique to 2 AF.

3.11.3. Integrate into, and lead where appropriate, 2 AF and MAJCOM level battle rhythm events.

3.11.4. Maintain situation awareness of information technology capabilities essential to the technical training mission.

3.11.5. Facilitate the development and implementation of data-related strategies, policies, processes, and governance.

3.12. Logistics, Engineering, and Force Protection (2 AF/A4). Provides oversight of logistics, engineering, and force protection for basic military and technical training organizations.

3.12.1. Monitors the condition and mission capability of infrastructure and associated training

sites, within 2 AF while developing inputs to AETC/A4, Air Force Civil Engineering Center and Air Force Installation and Mission Support Center regarding mission execution, sustainment, and emerging requirements.

3.12.2. Validates infrastructure considerations regarding resources and equipment needed to support technical training requirements in coordination with 2 AF/FM and 2 AF/5/8/9.

3.12.3. Advises 2 AF and Wing Commanders on current campus planning requirements and regulations while projecting considerations for future expansion of the training mission or evolving technology.

3.12.4. Evaluates Facility Sustainment, Restoration, and Maintenance, Unspecified Minor Military Construction, and Military Construction programmed project portfolios while advising 2 AF Commander on executability and priority scoring matrices IAW Base to Command Standard Operating Procedures outlined by AETC Chief, Civil Engineering Division (AETC/A4C) and higher headquarters.

3.12.5. Assists Training Wing Commanders in resolving acute support, logistics, and force protection challenges.

3.12.6. Operates as 2 AF's dorm fleet manager, ensuring training dorms and permanent party dorm management and sustainment strategies are executed IAW AFI 32-6000, *Housing Management*, and in concert with AETC dorm fleet manager oversight.

3.12.7. Provides functional oversight as the command's Support Agreement Manager IAW AFI 25-201, *Intra-service, Intra-Agency, and Inter-Agency Support Agreements Procedures*, and DODI 4000.19, *Support Agreements*, while leading coordination with 2 AF Directorate of Manpower, Personnel, and Services (2 AF/A1), 2 AF/FM, other Numbered Air Force staff, and equivalent level Support Agreement Managers across agencies.

3.12.8. Advises 2 AF and AETC on Military Working Dog (MWD) welfare, caretaker manning, and support requirements. Serves as COMAETC appointed Primary Oversight Authority (POA) for inspection reporting. Facilitates lateral and external coordination to support HAF/A4S Executive Agent requirements and directives.

3.13. Strategic Plans, Programs, and Requirements (2 AF/A5/8/9). Oversees strategic planning implementation, capability requirements, innovation, Technical Training programming, analyses, and assessments for 2 AF missions.

3.13.1. Influences and implements AETC strategy and operational planning to support 2 AF mission.

3.13.2. Oversees and develops capability requirements for existing and new training and associated systems.

3.13.3. Facilitates and guides innovation activities to establish the future operating environment related to 2 AF processes and methods.

3.13.4. Manages the 2 AF Corporate Structure consisting of the group, board, and council to ensure adequate resourcing.

3.13.5. Develops input to AETC's Program Objective Memorandum for funding all basic military and technical training programs.

3.13.6. Provides analysis and assessment of 2 AF mission and efforts to influence data-driven decision making.

3.14. Technical Training Transformation (2 AF/Det 23). Researches and advises 2 AF leaders to modernize education and training through the integration of adaptable learning methods and technology.

3.14.1. Explores innovative technologies to bolster skills training development.

3.14.2. Serves as a conduit for industry partners to provide solutions to modernize classrooms without impacting current student throughput.

3.14.3. Ensures training aligns with best practices while meeting the directive of Airman Centric, Mission Focused, and Competency Based.

3.15. Financial Management (2 AF/FM). Provides financial management, guidance, and assistance to HQ 2 AF and subordinate units.

3.15.1. Develops input to AETC's Execution Plans and Initial Distribution Plans for all basic military and technical training programs.

3.15.2. Establishes and implements methods ensuring technical training budget execution complies with legal, regulatory, and budgetary policies and guidelines.

3.15.3. Tracks execution and manages unfunded requests.

3.15.4. Receives, interprets, supplements, and distributes Fiscal Year Close-Out Guidance provided by higher headquarters and ensures subordinate unit compliance.

3.15.5. Serves as key advisor on execution-year trends and analyses.

3.15.6. Advocates to AETC on behalf of subordinate training units for execution-year requirements.

3.16. Air Force Career Development Academy (AFCDA). Develops career development courses (CDC) and specialized courses in support of enlisted upgrade training and the Weighted Airman Promotion System (WAPS).

3.16.1. Manages the USAF career development course program.

3.16.2. Develops and delivers interactive career development courses in support of the enlisted upgrade training program and the WAPS.

3.16.3. Establishes and maintains publications, forms, and/or guides to identify roles, responsibilities, and processes for the creation, delivery, revision, and evaluation of career development courses and specialized courses IAW DAFMAN 36-2689.

3.16.4. Provides a dashboard reporting real-time status of career development courses in development and completion statistics for implemented courseware.

3.16.5. Learning Engineers (formerly known as Career Development Course Writers).

3.16.5.1. Complete AFCDA's learning engineer training within 90 days of assumption of learning engineer duties. **(T-3)**

3.16.5.2. Review assigned CDC(s) throughout life cycle and coordinate updates and corrections with AFCDA. **(T-3)**

3.16.5.3. Complete all required AFCDA reference documents prior to course update. (T-3)

3.16.5.4. Provide task-specific knowledge and background to AFCDA instructional systems specialists for courseware development. (T-3)

3.16.5.5. Consult other career field subject-matter experts, as needed, to facilitate the successful development of assigned CDC(s). (T-3)

3.16.5.6. Conduct subject-matter expert reviews of training materials for applicable courses. (T-3)

3.16.5.7. Coordinate Beta-test scheduling with the AF Career Field Manager (AFCFM) and participants as necessary when requested by AFCDA. (T-3)

3.16.5.8. Provide all necessary resource material and media to AFCDA project managers. (T-3)

3.17. Air Force Special Warfare (AFSPECWAR) (2 AF/A3S). Develop, implement, and manage career field training programs for assigned AF specialties. Assist MAJCOM Functional Managers for all programs affecting the education and training of AFSPECWAR personnel.

3.17.1. Provide guidance to other AFSPECWAR MAJCOM Functional Managers to resolve problems with training capability. Provide or coordinate training as necessary to support ARC personnel. Conduct training meetings as needed.

3.17.2. Provide recommendations to the AFCFM and appropriate MAJCOM education and training managers on training policy and documentation requirements.

3.17.3. Assist appropriate MAJCOM inspection and evaluation activities and identify priority qualification requirements and standards.

3.17.4. Coordinate training feedback from supported units with the appropriate MAJCOM education and training manager, appropriate training agency, and AFCFM.

3.17.5. Ensure deployment/unit type code tasks are included in appropriate MAJCOM exercises as part of the MAJCOM Functional Area Manager responsibilities.

3.17.6. Ensure Trained Personnel Requirements, Mission Readiness Training Program, Program Guidance Letter, and Mobile Training Teams resources for their respective specialty reflects appropriate MAJCOM mission priorities. TRQIs are assigned to MAJCOMs, forward operating agency, and direct reporting units responsible for training accountability of personnel. Only one TRQI is assigned to a functional entity for Mission Readiness Training Program.

3.17.7. Coordinate/Approve/Disapprove training waivers on a case-by-case basis to ensure all training requirements are met.

3.17.8. Perform 2 AF oversight of AFSPECWAR programs such as Dive, Personnel Parachute Program Manager, Mountaineering, and Stan/Eval.

3.17.9. Performs routine coordination across DAF, AETC, other MAJCOMs, and sister services, in-line with MAJCOM Functional Manager duties.

3.17.10. Inform HQ AETC/A3LS on any coordination with other MAJCOMs and HQ USAF.

Chapter 4 (Added)

WING AND BELOW ROLES AND RESPONSIBILITIES

4.1. Training Commanders at All Levels.

4.1.1. Collaboratively manage students not in training to ensure efficient production of graduates, effective use of resources, and the value of student's time. **(T-3) Exception:** Does not apply to IAAFA.

4.1.2. Ensure personnel are trained and qualified to develop, deliver, manage, and evaluate instructional courses. **(T-3)**

4.1.3. Establish, fund, and maintain professional development programs for faculty and staff. **(T-3)**

4.1.4. Provide support and guidance for the creation, revision, implementation, and evaluation of instructional courses. **(T-3)**

4.1.5. Fulfill technical training needs identified during the Specialty Training Requirements Team, Utilization and Training Workshop, and/or by the AFCFM. **(T-3)**

4.1.6. Provide day-to-day leadership to staff and students. **(T-3)**

4.1.7. Ensure all personnel (military and civilian) are aware of the prohibitions of unprofessional relationships and the importance of resisting behavioral and/or ethical drift. Additional information and requirements are provided in AFI 36-2909, *Air Force Professional Relationships and Conduct*, and its supplement(s).

4.2. Training Wing Commanders. Support and ensure execution of the training missions under their command.

4.2.1. Attend 2 AF Leaders Training within 180 days of assignment.

4.2.2. Ensure implementation of the High-Risk Training Program delineated throughout this supplement to assess risks and control measures.

4.2.3. Approve faculty board action and course elimination action for officer misconduct by signing AETC Form 125, *Record of Faculty Board Action*, and AETC Form 125A, **(T-3) Exception:** Does not apply to IAAFA.

4.2.4. Supplement force support policies to maximize efficiency of training graduate assignments and departures. The 37 TRW and SWTW will develop a memorandum of agreement with the 502 Air Base Wing or co-develop a 502 Air Base Wing Supplement to identify processes for maximizing efficiency of training graduate assignments and departures.

4.3. Wing Safety Office. Provides assistance to training units for courses containing safety risks.

4.3.1. Reviews *Deliberate Risk Assessment Worksheets* (DAF Form 4437 or Department of Defense [DD] Form 2977 for joint environment) that meet the definition of High-Risk Training Program per **paragraph A3.2** during training plan development/changes. **Exception:** Does not apply to Type 4 courses.

4.3.2. Conducts periodic spot inspections of high-risk training courses for compliance with risk mitigation measurements (minimum 1 per quarter).

4.4. Training Group Commanders. Ensure quality, quantity, and timeliness of the training mission conducted by subordinate training units.

4.4.1. Attend 2 AF Leaders Training within 180 days of assignment. **(T-3) Exceptions:** Does not apply to DLIELC.

4.4.2. Establish training group academic integrity directive to include a requirement for instructors/students to sign that they have read/acknowledged the guidance and that instructors, staff, trainees, and students shall not engage in, attempt to engage in, or assist others to engage in any act constituting an academic integrity violation. Violations of academic integrity are inconsistent with Air Force Core Values and will not be tolerated. Breaches of academic integrity include, but are not limited to, plagiarism, cheating, and misrepresentation.

4.4.3. Ensure academic day (as defined in the Terms section) is used for completing academics and activities as identified in the training standard. Ensure physical training is not conducted during the academic day unless included in the career field education and training plan or officially directed by the AFCFM in a formal memorandum routed through the respective Training Pipeline Manager. Ensure other activities, many of which align with human performance optimization, such as Airmanship 200, deliberate Airmen development (e.g., Basic Reinforcement Agile Combat Employment Range (BRACER) Forward Operations Readiness General Exercise (FORGE), remedial military training, etc.), only occur during the duty day outside of the academic day, unless included in the training standard or are approved by the first general officer. Ensure these other activities do not alter the length of the 8-hour academic day or overall course length. Approve academic activities occurring beyond the academic day. **(T-3)**

4.4.4. Ensure course developers adhere to the training requirements identified in the training standard.

4.4.5. Ensure course developers adhere to wartime training requirements identified in the training standard.

4.4.6. Ensure CCAF credit-awarding courses are in compliance with the *CCAF PPG* for affiliated schools. **(T-3) Exception:** Does not apply to IAAFA or DLIELC.

4.4.7. Ensure training and/or qualification records for all CCAF and non-CCAF instructors are IAW DAFMAN 36-2689, Department of the Air Force Instruction (DAFI) 36-2688, *CCAF PPG*, and this supplement. Non-CCAF instructors must meet the same training and qualification requirements apart from the degree requirement. CCAF and non-CCAF instructor qualification records will be maintained in the AETC-approved faculty tracking device. **Exception:** The requirement to track instructors in an AETC-approved tracking device does not apply to 937 TRG instructors teaching consolidated courses owned by the METC. 937 TRG instructors specifically assigned to the Medical Readiness Training Center (MRTC) are required to attend an approved Basic Instructor course, however, they are not subject to additional standard AETC training or degree requirements and are not tracked in an AETC-approved faculty tracking device.

4.4.8. Ensure other service instructors are trained and evaluated according to the managing service's criteria, school's memorandum of agreement, and/or the *CCAF PPG* for CCAF-accredited schools. **(T-3) Exception:** Does not apply to DLIELC.

4.4.9. Establish procedures for managing the Master Instructor Program IAW AETCI 36-2601,

Instructor and Master Instructor Badging Program. **(T-3)** Use AETC Form 630, *Master Instructor Certificate*, or electronic equivalent, to document award of the Master Instructor Badge. **(T-3) Exception:** Does not apply to DLIELC or 937 TRG instructors assigned to MRTC.

4.4.10. Establish procedures for managing and evaluating the Master Military Training Instructor (MMTI) “Blue Rope” Program or Master Military Training Leader Program, respectively. **(T-3) Exception:** Does not apply to IAAFA or DLIELC.

4.4.11. Ensure initial- and continuation-training courses are available for faculty and staff. **(T-3)**

4.4.12. Ensure training identified for specific roles in this publication is tracked for completion. **(T-3)**

4.4.13. Ensure Technical Training Management System – Learning Management System (TTMS-LMS) OJT is conducted for all personnel using TTMS-LMS prior to data entry. **(T-3) Exception:** Does not apply to IAAFA or DLIELC.

4.4.14. Ensure programmed elimination rates are accurate prior to submitting for incorporation into the programmed technical training document. **(T-3) Exception:** Does not apply to IAAFA, DLIELC, or 937 TRG MRTC courses.

4.4.15. Ensure capacity assessments are conducted to identify maximum potential throughput for the AFSCs trained. **(T-3) Exception:** Does not apply to IAAFA, DLIELC, 937 TRG MRTC courses, or Type 4 courses.

4.4.16. Establish procedures for documenting support personnel training needs assessments and completed training. **(T-3)**

4.4.17. Implement a phase program for non-prior service Airmen attending enlisted initial skills training. **(T-3) Exception:** Does not apply to IAAFA or DLIELC.

4.4.18. Establish group-level training evaluation element with the primary role of performing unbiased internal and external training evaluations.

4.4.19. Approve training plans. **(T-3)**

4.4.19.1. May delegate to Training Administrator (or equivalent). **Exception:** 637 TRG Commander may delegate to squadron commander.

4.4.19.2. Ensure DAF Forms 4437 or DD Forms 2977 for joint environments are included in the Risk Management Annex, if applicable.

4.4.19.3. Ensure the motivational training annex, if applicable, has been approved by 2 AF Commander.

4.4.20. Certify in a memorandum the acceptance of risk when implementing a course prior to receiving the training plan certification. Ensure the signed risk certification memorandum is sent to the assigned TPM, and a copy is filed in the course record set.

4.4.21. Approve service test plans. **(T-3)** May delegate to Training Administrator (or equivalent). **Exception:** Does not apply to IAAFA or DLIELC.

4.4.22. Ensure documentation and tracking of each motivational training session, if applicable,

and each corrective action to ensure no violations of AFI 36-2909 and applicable supplements. See guidance in **paragraph 5.3** for corrective actions and **Attachment 5** for motivational training and corrective actions. Review tracker at a minimum weekly and maintain data for at least 2 years.

4.4.23. Appoint, in writing, a group Technical Training Management System (TTMS) point of contact to serve as focal point for issues (e. g., defects and new requirements for enhancements). **(T-3) Exception:** Does not apply to IAAFA or DLIELC.

4.4.24. Establish a Technical Training Shadow Program. **(T-3)** The Shadow Program drives collaboration between Technical Training Instructors and MTLs. **Exception:** Does not apply to Field Training Detachments.

4.4.25. Appoint a central point of contact to provide guidance to high-risk training officers and curriculum developers. Due to Special Warfare Training Group's unique mission and training requirements, Special Warfare Training Group Commander will appoint an operational Standardization/Evaluation function for oversight of high-risk training and operational qualifications.

4.4.26. Group commanders in BMT and the Special Warfare Training Wing may appoint group Standardization/Evaluation team members as high-risk training officers.

4.4.27. 982 TRG Commander (in addition to applicable roles in **paragraph 4.4**).

4.4.27.1. Oversees all field training (Type 4 courses). **(T-3)**

4.4.27.2. Determines division of responsibilities between roles within technical training. **(T-3) Exception:** Does not apply to DLIELC.

4.5. Training Squadron Commanders. Provide leadership and guidance over training and establish and/or implement programs and procedures to ensure efficient and effective training.

4.5.1. Attend 2 AF Leaders Training within 180 days of assignment. **(T-3) Exception:** Does not apply to DLIELC.

4.5.2. Approve AETC Form 125. Approve AETC Form 125A within the TTMS-LMS for course eliminations in AFSC-awarding pipelines (except for officer misconduct). **Exceptions:** Does not apply to IAAFA. Bases/units with no access to TTMS-LMS will upload AETC Form 125A for reclassification to the 2 AF/Det 1 SharePoint. **Note:** May not delegate lower than training squadron commander equivalent on G-series orders.

4.5.2.1. Approvals must occur within 5 workdays of student's failure to progress in training due to academic/performance reasons.

4.5.2.2. Ensure comments and supporting documentation justify decisions for eliminations.

4.5.2.3. Approve self-initiated eliminations for those AFSCs authorized by AFCFMs to voluntarily remove themselves from training.

4.5.3. Ensure reclassified non-prior service Airmen depart training location within 3 workdays of receiving orders. **Exception:** Does not apply to IAAFA or permanent change of station students.

4.5.4. Ensure accountability for students in the AETC-approved student management system/services from arrival to departure. **Exception:** Does not apply to IAAFA and DLIELC.

4.5.5. Ensure all instructors and students are provided training group guidance about academic integrity and the consequences for violations and sign that they have read/acknowledged the guidance.

4.5.6. Review motivational training/corrective action tracker weekly to ensure no violations AFI 36-2909 and applicable supplements.

4.5.7. Establish procedures for assessing newly assigned instructor's previous education, training, and/or experience to justify waiver/exception to policy or for a CCAF instructor a request for waiver/exception to policy from instructional methodology course attendance and/or teaching internship requirements. **(T-3)** For a CCAF instructor waiver/exception to policy for instructional methodology course attendance and/or teaching internship requirements, follow guidance in the *CCAF PPG* and courtesy copy CCAF instructor waiver/exception to policy request to the Affiliated School Liaison and CCAF/Campus Relations. **(T-3) Exception:** Does not apply to Presidio of Monterey.

4.5.8. Ensure procedures are in place to initiate, maintain, and dispose of instructor records and supporting documents. **(T-3)** Refer to the *CCAF PPG*.

4.5.9. Ensure MTLs are assigned to positions, given roles, and responsibilities commensurate with their primary mission as MTLs. **(T-3)** MTLs will not be assigned to positions, given roles, or responsibilities, which detract from their primary function. **(T-3) Exception:** Does not apply to IAAFA.

4.5.10. Establish a student recognition program, as applicable. **(T-3)** Common examples include, but are not limited to, awarding AETC Form 498, *AETC Commander's Award*, for Top Graduate and AETC Form 499, *Distinguished Graduate Certificate*. **Exception:** Does not apply to Type 4 courses and DLIELC.

4.5.11. Ensure schools conduct internal training/instructional evaluations and review feedback to determine program efficiency and effectiveness to drive instructional course improvements. **(T-3)**

4.5.12. Identify all personnel authorized to conduct instructor evaluations in writing. **(T-3)** Ensure personnel conducting evaluations are trained to evaluate instructor performance by attending either the Training Supervisor Course or an approved instructor evaluation seminar. **(T-3)**

4.5.13. Ensure a process is in place to review, apply, and promote mishap prevention and risk management into training as outlined in DAFI 91-202, *The Department of the Air Force (DAF) Mishap Prevention Program*, and AFI 90-802, *Risk Management*. **(T-3)**

4.5.14. Appoint registrar focal points and students-not-in-training monitors, as necessary. **(T-3)**

4.5.15. Appoint, in writing, a squadron TTMS point of contact to serve as focal point for issues (e.g., defects and new requirements for enhancements). **(T-3) Exception:** Does not apply to Presidio of Monterey.

4.5.16. Appoint Personnel Reliability Program monitor(s), as required. **(T-3)**

4.5.17. Ensure the accuracy and timeliness (within 1 workday) of data entered into the AETC-approved student management system/services. **Exception:** Does not apply to IAAFA and

DLIELC.

4.5.18. Ensure high-risk training is monitored and risks are mitigated. See **Attachment 3** for details. **Exception:** Does not apply to DLIELC.

4.5.18.1. Appoint high-risk training officer(s), in the military pay grade of E-5 or above or civil service equivalent of General Schedule paygrade GS-5 or above, for courses conducting high-risk training activities to evaluate application of risk mitigations.

4.5.18.2. Review and approve DAF Forms 4437 or DD Forms 2977 for joint environment.

4.5.18.3. Ensure manpower offsets and additional resources, provided IAW DAFMAN 36-2689, for high-risk training are used as intended.

4.5.18.4. Develop procedures to address risk mitigation and sampling/observation of high-risk training activities.

4.5.18.5. Ensure risk assessment training is completed and documented prior to an individual (e.g., training support flight chiefs, training development element chiefs, training managers, curriculum development managers, high-risk training officers, instructor supervisors, and instructors) conducting/reviewing risk assessments (DAF Form 4437 or DD Form 2977) during development and/or changes to course tasks. **(T-3)** Risk assessment training is located in the USAF Basic Military and Technical Training Process Guides, High-Risk Assessment Training.

4.6. Training Administrators (or equivalent). Provide support to training group commanders and disseminate policy/guidance decisions. **Note:** 937th Training Group (937 TRG) Training Administrator serves as senior training advisor for the 59th Medical Wing commander to ensure continued alignment and representation of Air Force Medical Service training priorities with the METC and Surgeon General staff.

4.6.1. Serve as the primary training advisor and senior management consultant to the training group commander.

4.6.2. Establish, revise, or review policies and procedures. Ensure policy is consistent with AF, AETC, CCAF, and 2 AF training philosophy and guidance. **(T-3)**

4.6.3. 937 TRG Training Administrator provides management oversight of all aspects of the Clinical Training Program (enlisted initial skills, officer initial skills, advanced, supplemental, fellowship and degree awarding programs) conducted across various military and civilian medical facilities and colleges throughout the Continental United States.

4.7. Training Evaluations Chiefs (or equivalent) and Evaluators. Gauge institutional effectiveness to improve training programs and support the commander's inspection program.

4.7.1. Ensure evaluators complete mandatory training requirements per **Attachment 4**.

4.7.2. Ensure training evaluators stay abreast of current and emerging instructional technology and training analysis evaluation industry trends by attending courses or conferences, or reading literature associated with instructional technology, training evaluation, and data analysis.

4.7.3. Manage administration of evaluation and feedback programs to gauge institutional effectiveness and improve training programs. This includes but is not limited to:

4.7.3.1. Evaluations.

- 4.7.3.1.1. Evaluate proficiency and effectiveness of AETC CCAF and non-CCAF instructors via instructor observations and subject-matter testing.
- 4.7.3.1.2. Conduct key metric and production analyses. **(T-3)** See **paragraphs 3.5.2.1 (737 TRG only), 3.5.2.2 and 3.5.2.3.**
- 4.7.3.1.3. Analyze data (e.g., lessons learned, positive/negative trends, and decision-making inputs) and identify opportunities for improvement and/or recommend corrective measures, if necessary.
- 4.7.3.2. Feedback Programs.
 - 4.7.3.2.1. Student Feedback Program.
 - 4.7.3.2.1.1. Establish an anytime feedback program with anonymous options to include, but is not limited to, AETC Form 736, *Student Feedback*, drop boxes, and online feedback system or equivalent. Place drop boxes (away from cameras, as possible) and Quick Response codes for anonymous feedback devices to include the Professional Conduct reporting tool and other codes or links to online feedback systems within high-traffic student areas (e.g., community centers, student lounges, restrooms, near building entrances/exits) and within high-use areas of student dormitories.
 - 4.7.3.2.1.2. Conduct student feedback analysis. **(T-3)**
 - 4.7.3.2.1.3. Report observations. **(T-3)** Produce reports that include analysis and summary of recommended courses of actions congruent with analyses. **(T-3)** Track actions taken based upon recommendations. **(T-3)**
 - 4.7.3.2.2. Field Evaluation Feedback Programs.
 - 4.7.3.2.2.1. Ensure external feedback programs provide identification of quality graduate development. **(T-3)**
 - 4.7.3.2.2.2. Ensure evaluators and interviewers are trained to evaluate feedback and conduct interviews. **(T-3)**
 - 4.7.3.2.2.3. For each program, analyze feedback data and comments. **(T-3)** Collaborate with appropriate personnel (based on the feedback, e.g., training manager, course development personnel, instructor supervisors, instructors) on feedback results to determine if improvement opportunities exist and/or corrective measures are necessary. **(T-3)**
 - 4.7.3.2.2.4. For each program, report observations. **(T-3)** Produce reports that include analysis and summary of recommendations and collaborated courses of actions congruent with analyses. **(T-3)** Track actions taken based upon recommendations. **(T-3)** Collaborate with training manager/training development element/course personnel.
 - 4.7.3.2.2.5. Field Evaluation Questionnaires. **Exceptions:** Does not apply to BMT, DLIELC, or Air Crew training conducted at 37 TRG. IAAFA's field evaluation questionnaires are conducted IAW AFI 16-105, during training requirement assessment visits to partner nations.

4.7.3.2.2.5.1. Develop field evaluation questionnaire schedule. **(T-3)** At a minimum, include officer and enlisted (initial-skill) AFSC-awarding, and mandatory 7-skill level (craftsman) courses (to include Type 6) that produce graduates. **(T-3)**

4.7.3.2.2.5.2. At a minimum, conduct field evaluation questionnaires 4 to 6 months after validation changes are implemented for a new or revised course with post validation graduates. Thereafter, conduct periodically to ensure currency. **(T-3)**

4.7.3.2.2.5.3. Develop and publish field evaluation questionnaires. **(T-3)** Collaborate with the AFCFM, AETC MAJCOM Functional Manager, TPM, AETC Training Manager, instructor supervisors, instructors, and development personnel, as needed, to draft quality field evaluation questionnaires. Solicit feedback from supervisors and/or graduates, at a minimum, for courses identified in **paragraph 4.7.3.2.2.5.1. (T-3)**

4.7.3.2.2.5.4. At a minimum, identify task items with less than 90-percent adequacy and recommend courses of action, if plausible. **(T-3)**

4.7.3.2.2.6. Right Time Training (982 TRG).

4.7.3.2.2.6.1. Gather feedback on Right Time Training. **(T-3)**

4.7.3.2.2.6.2. Perform analysis to gauge the effectiveness of Right Time Training. **(T-3)**

4.7.3.2.2.6.3. Conduct evaluations of clinical training inspections and oversee feedback forums during Clinical Training Site Evaluation Visits (937 TRG). **(T-3)**

4.7.3.2.2.7. Field Interviews.

4.7.3.2.2.7.1. Develop field interview questions. **(T-3)** Collaborate with the AFCFM, AETC MAJCOM Functional Manager, TPM, AETC Training Manager, instructor supervisors, instructors, and development personnel, as needed, to draft quality field interview questions. **(T-3) Exception:** Does not apply to BMT or DLIELC.

4.7.3.2.2.7.2. Conduct field interviews in person, if possible. Otherwise, conduct interviews by other means, as needed (virtual, telephone, email, etc.).

4.7.3.2.3. Customer Service Information Program. **Exception:** Does not apply to IAAFA, DLIELC, or BMT.

4.7.3.2.3.1. Provides support for field contact for schoolhouse and field concerns/issues. **(T-3)**

4.7.3.2.3.2. Provides responses/analysis for data generated through the Customer Service Information Program. **(T-3)**

4.7.3.2.4. Upon receipt of feedback regarding the AFRC/ANG Liaison Office from any feedback mechanism (e.g., EOC, Field Interview, Anytime Feedback) forward to the following, respective, offices for review: **(T-3) Exception:** Does not apply to IAAFA.

4.7.3.2.4.1. AFRC: AFRC/A1/KB, 555 Robins Pkwy, Robins AFB, GA 31098 or email afrc.a1kb@us.af.mil or contact the 2 AF Reserve Advisor.

4.7.3.2.4.2. ANG: ANG Training Liaison Branch Chief, 37 TRW/LN, 1550 Wurtsmith St, JBSA Lackland, TX 78236 or email 37TRW.LN@us.af.mil.

4.7.4. Survey Program.

4.7.4.1. Serves as training group focal point for formal training surveys directly related to effectiveness and efficiency of formal training. Refer to survey definition for what constitutes a survey.

4.7.4.2. Determines appropriate approval authority for organizational formal training surveys. Refer to the decision logic tree located in the USAF Basic Military and Technical Training Process Guides, Training Evaluations.

4.7.4.3. Forwards qualifying formal training surveys to 2 AF/A3OS for assignment of a survey control number. Refers to DAFMAN 36-2664, Chapter 5, for all other survey control number requests. **(T-1)** Ensures survey questions meet mandatory requirements and contain only allowable questions or topics before forwarding to 2 AF/A3OS. **(T-1)** References located in the USAF Basic Military and Technical Training Process Guides, Training Evaluations.

4.7.5. Support the commander's inspection program, as requested. **(T-3)** Requests should not hinder effective administration of training evaluation and feedback programs.

4.8. Faculty Development Flight Chiefs. Provide professional development programs for personnel who support, develop, deliver, or evaluate training.

4.8.1. Perform Training Flight Commander/Chief responsibilities. **Note:** Refer to **paragraph 4.17**.

4.8.2. Manage instructional courses to provide training and professional development for personnel assigned to basic military and technical training. **(T-3)**

4.8.3. Ensure faculty development personnel stay abreast of common platforms/technology/teaching modalities used by instructors and staff for teaching and managing student records, and curriculum development by attending training and/or reading literature associated with common platforms/technology/teaching modalities. **(T-3)**

4.8.4. Coordinate with 2 AF Faculty Development Functional Manager to ensure synergy across 2 AF Faculty Development units.

4.9. Instructional Technology Unit Chiefs. Oversee the development of technology-based courses, content, graphics, animations, and inserts to support or enhance training.

4.9.1. Oversee the development of interactive multimedia instruction by the ITU for training. **(T-3)**

4.9.2. Ensure ITUs provide lifecycle maintenance for interactive multimedia instruction developed by the ITU. **(T-3)**

4.9.3. Ensure ITUs maintain expertise required to produce and maintain various forms of interactive multimedia instruction used in training for the entire life cycle. **(T-3)**

4.9.4. Ensure ITUs stay abreast of new training technologies and instructional design applications by attending conferences and/or training and reading literature associated with new training technologies, instructional models, and education application software. **(T-3)**

4.9.5. Coordinate with 2 AF ITU Functional Manager to ensure synergy across 2 AF ITUs.

4.10. Instructional Technology Unit Developers. Develop and manage technology-based courses, content, graphics, animations, and inserts to support or enhance training.

4.10.1. Complete mandatory training requirements per **Attachment 4**.

4.10.2. Develop interactive multimedia instruction for training. **(T-3)**

4.10.3. Provide lifecycle maintenance for interactive multimedia instruction. **(T-3)**

4.10.4. Maintain expertise required to produce and maintain various forms of interactive multimedia instruction used in training for the entire life cycle. **(T-3)**

4.10.5. Stay abreast of new training technologies and instructional design applications by attending conferences and/or training and reading literature associated with new training technologies, instructional models, and education application software. **(T-3)**

4.11. Registrars. Ensure accurate student accountability within the learning management system.

4.11.1. Enter elimination, recall, and disqualification codes. **(T-3)**

4.11.2. Establish process to review data within the learning management services or designated system of record for accuracy and timeliness. **(T-3)** Notify applicable office of identified issues and track until corrected. **(T-3)**

4.11.3. Sub-allocate students (AJ30 and DZA2) into follow-on courses. **(T-3)** **Exception:** Does not apply to IAAFA.

4.11.4. Establish roles associated with force gains. **(T-3)** **Exception:** Does not apply to IAAFA.

4.11.5. Coordinate with Lodging Master to prioritize TDY-to-school students IAW DAFMAN 34-135, *Lodging Program*. **(T-3)**

4.11.6. Coordinate with International Military Student Officer regarding international military student attendance, as necessary. **(T-3)**

4.11.7. Provide guidance and training, as needed. **(T-3)**

4.11.8. Conduct staff assistance visits, as requested. **(T-3)**

4.11.9. Identify and resolve training data systems and services interface rejects. **(T-3)** **Exception:** Does not apply to IAAFA.

4.11.10. Provide verification of training. **(T-3)**

4.11.11. Use the Registrar's seal embosser to authenticate training, as requested. **(T-3)**

4.11.12. Provide student data, as requested. **(T-3)**

4.11.13. Maintain/dispose of student records (e.g., AETC Form 125, AETC Form 125A) based on the Records Disposition Schedule. **(T-3)**

4.12. Trainer Development Activity Chief/Director. Executes overall leadership, management,

and supervision of the activity and serves as the senior technical advisor.

4.12.1. Executes overall leadership, management, and supervision of assigned activity.

4.12.2. Performs Trainer Development Chief/Director responsibilities as outlined in AETCI 21-109, *Maintenance Management Trainer Development*.

4.13. Training Support Flight Chiefs (Training Squadron) (or equivalent). Serve as training advisor to the training squadron commander. Oversee training and resource management.

4.13.1. Serve as training advisor to the training squadron commander.

4.13.2. Establish and manage policies in support of the squadron training mission. **(T-3)**

4.13.3. Guide training management and development processes, to include competency-based learning principles and approaches. **(T-3)**

4.13.4. Advise commander on squadron budget matters and oversees preparation of detailed plans and schedules for long-range forecasting and acquisition of training systems to support squadron training missions. **(T-3)**

4.13.5. Review validation and service test findings and ensure any permanent changes to the course are validated and resourced. **(T-3)**

4.13.6. Provide final approval for Type 4 Course Chart Training Standard (CCTS) prior to implementation. **(T-3)**

4.13.7. Ensure course record sets are maintained. **(T-3)** Course record sets will include at a minimum: Specialty Training Requirements Team/Utilization and Training Workshop Meeting or other decision meeting minutes (as applicable), training plan (with applicable annexes), risk certification memorandum (as applicable), measurement plan, Plan of Instruction Part I and Part II (master lesson plan), copyright documentation (as applicable), validation plan/summary, service test plan/summary (as applicable), and periodic course reviews (PCR). **(T-3) Exceptions:** Type 4 CCTS satisfies training plan requirement. Type 4 Plan of Instruction Part I satisfies measurement plan requirements. IAAFA follows guidance in AFI 16-105.

4.14. AETC Training Managers. Manage formal training, course schedules, and seat distributions.

4.14.1. Complete mandatory training requirements per **Attachment 4**.

4.14.2. Manage instructional courses and resources. **(T-3)**

4.14.2.1. Direct course development based on training requirements identified in the training standard. Ensure physical training is not included in technical training courses unless included in the career field education and training plan or officially directed by the AFCFM in a formal memorandum routed through the respective Training Pipeline Manager. Ensure other activities, many of which align with human performance optimization, such as Airmanship 200, deliberate Airmen development (e.g., Basic Reinforcement Agile Combat Employment Range (BRACER) Forward Operations Readiness General Exercise (FORGE), remedial military training, etc.), only occur during the duty day outside of the academic day, unless included in the training standard or are approved by the first general officer. Ensure these other activities do not alter the length of

the 8-hour academic day or overall course length.

4.14.2.2. Direct wartime course development based on wartime training requirements identified in the training standard. A wartime course shell (Course Chart, Plan of Instruction, and Lesson Plan) for initial skills courses will be developed within the AETC-approved courseware development tool/system as a "W" course and remain in an inactive status unless directed to implement wartime training.

4.14.2.3. Coordinate training standard approval through the TPM to the AFCFM for any changes to line items that result in content changes. **(T-3)** Draft training standards are agreed upon during Specialty Training Requirements Team/Training Planning Team meetings and documented in meeting minutes or email. An agreed upon draft training standard is used to begin course development; however, courses will not be implemented without a certified/approved career field education and training plan published on DAF e-Publishing. **(T-3). Exceptions:** For Type 4 courses, coordinate training standards and changes with applicable MAJCOMs through the Curriculum Advisory Committee. Change requests for BMT curriculum will be submitted to 2 AF/CTO. **(T-3)**

4.14.2.4. Establish cross-functional teams to create, evaluate, and/or revise training. **(T-3)**

4.14.2.5. Create management plans for instructional systems development. **(T-3)**

4.14.2.6. Determine the most efficient and effective means for training delivery. **(T-3)**

4.14.2.7. Identify required resources for the creation and/or revision of training. **(T-3)** Coordinate within the Training Wing and/or host installation for available resources. **(T-3)** If not available, request assistance from the TPM. **(T-3) Exception:** For Type 4 courses, coordinate with the host base and applicable MAJCOMs for available resources.

4.14.2.8. Create course resource estimates as directed by the AFCFM and tasked by the TPM. **(T-3) Exception:** Not required for Type 4 courses.

4.14.2.9. Create, coordinate, maintain, and revise the training plan to develop, resource, and implement the full lifecycle of training. **(T-3) Exceptions:** Does not apply to Type 2 courses. Type 4 CCTS satisfies the training plan requirement. **Note:** The Training Support Flight Chief has final approval of CCTS prior to implementation.

4.14.2.9.1. Ensure motivational training guidance located at **Attachment 5** is followed for courses containing motivational training.

4.14.2.9.2. Ensure the academic day is used when developing all technical training courses. Identify and explain, within the training plan, non-standard academic days (more or less than 8 hours).

4.14.2.9.3. Ensure variations to the academic day identified after the training plan has been approved are requested by the group commander to 2 AF/A3T for approval.

4.14.2.9.4. Identify equipment requirements on AETC Form 120, *Training Equipment List*. **Exception:** For Type 4 courses, use AETC Form 120A, *Field Training Equipment List*, or equivalent.

4.14.2.9.5. Use the AETC-approved courseware development tools/systems' course chart template or, if not available, AETC Form 449, *Course Chart*. **Exception:** For Type 4 courses, use a CCTS. **(T-3)**

- 4.14.2.9.6. Ensure DAF Form 4437 or DD Form 2977 for joint environment are completed for all training activities with risks. **Exception:** Training activities with an initial risk level of both negligible severity and seldom or rare probability.
- 4.14.2.9.7. Include DAF Form(s) 4437 or DD Form(s) 2977 for joint environment or a memorandum for record (signed by the squadron commander) in the Training Plan Risk Management Annex. The memorandum for record indicates review of training activities resulted in form(s) not being required. For Type 4 courses, include forms with the CCTS.
- 4.14.2.9.8. Ensure a foreign disclosure review is accomplished for courses containing or adding classified military information, controlled unclassified information, or otherwise do not meet the criteria of the DAFMAN 16-201 and the DAFMAN 16-201_AETCSUP, both titled *Department of the Air Force Foreign Disclosure and Technology Transfer Program*. **(T-3)** Check with the local Foreign Disclosure Officer for guidance.
- 4.14.2.9.9. Submit completed training plans to 2 AF/A3T for review and submission to AETC for validation (regardless of their AFSC). 2 AF/A3T certification must be complete prior to course implementation. Send request, in writing, to 2 AF/A3T for any deviations after certification.
- 4.14.2.10. Initiate course cancellation or discontinuation requests using AETC Form 1, *Course Cancellation/Discontinuation Request*. **(T-3) Exception:** Does not apply to IAAFA.
- 4.14.2.11. 982 TRG approves activation, deactivation, relocation, and discontinuance of training support in response to programmed requirements.
- 4.14.2.12. Ensure course information is current across all approved electronic databases. **(T-3)**
- 4.14.2.13. Notify TPMs and TRQI owners of course number and length changes (e.g., shortening a course from permanent change of station to temporary duty length training or extending a temporary duty course to a permanent change of station length). **(T-3) Exception:** For Type 4 courses, notify applicable MAJCOM Functional Managers.
- 4.14.2.14. Ensure course validations are conducted; approve validation plans and reports. **(T-3)** Notify Training Evaluation Chief when validation is complete, and course corrections have been implemented. **(T-3)** Route reports to the TPM. **(T-3) Exception:** Routing reports to TPM does not apply to Type 4 courses.
- 4.14.2.15. Authorize release of course material outside of AETC. **(T-3)** Coordinate the release/disclosure of course material containing classified military information and/or controlled unclassified information (CUIs) to foreign representatives with the servicing (appropriate) Foreign Disclosure Office IAW DAFMAN 16-201.
- 4.14.3. Manage Student Administration. **(T-3) Exception:** This paragraph and sub-paragraphs do not apply to IAAFA other than **paragraph 4.14.3.2**.
- 4.14.3.1. Manage AETC-approved student management system/services actions associated with course/student flow. **(T-3)**

- 4.14.3.2. Build class schedules for courses. **(T-3)**
- 4.14.3.3. Ensure schedules and scheduling changes in sister service scheduling systems are accurately reflected. **(T-3)**
- 4.14.3.4. Ensure course/class data in AETC-approved student management system/services match sister service or other government agencies scheduling systems. **(T-3)**
- 4.14.3.5. Coordinate changes that create a financial impact for temporary duty-to-school with Deputy Chief, Central Programs Branch (AETC/FMAM) (e.g., course length/ location, excess baggage, meals, and travel). **(T-3)**
- 4.14.3.6. Ensure course catalog reflects homework, research, or activities beyond the standard 8-hour training day for courses civilians attend. **(T-3)**
- 4.14.3.7. Approve under minimum or over maximum class size. **(T-3)**
- 4.14.3.8. Approve early/late graduations. **(T-3)**
- 4.14.3.9. Approve proficiency advancements. **(T-3)**
- 4.14.3.10. Receive approved course prerequisite waivers prior to entering individuals with previously gained knowledge and/or experience into a course. **(T-3)** **Note:** Individual's unit obtains waiver approval for required training IAW AFMAN 36-2100 and DAFMAN 36-2689 and submits the approval to the AETC TM prior to student's arrival at the training location.
- 4.14.3.11. Verify no-shows; ensure they are recorded in the AETC-approved student management systems/services. **(T-3)** Contact respective ARC Liaison prior to recording no-show status for ARC students. **(T-3)**
- 4.14.3.12. Verify force gains; ensure they are recorded in the AETC-approved student management systems/services. **(T-3)** Contact TRQI Manager and ARC Liaison prior to recording force gains for ARC students. **(T-3)**
- 4.14.3.13. Complete and submit to 2 AF/A3OP (for processing action) AETC Form 179A, *Course Training Schedule for Allocations*, for changes to original schedules, classes, or quotas or to process course conversions. For medical courses route through AETC/SGU. **(T-3)** **Exception:** Does not apply to Type 4 training.
- 4.14.3.14. Manage quota utilization during the execution year. **(T-3)** **Exception:** Does not apply to IAAFA.
- 4.14.3.15. Determine and document training deficiency alerts, actual training deficiencies, and training deficiency cancellations. Details on training deficiencies are located in the USAF Basic Military and Technical Training Process Guides, Training Management. Forward documentation to the training group, TPM, AFCFM, AETC/A2 Directorate (for intelligence courses controlled by 17 TRG) and affected graduates' gaining unit. Notify parties above when the training deficiency no longer exists (except Type-3 graduates' gaining units). **Exceptions:** For Type 4 courses, report training deficiencies to the training group, host base, and MAJCOM Functional Manager. For IAAFA, only applicable to USAF students attending IAAFA professional military education courses.
- 4.14.3.16. Approve/coordinate center-generated classes. **(T-3)** Often used when a

programmed class is not feasible and only after exhausting the option of moving a class.

4.14.4. Develop and oversee evaluation plan. **(T-3)** Evaluation activities include, but are not limited to, the following:

4.14.4.1. Direct Service Test. **(T-3)**

4.14.4.1.1. Coordinate service test plans (must include acceptable level of outcome) with the TPM. **(T-3) Exception:** Coordination for Type 4 courses will be through the Curriculum Advisory Committee.

4.14.4.1.2. Coordinate with the TPM and AFCFM if there are any deviations from the established training standard during the service test. **(T-3)**

4.14.4.1.3. Route service test report to 2 AF/A3OP and TPM. **(T-3) Exception:** For Type 4 courses, coordinate service test plans and submit service test reports to the host-base/MAJCOM in lieu of the TPM. **(T-3)**

4.14.4.2. Once course development, to include completion of the validation report is complete, direct PCRs at least annually. **(T-3) Exception:** For Type-4 courses, perform PCRs at least biennially.

4.14.4.2.1. Develop a PCR schedule for courses. **(T-3)**

4.14.4.2.2. Approve PCR reports. **(T-3)**

4.14.4.3. Review and Report Key Metrics. **(T-3)**

4.14.4.3.1. Serve as point of contact for reporting course key production metrics (2 AF and internal) and related training metrics up and down the chain of command. **(T-3)**

4.14.4.3.2. Review status and perform root cause analysis on items falling below desired outcomes. **(T-3)**

4.14.4.3.3. Formulate action plans for data/trends falling below desired outcomes. **(T-3)**

4.14.4.4. Utilize External Evaluations. **(T-3)**

4.14.4.4.1. Use field evaluation questionnaire summaries, field interview reports, and other external evaluations, as applicable, to drive improvements in instructional courses. **(T-3)**

4.14.4.4.2. Compare occupational analysis reports and feedback from the field, when available, to the current career field education and training plan or training standard to identify areas where change is needed. **(T-3) Exception:** Does not apply to IAAFA.

4.15. Training Development Element Chiefs (or equivalent). Oversee the development, validation, and training evaluation of instructional courses.

4.15.1. Complete mandatory training requirements per **Attachment 4**.

4.15.2. Direct course (peacetime and wartime) development based on the training requirements identified in the training standard and 8-hour academic day. Ensure physical training is not included in technical training courses unless included in the career field education and training plan or officially directed by the AFCFM in a formal memorandum routed through the

respective Training Pipeline Manager. Ensure other activities, many of which align with human performance optimization, such as Airmanship 200, deliberate Airmen development (e.g., Basic Reinforcement Agile Combat Employment Range (BRACER) Forward Operations Readiness General Exercise (FORGE), remedial military training, etc.), only occur during the duty day outside of the academic day, unless included in the training standard or are approved by the first general officer. Ensure these other activities do not alter the length of the 8-hour academic day or overall course length.

4.15.3. Approve new/revised training materials prior to use. **(T-3)**

4.15.4. Approve Plan of Instruction/Lesson Plan - Part I. **(T-3) Exception:** For Type 4 courses, Training Support Flight Chief (Training Squadron) is approval authority.

4.15.5. Oversee completion of PCRs. **(T-3)**

4.15.6. Oversee validation plan execution. **(T-3)**

4.15.7. Ensure completion and validation of the service testing process. **(T-3)**

4.15.8. Oversee and establish local measurement procedures and requirements for measurement device approval, security, validation of measurement devices, and test analysis. **(T-3)** Approve course measurement plan. **(T-3)**

4.15.9. Route validation summary reports to the AETC Training Manager. **(T-3) Exception:** Not required for Type 4 courses.

4.15.10. Ensure feedback data is utilized to improve course training material. **(T-3)**

4.15.11. Oversee application/adherence to copyright law and maintenance of records of copyright requests/releases. **(T-3)**

4.16. Curriculum Development Managers (or equivalent). Develop and manage course content and materials using the instructional systems design process.

4.16.1. Complete mandatory training requirements per **Attachment 4**.

4.16.2. Develop courses (peacetime and wartime) based on the training requirements identified in the training standard. Ensure physical training is not included in technical training courses unless included in the career field education and training plan or officially directed by the AFCFM in a formal memorandum routed through the respective Training Pipeline Manager. Ensure other activities, many of which align with human performance optimization, such as Airmanship 200, deliberate Airmen development (e.g., Basic Reinforcement Agile Combat Employment Range (BRACER) Forward Operations Readiness General Exercise (FORGE), remedial military training, etc.), only occur during the duty day outside of the academic day, unless included in the training standard or are approved by the first general officer. Ensure these other activities do not alter the length of the 8-hour academic day or overall course length.

4.16.3. Apply the Instructional Systems Development process for development/revision of course documents and training materials, utilizing technical input from subject-matter experts. **(T-3)**

4.16.4. Create and/or revise curriculum using AETC-approved courseware development tools/systems. **(T-3)** Units using contractor developed and/or classified course material will ensure sufficient information is available in AETC-approved courseware development

tools/systems to support student accounting.

4.16.5. Use the AETC-approved courseware development tools/systems to prepare a plan of instruction and/or other applicable course documents for all formal courses developed and conducted by AETC. **(T-3)** AETC Form 133, *Plan of Instruction/Lesson Plan Part I*, will be used as required. **(T-3)**

4.16.6. Ensure motivational training guidance in **Attachment 5** is followed for courses containing motivational training.

4.16.7. Ensure learning objectives satisfy all training standard tasks. **(T-3)** Correlate using measurement plan and/or correlation plan. **(T-3)**

4.16.8. Utilize 2 AF Safety Office and/or wing safety data to integrate risk management into basic military and technical training courses, as applicable. Consider potential physical and environmental hazards, for applicable training activities. See **Attachment 3** for examples.

4.16.9. Attach risk management tags to main teaching steps, if applicable, to identify reference(s) to DAF Form 4437 or DD Form 2977 for joint environment.

4.16.10. Collaborate with the instructor supervisor(s) to determine the type of lesson plan used for the course (station or personalized). **(T-3)**

4.16.11. Conduct Course/Service Test Validation. **(T-3)**

4.16.11.1. Develop and distribute validation plans and/or service test validation plans. **(T-3)** Validation may include an entire course, parts of a course (i.e., objective, unit, or block), or measurement devices. Service test validation plan must include criteria for success and/or failure. **(T-3)**

4.16.11.2. Produce course/service test validation summary report. **(T-3)**

4.16.11.3. Perform Measurement Validation and Analysis. **(T-3)**

4.16.11.3.1. Review, analyze, and validate all course measurement devices. **(T-3)**

4.16.11.3.2. Ensure each measurement device (e.g., test, progress check, rubric, etc.) is reliable, valid, and meets the course standards. **(T-3)**

4.16.11.3.3. Document reasons for academic test changes on AETC Form 668, *Test Data*, or a locally produced test change document or tool. **(T-3)**

4.16.12. Conduct Periodic Course Review when directed by AETC Training Manager. **(T-3)**

4.17. Training Flight Commander/Chiefs (or equivalent). Manage flight operations and assigned personnel.

4.17.1. Supervise instructor supervisors. **(T-3)**

4.17.2. Determine faculty and staff training and professional development needs. **(T-3)**

4.17.3. Ensure faculty and staff training is completed and documented. **(T-3)**

4.17.4. Certify all teaching internship requirements are complete. **(T-3)**

4.17.5. Establish subject-matter proficiency testing or verification program that ensures instructors are competent and their knowledge is current in all required subjects. **(T-3)**

4.17.6. Establish procedures for correcting instructor deficiencies. **(T-3)**

4.18. High-Risk Training Officers. Manage the training squadron High-Risk Training Program.

4.18.1. Complete risk assessment training within 30 workdays of appointment. **(T-3)** Risk assessment training is located in the USAF Basic Military and Technical Training Process Guides, High-Risk Assessment Training.

4.18.2. Observe a minimum of one extremely high-risk training activity monthly or when the next class is performing the objective (whichever is longer) ensuring all extremely high-risk training activities are reviewed annually.

4.18.3. Observe a minimum of one high-risk training activity quarterly or when the next class is performing the objective (whichever is longer) ensuring all high-risk training activities are reviewed annually. High-risk training activities occurring in multiple courses with similar mitigation strategies may be consolidated. Separate observations are not required.

4.18.4. Document extremely high-risk and high-risk training observations and evaluations on DAF Form 4437 or DD Form 2977 for joint environment or equivalent document.

4.18.5. Evaluate the effectiveness and consistent application of prescribed control measures to mitigate risks identified on the DAF Form 4437 or DD Form 2977 for joint environment for extremely high-risk and high-risk activities.

4.18.6. Report observation findings to the training squadron commander.

4.19. Instructor Supervisors. Manage classroom operations, provide training instruction, and ensure qualification and records management of instructor staff.

4.19.1. Fulfill the responsibilities of an instructor. **(T-3) Note:** Refer to **paragraph 4.20**.

4.19.2. Complete mandatory training requirements per **Attachment 4**.

4.19.3. Ensure training and/or qualification records are established and maintained for all CCAF and non-CCAF instructors IAW DAFMAN 36-2689, DAFI 36-2688, *CCAF PPG*, and this supplement. **(T-3)** Non-CCAF instructors must meet the same training and qualification requirements apart from the degree requirement. **(T-3)** CCAF and non-CCAF instructor qualification records will be maintained in the AETC-approved faculty tracking device.

4.19.3.1. Track AETC Form 10, *Instructor Training/Proficiency Record*, requirements in the AETC-approved faculty tracking device. **(T-3)** The physical form may be used in addition to tracking in AETC-approved faculty tracking device.

4.19.3.2. Track AETC Form 470, *Teaching Internship Log*, requirements in the AETC-approved faculty tracking device. **(T-3)** The physical form must be submitted to CCAF for CCAF instructors in addition to tracking in the AETC-approved faculty tracking device.

4.19.3.3. Use AETC Form 281, *Instructional Evaluation*, to document instructor evaluations. **(T-3) Exception:** SWTW will use the Special Warfare Instructor Evaluation Form (SWIEF).

4.19.4. Assess training needs and plan training for assigned instructors that meet the requirements of the assigned position. **(T-3)**

4.19.5. Actively monitor, document, and ensure completion of the training qualification process. **(T-3)**

4.19.6. Conduct instructor evaluations and subject-matter testing on all (CCAF and non-CCAF) assigned instructors using the schedule in the *CCAF PPG*, unless a memorandum of agreement/memorandum of understanding specifies different requirements (e.g., sister service). **(T-3)**

4.19.7. Ensure all newly assigned CCAF and non-CCAF technical training instructors complete the internship requirements identified in the *CCAF PPG* in the least amount of time practical, while not limiting the necessary benefits of the internship training experience. **(T-3)**

4.19.8. Collaborate with CDM to determine type of lesson plan. **(T-3)**

4.19.9. Approve all lesson plans prior to initial use, annually, and after changes or revisions. **(T-3)**

4.19.10. Ensure students in AF specialties with a self-initiated elimination option are briefed during in-processing that if they exercise the option, they may be subject to discharge. **(T-3)**
Exception: Does not apply to IAAFA.

4.19.11. Coordinate with the International Military Student Office, AFRC/ANG liaison(s), and other military branch leadership representatives regarding any issues with their students (e.g., student counseling). **(T-3)**

4.19.12. Ensure each student receives a DAF Form 1256, *Certificate of Training (LRA)*, for each course successfully completed. **(T-3)** **Exceptions:** Does not apply to IAAFA. Optional for Type 4 courses.

4.19.13. Ensure students have access to anytime feedback program anonymous options (e.g., AETC Form 736, drop boxes, and online survey system or equivalent). **(T-3)**

4.19.14. Ensure students individually complete end-of-course surveys using the AETC-approved system, when available. **(T-3)**

4.20. Instructors. Maintain instructor qualifications and provide effective training.

4.20.1. Complete mandatory training requirements per **Attachment 4**.

4.20.2. Provide training IAW the approved plans of instruction/lesson plans. **(T-3)**

4.20.3. Provide subject-matter expertise on course training materials, as needed. **(T-3)**

4.20.4. Record student grades in the AETC-approved student management system/services, (if available) within 1 workday of the event or knowledge of the event. **(T-3)** **Exceptions:** Does not apply to IAAFA. Where not available, record on the AETC Form 156, *Student Training Report*, or AETC Form 325, *Student Accounting and Attendance Record*. **(T-3)**

4.20.5. Enter accurate student status updates in the AETC-approved student management system/services (if available) within 1 workday of the event or knowledge of the event. Status code application and definitions are located in the USAF Basic Military and Technical Training Process Guides, Student Management. **Exception:** Does not apply to DLIELC or IAAFA.

4.20.6. CCAF and non-CCAF instructors will complete the Basic Instructor or equivalent course (e.g., Special Warfare Instructor Qualification Course). **(T-3)** **Exception:** Previously “T-”, “J-”, “K-”, “W-”, or “X-” prefixed instructors (as outlined in the *DAFECD* and *Air Force Officer Classification Directory*) may forgo the Basic Instructor Course or an AETC-approved instructor-training course if assessed as a fully competent instructor by a training needs

assessment.

4.20.7. CCAF and non-CCAF instructors will adhere to the *CCAF PPG* requirements apart from the degree requirement for non-CCAF instructors.

4.20.8. Inter-service instructors teaching in an AF-lead, consolidated course will complete the Basic Instructor Course or an equivalent course that is a CCAF-approved instructor methodology. **Exceptions:** Does not apply to IAAFA. All instructors will adhere to the *CCAF PPG* requirements. Navy/Marine and Army instructor methodology courses will only be accepted if they are recorded on the instructor's *Joint Services Transcript*. CCAF makes the final determination on the equivalency of courses other than the Basic Instructor Course. When sister service requirements drive an instructor-resource bill for the Basic Instructor Course, the sister service can choose to re-validate their requirements or provide the instructor resource. Sister service instructor resource issues for the Basic Instructor Course will be coordinated with 2 AF/A3O.

4.20.8.1. When an AF inter-service instructor teaches in a consolidated course managed by another service, Department of Defense agency, or multi-service school (e.g., METC), follow guidance for training requirements, designation of the training provider, the instructor evaluation process, and other instructor requirements outlined in the memorandum of agreement. The instructor is trained and evaluated according to the managing service's criteria or school's memorandum of agreement.

4.20.8.2. AF instructors teaching AF service-unique courses on the METC follow the Medical Education and Training Campus Memorandum of Agreement and applicable policies.

4.20.8.3. Maintain student progress check results on AETC Form 667, *Criterion Checklist*; AETC Form 667A, *Criterion Checklist*; AETC Form 98, *Student Progress Checklist*; or a computer-generated checklist when the AETC-approved student management system/services are unavailable. **(T-3) Exception:** Does not apply to IAAFA.

4.20.9. Use AETC Form 173, *Student Record of Academic Counseling and Comments*, for academic and performance counseling including recommendations for washback or probationary continuation. **(T-3) Exceptions:** Does not apply to IAAFA. BMT uses e-BMT Basic Training Record and Basic Training Record Continuation Sheet. Non-academic counseling may be documented on DAF Form 174, *Record of Individual Counseling*.

4.20.10. Instructors may administer corrective actions from **paragraph 5.3** for reinforcement or disciplinary issues involving Airmen in Training (non-prior service Airmen). **Exception:** Does not apply to IAAFA.

4.20.11. Document and track each motivational training session, if applicable to a course, and each corrective action to ensure no violations of AFI 36-2909 and applicable supplements. See guidance in **paragraph 5.3** for corrective actions and **Attachment 5** for motivational training and corrective actions.

4.20.12. Submit all requests for release of course material outside of AETC through the instructor supervisor to the AETC training manager for approval. **(T-3)**

4.21. Total Force Liaisons. Serve as wing liaisons for AFRC/ANG training issues. Provide stewardship and accountability for Reserve and Guard students in the training enterprise. Serve as

front-line points of contact for training wings on Air Reserve Component (ARC) personnel and issues.

4.21.1. Provide administrative assistance and advice to AFRC and ANG students.

4.21.2. Advise, assist, and coordinate personnel actions between an Airman's home unit and the training location/unit.

4.22. Basic Military Training Consult Service. Provides psychological support and resiliency consultations.

4.22.1. Develop, monitor, and administer the Military Training Instructor Psychological Selection Protocol.

4.22.2. Conduct mandatory resiliency consultations for military training instructors and optional resiliency consultations for other staff. **(T-3)**

4.22.3. Provide subject-matter expertise for curricula relating to group and individual psychological processes. Deliver psycho-social content. **(T-3)**

4.23. Basic Military Training Section Chiefs. Provide functional oversight over Military Training Instructors and their day-to-day management and development of trainees.

4.23.1. Fulfill the role of a military training instructor (MTI). **(T-3)**

4.23.2. Complete mandatory training requirements per Career Field Education and Training Plan (CFETP) when published or as directed.

4.23.3. Ensure training and/or qualification records are established and maintained for all MTIs IAW DAFMAN 36-2689. **(T-3)** War Skills and Military Studies (WSMS) and Military Training Instructor School (MTIS) instructors must also meet training and qualification requirements IAW the *CCAF PPG*. **(T-3)** WSMS and MTIS instructor qualification records will be maintained in the AETC-approved faculty tracking device. The following apply to WSMS and MTIS instructor records:

4.23.3.1. Track AETC Form 10, Instructor Training/Proficiency Record, requirements in the AETC-approved faculty tracking device. **(T-3)** The physical form may be used in addition to tracking in the AETC-approved faculty tracking device.

4.23.3.2. Track AETC Form 470, Teaching Internship Log, requirements in the AETC-approved faculty tracking device. **(T-3)** Submit the physical form to CCAF for CCAF instructors in addition to tracking in the AETC-approved faculty tracking device.

4.23.3.3. Use AETC Form 281, Instructional Evaluation, to document instructor evaluations. **(T-3)**

4.23.4. Assess training needs and plan training for assigned MTIs that meet the requirements of the position. **(T-3)**

4.23.5. Actively monitor, document, and ensure completion of the training qualification process. **(T-3)**

4.23.6. Conduct WSMS and MTIS instructor evaluations and subject-matter testing using the schedule in the *CCAF PPG*. **(T-3)** Conduct Line MTI evaluations IAW local policy.

4.23.7. Ensure all newly assigned WSMS and MTIS instructors complete the internship

requirements IAW the *CCAF PPG*. **(T-3)**

4.23.8. Approve all lesson plans prior to initial use, annually, and after changes or revisions. **(T-3)**

4.23.9. Ensure students have access to anytime feedback program anonymous options (e.g., AETC Form 736, drop boxes, and online survey system or equivalent). **(T-3)**

4.23.10. Ensure students individually complete end-of-course surveys using the AETC-approved system(s), when available. **(T-3)**

4.24. Military Training Instructors. Ensure the seamless integration of new recruits into the Air Force, acclimating them to military life, and instilling in them the attitudes, values, and beliefs essential to all Airmen. This is achieved through rigorous accessions training, conducted in strict adherence to established policy, to safeguard the safety, security, and welfare of trainees throughout the process.

4.24.1. All MTIs will qualify to perform duties and responsibilities identified through the on-the-job training and certification process IAW DAFMAN 36-2689 and 737 TRG policy. **(T-3)**
Note: Line MTIs motivate trainees/Airmen to adapt to military life and do not perform the traditional role of an instructor.

4.24.2. Complete mandatory training requirements per Career Field Education and Training Plan (CFETP) when published or as directed.

4.24.3. WSMS and MTIS instructors will adhere to the *CCAF PPG* requirements.

4.24.4. Provide training IAW the approved plans of instruction/lesson plans. **(T-3)**

4.24.5. Provide subject-matter expertise on course training materials, as needed. **(T-3)**

4.24.6. Enter accurate student status updates in the AETC-approved student management system/services (if available) within 1 workday of the event or knowledge of the event. Status code application and definitions are located in the USAF Basic Military and Technical Training Process Guides, Student Management.

4.24.7. Document academic and performance counseling, including recommendations for recycle or probationary continuation, in the AETC-approved student management system/services. **(T-3)**. Non-academic counseling may be documented on DAF Form 174, Record of Individual Counseling.

4.24.8. MTIs may administer corrective actions from **paragraph 5.3** and **Attachment 5** for reinforcement or disciplinary issues involving trainees/Airmen.

4.25. Group Military Training Superintendents. Perform military training functional area manager duties.

4.25.1. Perform military training functional area manager duties. **(T-3)** Ensure assigned MTLs are equitably distributed IAW unit manpower documents. **(T-3)** **Note:** Due to organizational structure, the Group Military Training Superintendent position at 82nd Training Wing, Sheppard Air Force Base is established at the wing.

4.25.2. Establish standardized military standards processes and evaluation criteria. **(T-3)**

4.25.3. Provide tactical leadership of military training. **(T-3)**

4.25.4. Execute the Master MTL Program. **(T-3)**

4.25.5. Provide tactical management of the AETC Airman Exodus Program. **(T-3)**

4.25.6. Ensure all MTLs maintain training records. **(T-3)**

4.26. Military Training Flight Chiefs. Provide functional oversight over Military Training Leaders and their day-to-day management and development of Airmen.

4.26.1. Ensure assigned MTLs reinforce military standards and develop Airmen. **(T-3)**

4.26.2. Ensure AETC Form 77, *Airman Leader Application/Certification*, is used to document the full lifecycle of Airmen Leaders to include drill and open ranks evaluations. **(T-3)**

4.26.3. Manage local Charge of Quarters program to meet accountability, safety, and security of the non-prior service dormitory and assigned personnel, as applicable. **(T-3)** Ensure AETC Form 78, *Tour of Duty Report*, is used to document Charge of Quarters events. **(T-3)**

4.26.4. Coordinate with military training superintendent on all MTL matters. **(T-3)**

4.27. Military Training Leaders. Manage and develop non-prior service Airmen while evaluating standards of conduct, performance, military bearing, discipline, and create a culture of dignity and respect.

4.27.1. Complete mandatory training requirements per CFETP 8B100.

4.27.2. Execute special duty identifier 8B100 duties, as outlined in the *DAFECD*. **(T-3)**

4.27.3. Serve as frontline supervisor for all non-prior service Total Force Airmen assigned to train within the Military Training Flight while attending enlisted initial skills training. **Exception:** Special Warfare training units may designate other unit personnel as frontline supervisors.

4.27.3.1. Ensure Airmen attending initial skills training demonstrate the behaviors required in the day-to-day life of every Airman.

4.27.3.2. Demonstrate, evaluate, and reinforce compliance with military standards of conduct/performance, military bearing, and discipline IAW Department of Defense, AF, and AETC instructions and their associated supplements.

4.27.3.3. Plan, direct, and conduct military training functions for enlisted Airmen in Training.

4.27.3.4. Provide students with character development through Airmanship 200. The Airmanship 200 Training Modules are located in the USAF Basic Military and Technical Training Process Guides, Military Standards Training.

4.27.3.5. Actively monitor student movements to ensure safety and standards compliance.

4.27.3.6. Manage Airman development programs (e.g., Student Leader Program).

4.27.3.7. Ensure Airmen complete in-processing briefings/tasks.

4.27.3.7.1. Accomplish in-processing within the first two (2) workdays following the day of arrival.

4.27.3.7.2. Cover, at a minimum, Tricare, Finance, Professional Relationships per AFI 36-2909 and applicable supplement(s), and Safety (to include hazard reporting utilizing

the Safety Reporting (SAFEREP) application found on the Air Force Safety Center's website or preferred mobile app store).

4.27.3.7.3. Complete all in-processing prior to students beginning their first technical training course.

4.27.4. Enter accurate student status updates in the AETC-approved student management system/services (if available) within 1 workday of the event or knowledge of the event. At a minimum, any student in a Student Not In Training status (Student Awaiting Training, Ineffective in Training, and Student Out of Training) for 30 calendar days or longer requires a weekly status comment/update. **Exception:** Students awaiting a class start date must be updated weekly beyond 14 calendar days. Comment updates must continue weekly until the student's status changes. Comments will include an explanation of the event and projected get well date, if known. Use plain language while avoiding codes and acronyms. Status code application and definitions are located in the USAF Basic Military and Technical Training Process Guides, Student Management.

4.27.5. Execute commander's physical training plan, as required.

4.27.6. Establish and maintain student records, as applicable. **(T-3)**

4.27.7. Document and track each corrective action with instructor administered motivational training sessions, if applicable to a course, to ensure no violations of AFI 36-2909 and applicable supplements. See guidance in **paragraph 5.3** for corrective actions and **Attachment 5** for motivational training and corrective actions.

4.28. Airmen in Initial Skills Training. Continue to develop in the profession of arms and their assigned technical specialty.

4.28.1. Always carry a filled-out AETC Form 341, *Excellence/Discrepancy Report*. **(T-3)**

4.28.2. Prior to speaking to a noncommissioned officer, senior noncommissioned officer, or officer, Airmen will come to the position of attention, salute (as appropriate), and state the addressee's full rank (Staff Sergeant, Technical Sergeant, Lieutenant Colonel, etc.) and last name, followed by "Airman (last name) reports as ordered." **(T-3)** The Airman will remain at the position of attention unless directed otherwise. **(T-3)** Once dismissed, the Airman will return to the position of attention, salute (as appropriate), and execute the proper facing movement(s) to depart the area. **(T-3) Note:** Due to various types of training, rules pertaining to reporting statements within the classroom are established at the squadron level.

Chapter 5 (Added)

ENLISTED TRAINING PROGRAMS

5.1. Air University, Community College of the Air Force.

5.1.1. CCAF awards college credit for training completed through affiliated schools.

5.1.2. Air University's accreditation with the Southern Association of Colleges and Schools Commission on Colleges enables enlisted Airmen the opportunity to earn an Associate of Applied Science degree in their AF specialty from CCAF. Airmen earn college credit while completing AF training requirements.

5.1.3. AF and other service schools' affiliation with CCAF is voluntary. Refer to DAFMAN 36-2689, DAFI 36-2688, and the *CCAF PPG* for detailed guidance on CCAF and its affiliated schools' requirements. Noncompliance with these documents could result in disaffiliation from CCAF.

5.2. Phase Program.

5.2.1. The Phase Program is a progressive model, consisting of three phases and enables Airmen to continue their adaption to the AF lifestyle while learning and adhering to military standards. Its application is paramount to providing accountability, safety, security, reliability, and quality of life for all non-prior service Airmen attending enlisted initial skills training.

5.2.2. Phase I.

5.2.2.1. Entry into Phase I is automatic and occurs upon arrival at the initial technical training location. Phase I Airmen require continuous supervision and oversight to ensure adherence to military standards and development of the behaviors expected of all Airmen.

5.2.2.2. Airmen are expected to maintain competencies learned during entry-level training and achieve higher levels of foundational competencies. Airmen will increasingly accept responsibility and accountability for personal and professional conduct.

5.2.3. Phase II.

5.2.3.1. Phase II begins on the date Phase I ends and may continue through completion of initial skills training depending on training length.

5.2.3.2. Airmen in Phase II will maintain competencies acquired during Phase I, accept increased responsibility within the unit, and demonstrate higher levels of foundational competencies.

5.2.4. Phase III.

5.2.4.1. Phase III is the final stage of the phase program and begins on the date Phase II ends.

5.2.4.2. Airmen in Phase III have demonstrated the maturity, professionalism, and character expected of all Airmen and will maintain competencies acquired during Phase II and gain independence.

5.3. Corrective Actions Program.

5.3.1. The overall goal of applying a corrective action is to promote Airmen success and

reinforce standards. Application of a corrective action is not an appropriate substitute for dealing with illegal behavior punishable under the Uniform Code of Military Justice.

5.3.2. Personnel will apply corrective actions in a reasonable, appropriate, and effective manner considering the facts and circumstances associated with its application. Maintain vigilance in guarding against inappropriate and unprofessional application of corrective actions. Personnel will not apply corrective actions in a manner that violate the prohibitions of AFI 36-2909 and its supplement(s).

5.3.3. Corrective actions include administrative actions, physical exercise, remedial military training, and Phase Program phase-backs.

5.3.3.1. Physical Exercise. See **Attachment 5** for additional information on requirements/limitations for motivational training and corrective actions.

5.3.3.1.1. Physical exercise is an authorized form of corrective action. See **Attachment 5** for limitations and examples.

5.3.3.1.2. Physical exercise may be applied collectively to an entire team to reinforce the benefits and consequences associated with team infractions or team building.

5.3.3.1.3. Document and track each corrective action and each motivational training session (motivational training is only administered during applicable technical training courses; see guidance in **Attachment 5** for motivational training and corrective actions) to ensure no violations of AFI 36-2909 and applicable supplements. Review tracker at a minimum weekly and maintain data for at least 2 years.

5.3.3.2. Remedial Military Training.

5.3.3.2.1. Remedial military training is an authorized form of corrective action.

5.3.3.2.2. Ensure remedial military training does not result in violations to the prohibitions of AFI 36-2909 and its supplements (e.g., Do not toss an Airman's room and ask them to clean it following a failed dorm inspection).

5.3.3.2.3. Remedial Military Training Day.

5.3.3.2.3.1. A remedial military training day will focus on the following areas where Airmen performed unsatisfactorily.

5.3.3.2.3.1.1. Room and uniform inspections.

5.3.3.2.3.1.2. Air Force Core Values.

5.3.3.2.3.1.3. Enlisted Force Structure.

5.3.3.2.3.1.4. Drill and Ceremonies.

5.3.3.2.3.1.5. Fitness.

5.3.3.2.3.2. Emphasis will be placed on areas where Airmen failed to meet/adhere to standards.

5.3.3.3. Phase Program Phase-Back.

5.3.3.3.1. Phase Program phase-back is a form of corrective action to allow Airmen additional time to internalize standards taught in a previous phase.

5.3.3.3.2. An Airman may be phased-back to a previous phase whenever the Airman requires additional instruction and mentoring (at the MTL's discretion).

5.3.3.3.3. Airmen phased-back may be advanced to their previous phase at the MTL's discretion.

5.4. Airman Transition Assistance Program.

5.4.1. Purpose of the Airman Transition Assistance Flight is to expedite discharge actions and separate non-prior service Airmen pending discharge to prevent negative influences on the morale and welfare of other Airmen.

5.4.2. The Airman Transition Assistance Flight is used for Airmen being processed for a separation action regardless of cause (i.e., medical, mental health, administrative, disqualifications, etc.). Commanders will not assign Airmen awaiting reclassification or assignment to an Airman Transition Assistance Flight.

MATTHEW W. DAVIDSON, Major General, USAF
Commander, Second Air Force

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

(Added) DODI 4000.19, *Support Agreements*, 16 December 2020

(Added) DAFI 48-151, *Thermal Stress Program*, 2 May 2022

(Added) DAFMAN 16-201, *Department of the Air Force Foreign Disclosure and Technology Transfer Program*, 19 January 2021

(Added) DAFMAN 16-201_AETCSUP, *Department of the Air Force Foreign Disclosure and Technology Transfer Program*, 13 December 2022

(Added) DAFMAN 34-135, *Lodging Program*, 23 July 2024

(Added) DAFMAN 36-2664, *Personnel Assessment Program*, 17 January 2025

DAFMAN 36-2689, *Training Program*, 31 March 2023

DAFMAN 90-161, *Publishing Processes and Procedures*, 18 October 2023

(Added) DAFI 36-2688, *Community College of the Air Force*, 3 November 2022

(Added) DAFI 91-202, *The Department of the Air Force (DAF) Mishap Prevention Program*, 20 March 2020

(Added) AFI 10-3504, *Dive Program*, 28 October 2024

(Added) AFI 16-105, *Joint Security Cooperation Education and Training*, 3 January 2011

(Added) AFI 25-201, *Intra-Service, Intra-Agency, and Inter-Agency Support Agreements Procedures*, 18 October 2013

(Added) AFI 32-6000, *Housing Management*, 18 March 2020

AFI 33-322, *Records Management and Information Governance Program*, 23 March 2020

(Added) AFI 36-2909, *Air Force Professional Relationships and Conduct*, 14 November 2019

(Added) AFI 90-802, *Risk Management*, 1 April 2019

(Added) AFMAN 36-2100, *Military Utilization and Classification*, 7 April 2021

(Added) AETCI 21-109, *Maintenance Management Trainer Development*, 7 February 2023

(Added) AETCI 36-2601, *Instructor and Master Instructor Badging Program*, 11 January 2023

(Added) AETCI 36-2651, *Basic Military and Technical Training*, 28 February 2025

(Added) CFETP 8B100, *Military Training Leader Career Field Education and Training Plan (CFETP)*, 24 May 2023

(Added) *Air Force Officer Classification Directory*, 31 October 2024

(Added) *CCAF Policies, Procedures, and Guidelines (PPG)*, 1 July 2021

(Added) *Department of the Air Force Enlisted Classification Directory*, 31 October 2024

(Added) *Special Duty Assignment Category (SPECAT) Guide*, 15 July 2024

(Added) *Stabilized Tour Guide*, 13 August 2024

(Added) *The Joint Travel Regulation*, published monthly

(Added) *737 TRG Evaluations Guide*, 20 Feb 2025

(Added) *737 TRG SOP 38-2806, Military Training Instructor Recognition Programs*, 24 Feb 2025

Prescribed Forms

None

Adopted Forms

DAF Form 679, *Department of the Air Force Publication Compliance Item Waiver Request/Approval*

DAF Form 847, *Recommendation for Change of Publication*

AETC Form 1, *Course Cancellation/Discontinuation Request*

AETC Form 10, *Instructor Training/Proficiency Record*

AETC Form 77, *Airman Leader Application/Certification*

AETC Form 78, *Tour of Duty Report*

AETC Form 98, *Student Progress Checklist*

AETC Form 120, *Training Equipment List*

AETC Form 120A, *Field Training Equipment List*

AETC Form 125, *Record of Faculty Board Action*

AETC Form 125A, *Record of Administrative Training Action*

AETC Form 133, *Plan of Instruction/Lesson Plan Part I*

AETC Form 156, *Student Training Report*

AETC Form 173, *Student Record of Academic Counseling and Comments*

AETC Form 179A, *Course Training Schedule for Allocations*

AETC Form 281, *Instructional Evaluation*

AETC Form 325, *Student Accounting and Attendance Record*

AETC Form 341, *Excellence/Discrepancy Report*

AETC Form 449, *Course Chart*

AETC Form 470, *Teaching Internship Log*

AETC Form 498, *AETC Commander's Award*

AETC Form 499, *Distinguished Graduate Certificate*

AETC Form 630, *Master Instructor Certificate*

AETC Form 667, *Criterion Checklist*

AETC Form 667A, *Criterion Checklist (Continued)*

AETC Form 668, *Test Data*

AETC Form 736, *Student Feedback*

Abbreviations and Acronyms

AETC—Air Education and Training Command

AETCI—Air Education and Training Command Instruction

AF—Air Force

(Added) AFCD—Air Force Career Development Academy

AFCFM—Air Force Career Field Manager

AFI—Air Force Instruction

(Added) AFMAN—Air Force Manual

AFPC—Air Force Personnel Center

AFR—Air Force Reserve

(Added) AFRC—Air Force Reserve Command

AFSC—Air Force Specialty Code

(Added) AFSPECWAR—Air Force Special Warfare

(Added) AI—Artificial Intelligence

ANG—Air National Guard

(Added) ARC—Air Reserve Component

BMT—Basic Military Training

(Added) BRACER FORGE—Basic Reinforcement Agile Combat Employment Range Forward Operations Readiness Generation Exercise

(Added) CBTC—Competency-Based Training Course

(Added) CCAF—Community College of the Air Force

(Added) CCTS—Course Chart Training Standard

(Added) CDC—Career Development Course

(Added) CFETP—Career Field Education and Training Plan

DAF—Department of the Air Force

(Added) DAFECD—Department of the Air Force Enlisted Classification Directory

(Added) DAFI—Department of the Air Force Instruction

DAFMAN—Department of the Air Force Manual

(Added) DD—Department of Defense (as used on forms)

(Added) DLIELC—Defense Language Institute English Language Center

(Added) FM—Functional Manager

(Added) IAAFA—Inter-American Air Forces Academy

HQ—Headquarters

IAW—In Accordance With

(Added) ITU—Information Technology Unit

MAJCOM—Major Command

(Added) METC—Medical Education and Training Campus

MFM—Major Command Functional Manager

(Added) MRTC—Medical Readiness Training Center

(Added) MMTI—Master Military Training Instructor

(Added) MTI—Military Training Instructor

(Added) MTIS—Military Training Instructor School

(Added) MTL—Military Training Leader

(Added) NLT—No Later Than

(Added) PCR—Periodic Course Review

(Added) PPG—Policies, Procedures and Guidelines

(Added) ROI—Return on Investment

(Added) SAFEREP—Safe Reporting

(Added) SDI—Special Duty Identifier

(Added) SPECAT—Special Duty Assignment Category

(Added) STG—Stabilized Tour Guide

(Added) SWIEF—Special Warfare Instructor Evaluation Form

TDY—Temporary Duty

(Added) TPM—Training Pipeline Manager

(Added) TRG—Training Group

(Added) TRQI—Training Requester Quota Identifier

(Added) TTMS-LMS—Technical Training Management System - Learning Management System

USAF—United States Air Force

(Added) WAPS—Weighted Airman Promotion System

(Added) WSMS—War Skills and Military Studies

(Added) XR—eXtended Reality

Office Symbols

2 AF—Second Air Force

(Added) 2 AF/A1—Directorate of Manpower, Personnel & Services

(Added) 2 AF/A3—Operations

(Added) 2 AF/A3A—Air Force Career Development Academy

2 AF/A3M—Command Military Training Office

(Added) 2 AF/A3O—Operations

(Added) 2 AF/A3OA—Analysis

(Added) 2 AF/A3OP—Plans

(Added) 2 AF/A3OS—Policy and Operational Strategy

(Added) 2 AF/A3T—Training Pipeline Managers

(Added) 2 AF/A4—Logistics, Engineering, and Force Protection

(Added) 2 AF/A5/8/9—Strategic Plans, Programs, and Requirements

(Added) 2 AF/A6—Communications

(Added) 2 AF/CG—Total Force Advisor to the Commander (ANG)

(Added) 2 AF/CTO—Chief Training Officer

(Added) 2 AF/Det 1—Accessions and Classifications

(Added) 2 AF/Det 23—Technical Training Transformation

(Added) 2 AF/FM—Financial Management

(Added) 2 AF/OL-A—Air Force Special Warfare (AFSPECWAR) Functional Managers

(Added) 2 AF/RF—Total Force Advisor to the Commander (AFRC)

(Added) 2 AF/SE—Safety

(Added) 37 TRW/LN—ANG Training Liaison Branch

(Added) 737 TRG—Basic Military Training Group

(Added) 937 TRG—Medical Training Group

(Added) AETC/A2—Directorate of Intelligence

(Added) AETC/A3LS—Force Development Planning and Requirements Division

(Added) AETC/A3OO—Force Presentation and Generation Branch

(Added) AETC/A4C—Chief, Civil Engineering Division

(Added) AETC/FMAM—Deputy Chief, Central Programs Branch

(Added) AETC/SE—Directorate of Safety

AETC/SG—Directorate of Command Surgeon

AETC/SGU—Medical Force Development/Formal Training Division

(Added) AF/A1—Deputy Chief of Staff, Manpower, Personnel, and Services

(Added) AF/A1P—AF Air Force Deputy Chief of Staff, Manpower, Personnel & Services, Directorate of Force Management Policy

(Added) AFPC/DSYS—Department of the Air Force Survey Office

(Added) AFRC/A1/KB—Career Development Branch

Terms

(Added) Academic Integrity—Uncompromising adherence to a code of ethics, morality, conduct, scholarship, and other values related to academic activity. Breaches of academic integrity include, but are not limited to, plagiarism, cheating, and misrepresentation.

(Added) Academic Integrity Violation—Intentionally providing and/or receiving improper assistance on academic assignments, examinations, or research effort. Violations include, but are not limited to, plagiarism; misrepresentation; unauthorized access to instructor materials; copying another's work; providing or using unauthorized information for examinations or assignments; unauthorized use of electronic devices; permitting another student to copy one's work; submitting individual work researched, drafted, or prepared by another person; and collaborating with other persons on an individual assignment. Additional information is located in the USAF Basic Military and Technical Training Process Guides, Classroom Operations.

(Added) Academic (Training) Day—Established 8-hour period in which a student is attending academic instruction or completing academic assignments with staff (i.e., technical training instructors); begins and ends in the course of instruction (classroom or lab) as identified by course control documents. An 8-hour academic day includes a minimum of 400 minutes of instructional activity and a maximum of 80 minutes of break time. The 8-hour academic day at 81 TRG (9-day compressed work schedule) includes a minimum of 445 minutes of instructional activity and a maximum of 35 minutes of break time. **Note:** The academic day may vary from course to course and falls within a student's standard training day/hours. A minimum of 4,000 minutes of instruction must be provided during a 2-week period for regular and compressed-work schedules.

Accession—Newly commissioned officer or new enlisted recruit entering extended active duty with no prior military service. Refers to student entries rather than graduates.

(Added) Adequacy—The quality of training that is acceptable to the level of the training standard. Based on responses from the supervisors/graduates, adequacy represents whether or not the training squadron met the contract with the field for the training standard items.

Advanced Training—Formal course that provides individuals who are qualified in one or more positions of their AF specialty with additional skills and knowledge to enhance their expertise in the career field. Training is for selected career Airmen at the advanced level of the AF specialty. Provides advanced training to individuals who have completed initial skills training. This type of training is required when increased competency is required to meet higher (advanced) knowledge, skill, or attitude requirement.

(Added) AETC Training Manager—An instructional systems specialist that serves as the liaison between the schoolhouse, TPMs, TRQI managers, Numbered AF, and MAJCOM training functions. Manages training resources and student production.

(Added) Air Force Career Field Manager—Focal point for the designated career field within a

functional community. Serves as the primary advocate for the career field, addressing issues and coordinating functional concerns across various staffs. Responsible for the career field policy and guidance.

(Added) Air Reserve Component—An overarching term used when referring to both the ANG and Air Force Reserve together.

(Added) Airmen in Training—Individual that has started training but has not completed training or has not been eliminated from training.

(Added) Allocation—A class seat reserved for a specific programmed user.

Basic Military Training—Training provided to non-prior service Airmen to affect an orderly transition from civilian to military life that provides basic foundational competencies and concepts (e.g., individual responsibilities; organizational structures; and military customs, courtesies, standards, and traditions) to newly accessed (entry-level) personnel with no previous military experience.

(Added) Basic Military Training Section Chief—Individual who assists the Training Superintendent with training administration and oversight functions. Monitors training progression for Student MTIs and conducts record reviews of MTI training records. Also, conducts qualification evaluations (i.e., teaching evaluations and subject-matter proficiency verifications) for Student MTIs.

(Added) Behavioral Drift—Deviation from professionally and ethically acceptable behavior. Action that may arise in high stress situations where there is insufficient ethical guidance or oversight. Cumulative effect of power imbalance and lack of institutional safeguards.

(Added) Basic Reinforcement Agile Combat Employment Range Forward Operations Readiness--Generation Exercise—Overarching term for 2 AF scenario-driven, problem-solving exercises and activities conduct during TT to enable Airmen to outthink and outcompete near peer adversaries and understand how they fit into air campaign operations of a 21st century threat environment.

(Added) Career Development Course—Distance learning course that provides Airmen with fundamental AF specialty career field knowledge. This course directly supports the AF on-the-job training program, enlisted upgrade training program, and a reference for WAPS specialty knowledge test development.

(Added) Career Field Education and Training Plan—Comprehensive core training document that identifies lifecycle education and training requirements, training support resources, and minimum core competency requirements for an AF specialty.

Competency—A combination of knowledge, skills, abilities, and other characteristics manifesting in observable and measurable pattern of behaviors required for mission success.

(Added) Constraint Bullet Background Paper—Document identifying the reasons for the constraint worksheet (equipment, facilities, funding, or manpower).

(Added) Corrective Actions—Measures taken to encourage Airmen improvement and reinforce standards. See **paragraph 5.3** and **Attachment 5** for additional information and examples.

(Added) Course Chart Training Standard—A course control document utilized in Field Training courses that states the course identity, purpose, description, parameters, items of

equipment, subject matter covered, and training standard information.

(Added) Course Record Set—Library (electronic or paper) that stores course documentation.

(Added) Course Resource Estimate—Well-developed, initial estimated costs associated with training.

(Added) Craftsman Course—Course required by the Career Field Education Training Plan to attain the 7-skill-level within an Air Force specialty.

(Added) Curriculum Development Manager—An instructional systems specialist that coordinates subject-matter expert inputs and manages the instructional systems development processes.

(Added) Customer Service Information Program—A program that encompasses any method(s) by which the field communicates to a training group to ask questions or express concerns or problems with training received.

(Added) Disqualification—The status of an individual who is not yet entered into training because he or she is not qualified due to medical, prerequisite, or security reasons.

(Added) Duty (Training) Day—Established time, managed by staff (i.e., primarily MTLs), in which a non-prior service student is within the standard training day not to include time in which the student is in the academic (training) day. Activities during the duty (training) day include, but are not limited to, participating in military standards training activities, assigned to a detail, attending in-out processing appointments, while traveling to and from training/appointment locations, participating in physical training, participating in BRACER FORGE or like activities, and developing Airmanship via Airmanship 200 curriculum.

Education—Academic and experiential learning focused on general bodies of knowledge, principles within a given discipline, and habits of the mind. This type of learning is applicable to a broad spectrum of foundational and/or occupational competencies.

(Added) Elimination—The status of a student who does not complete a training course and does not graduate due to academic or performance deficiencies or non-academic reasons.

(Added) Elimination Rate—The percentage of student entries who do not complete nor graduate from a training course due to academic or performance deficiencies or non-academic reasons.

Entry—A transaction indicating an individual started or restarted a formal course of instruction.

(Added) Ethical Drift—The gradual ebbing of standards that can occur in an individual, a group, or an organization as a result of environmental pressures.

(Added) Evaluation Plan—a plan of action to ensure quality instructional design processes and products. The benchmark for quality.

Exodus—Established timeframe in which Airmen are authorized to use regular leave during the Christmas and New Year federal holiday period.

(Added) External Evaluation—Acquisition and analysis of data from outside the training environment (typically, the colloquial “field”) to evaluate the training product (graduates’ on-the-job performance) in the operating environment.

(Added) Field Evaluation Questionnaires—Query means to solicit feedback from supervisors

and/or graduates to determine if graduates were trained as specified in the training standard.

(Added) Field Interviews—Person(s)-to-person(s) discussions gathering data on both currency and effectiveness of courses from operational organization supervisors and technical training graduates.

Field Training—Technical, operator, and other training conducted by either a training detachment or mobile training team at operational locations on specific systems and associated direct-support equipment for maintenance and aircrew personnel.

Force Development—The deliberate effort to maximize force readiness through a variety of recruiting, educational, training, and experiential learning activities, opportunities, and services ensuring all Airmen possess the competencies they need to meet Department of the Air Force mission requirements.

(Added) Force Gain—The process by which a student who arrives for training without student information preloaded in the learning management system or without a training line number is entered in the learning management system and Oracle Training Administration.

Foundational Competencies—A set of accepted and valued competencies (e.g., Airman's Foundational Competencies), which enable success across a wide-array of DAF missions, roles, functions, and duties.

(Added) Functional Area Manager—The individual accountable for the management and oversight of all personnel and equipment within a specific functional area to support operational planning and execution. Responsibilities may include reviewing policy/guidance or developing guidance; developing, managing, and maintaining unit type codes; developing criteria for and monitoring readiness reporting; force posturing; and analysis. At each level of responsibility (DAF, MAJCOMs, air component, forward operating agency, direct reporting unit, and installation), the functional area manager should be the most knowledgeable and experienced person within the functional area and have the widest range of visibility over functional area readiness and capability issues.

Functional Manager—Senior leaders, designated by the appropriate functional authorities, who provide day-to-day management responsibility over specific functional communities. While they should maintain an institutional focus with regard to resource development and distribution, functional managers are responsible for ensuring their specialties are equipped, developed, and sustained to provide Department of the Air Force capabilities.

Graduate—A student who successfully completes a formal course of instruction.

(Added) High-Risk Training—Instructor-led training (course, exercise, activity, etc.) that as part of a training objective intentionally exposes personnel (students/trainees, instructors, and/or support staff) to an increased level of risk, which if not mitigated, could likely result in death, permanent disability, or loss of an asset. High-risk training can occur at a formal training center, in a classroom, in the field, at a remote site, or other training area identified in course materials. High-risk training is any training activity that has an initial risk assessment level identified as “high” or “extremely high” (excluding those with moderate severity) based on the DAF Form 4437 or DD Form 2977 for joint environment.

(Added) Ineffective in Training—Status for students temporarily removed from training but expected to return to the current course. Reasons for ineffective in training status include, but are

not limited to, confinement, leave, awaiting reentry into training (same course), medical, security, excessive absence (including absent without leave), administrative action, academic failure, and/or performance failure.

Initial Skills Training—An overarching term for enlisted initial skills and (non-rated line) officer initial skills technical training. For enlisted, it refers to a formal school pipeline, comprised of one or more courses, that results in the award of the 3-skill-level in an AF specialty. For officers, it refers to a formal school pipeline comprised of one or more courses of mandatory training needed to become qualified in their AF specialty. Training designed to provide primary foundational and occupational competencies for a specific AF specialty, occupational series, special duty, or function to individuals who have completed entry-level training or accession program requirements.

(Added) Institutional Effectiveness—The systematic, explicit, and documented process of measuring (self-evaluating) performance against mission in all aspects of an institution.

(Added) Instructional Technology Unit—An entity that supports formal technical training and/or BMT courses to create engaging and effective learning experiences. Each domain of instructional technology—design, development, utilization, management, and evaluation—includes a body of knowledge based on research and experience. 2 AF ITUs provide many resources and services which include the use of technology in the teaching and learning environment. Each 2 AF ITU may specialize in specific areas; some of the services include: interactive multimedia development, video and audio products, 3D content, simulations, emulation, technology inserts, course design, blended course development, augmented reality, virtual reality, course conversions, and life cycle management.

(Added) Instructor—A faculty member whose primary duty is teaching students. The instructor has completed the preparatory requirements established by the supervisor, to include the technical training practicum.

(Added) Instructor Evaluation—An assessment to ensure instructors apply effective teaching methods and techniques.

(Added) Instructor Supervisor—A title that identifies an instructor whose primary duty is an instructor with the additional responsibility to supervise and evaluate other instructors. This instructor oversees instructional policies, principles and procedures, and supervisory management responsibilities.

(Added) Interactive Multimedia Instruction—A group of predominantly interactive, electronically delivered training. Interactive multimedia instruction products include instructional software and software management tools used in support of instructional courses.

(Added) Internal Evaluation—Acquisition and analysis of feedback and management of data from within the training organization. Employs methods including student feedback, formal measurement review, validation, service testing, periodic course review, instructor evaluation, and AETC-approved systems/services key metric analysis to determine if training accomplishes the instructional objectives effectively and efficiently.

(Added) Main Teaching Step—A key action (or measure), usually of a series, to demonstrate (or give information) to students a skill (or about a subject) identified with a number and a parenthesis during development in the AETC-approved development system. Normally has supporting sub-

teaching steps.

(Added) Master Lesson Plan—An un-personalized lesson plan used for control and standardization of instruction in each course excluding courses that are taught only once or twice a year. Standardization is a tool to ensure consistency, adequacy, and quality of subordinate lesson plans.

(Added) Master Military Training Instructor—Upon completion of the MTI Trainer Course or the Flight Commander/MTI Supervisor Course, and completion of Evaluator Effectiveness requirements as specified in the 737 TRG Evaluations Guide, fulfill task certifier responsibilities as outlined in DAFMAN 36-2689, *Training Program*.

(Added) Master Military Training Leader—Represents the pinnacle of excellence within the Military Training Leader corps, embodying the highest standards of leadership, professionalism, and mentorship. As the cornerstone of the MTL developmental special duty, the Master MTL sets the benchmark for all MTLs while fostering an environment where Airmen are equipped to excel in their careers and uphold the values of the United States Air Force. A Master MTL is not only focused on the success of their immediate location but also committed to maintaining strong relationships within the broader MTL community, fostering collaboration and professional networking across the United States Air Force.

(Added) Metrics—Analytical tools measuring performance over time and indicating emerging trends. A good metric provides direct information about the process it quantifies and allows managers to see the process status immediately. It links the organization directly to the goal of a trained force. It is practical, easy to understand, and easy to collect. It is flexible and changes as the process changes or is improved.

Military Training Instructor—An enlisted Airman with the special duty identifier of 8B000 assigned to a training unit executing duties and responsibilities as prescribed by DAFECD.

Military Training Leader—An enlisted Airman with the special duty identifier of 8B100 assigned to a training unit executing duties and responsibilities as prescribed in the DAFECD.

(Added) Misconduct—One reason for elimination from training. Examples of misconduct include a test compromise, a dishonest attempt/completion of a course measurement, or deliberately failing a course measurement (formerly known as prejudicial conduct).

Mission Readiness Training—Formal training courses to aid mission accomplishment. Mission readiness training provides advanced, supplemental, and residential craftsman technical training for courses of TDY length as defined in The Joint Travel Regulation for officers, enlisted and civilian personnel when other types of training (on-the-job-training, unit training, and exportable and mobile training) will not satisfy the need.

(Added) Motivational Training—Use of specified and approved training tools (physical exercise/tasks or training aids) to reinforce attention-to-detail, motivate students, and/or build teamwork to accomplish a specific goal or training objective to promote student success. See guidance in **Attachment 5**.

(Added) No-Show—Programmed and sub-allocated seat where the scheduled or substituted student did not report to class on the class start date.

Non-Prior Service Airmen—Entry-level accession Airmen with no prior service (to include sister service) experience.

Non-Prior Service Student—Entry-level accession Airmen with no prior service (to include sister service) experience and are in a student status.

(Added) Non-Standard Academic Day—An academic day with more or less than 8 hours. This may occur when the academic day exceeds eight (8) hours (e.g., training in field conditions or travel to or from the training location takes the academic day beyond 8 hours). This may also occur on the last day of training (e.g., graduation day). The last training day must be at least 5 hours in length (except in Type 6 and self-paced courses) when the course is over 20 academic days in length.

(Added) Occupational Analysis—Collecting and analyzing factual data on the work performed by Air Force specialties and Space Force specialties. This data is used to provide personnel and training decision-makers with factual and objective job information to justify or change personnel utilization policies and programs, refine occupational structures, and establish, validate, or adjust training and testing programs.

Occupational Competencies—A set of competencies required of all Airmen within a specific workforce category (a group of functions requiring similar work, e.g., Engineering). They describe technical/functional skills, knowledge, abilities, behaviors, and other characteristics needed to perform that function's mission successfully.

(Added) Periodic Course Review—Process to provide a comprehensive analysis and summary (report) of a course's or group (e.g., family group or piggyback) of courses' past performance and future capability to meet established training requirements. Examines internal and external evaluation data to ensure the course is efficient and effective.

(Added) Personalized Lesson Plan—The personalized lesson plan should contain all standardized information from the Master lesson plan plus personalization which is an individual instructor's notes, experience, and teaching flow which aids them in conducting the lesson. The amount of personalization will vary based on instructor experience.

(Added) Personnel Reliability Program—Program for the management of individuals, including students, assigned to perform specified duties associated with United States nuclear weapons, nuclear command and control systems, positive control material and equipment, and special nuclear material and subject to a nuclear weapons personnel reliability assurance program.

(Added) Probationary Continuation—The act of allowing a student to progress with the current class when additional work is required to bring the student's performance to an acceptable level. The student is given student individualized assistance by a qualified instructor and then reevaluated.

(Added) Proficiency Advancement—The act of placing a student into another class in the same course that graduates earlier than the previous class. This reduces training time for uniquely qualified students who verify proficiency and have a class available to advance.

Program Guidance Letters—Establishes training requirements for AETC execution. Program Guidance Letters are the official tasking documents enabling AETC planners and programmers to acquire the necessary resources for accomplishment of the tasking. The Program Guidance Letters align the AF requirements with the Planning, Programming, Budgeting, and Execution process. Includes Enlisted Initial Skills, Officer Initial Skills, Trained Dog Requirements, Mission Readiness Training, Field Training, and Non-Resident training. If the funding changes in the DoD

Program Objective Memorandum process, AF/A1 determines how the changes will affect the Program Guidance Letters and publishes official amendments, as necessary.

Programmed Technical Training—Air Education and Training Command documents reflecting training requirements by TRQI and course for enlisted initial skills, officer initial skills, and mission readiness training programs. For enlisted initial skills, the documents include projected elimination rates for active-duty AF non-prior service students. Unlike the program guidance letters, which reflect graduate requirements into the field for each AF specialty, the programmed technical training documents reflect entries (or allocations, or class seats) by AF specialty, course, and (TRQI).

(Added) Quality Graduate—Degree to which an individual or team can apply learning event outcomes (training/education) during duty performance.

Records Disposition Schedule—Document providing mandatory instructions for the lifecycle management of records (and non-record materials) in any format or media type. The Records Disposition Schedule provides for the disposition of records when agency business needs for the records ceases, (i.e., destruction of temporary records and transfer of permanent records to the National Archives of the United States).

Recruit—An individual who signs an enlistment, appointment, or commissioning contract. Recruit status terminates upon entry into the AF, withdrawal of selection, permanent disqualification, or recruit-initiated termination of processing.

(Added) Recruiter—Any military member, civilian employee, or contractor whose duty, goal, or mission is to recruit persons for military service regardless of program. Recruiters include, but are not limited to, Reserve Officer Training Corps admission or liaison officers, service academy liaisons, and all AF members with an 8RXXX primary AFSC.

(Added) Registrar Focal Point—The position the course or training squadron designates to pass student information to the parent unit and/or report student status changes to the Registrar Section, either manually or through learning management systems.

(Added) Remedial Military Training—An authorized form of corrective action which relates to a specific training objective (e.g., If an Airman fails a uniform inspection, his/her MTL may conduct daily uniform inspections as remedial military training to ensure compliance with uniform standards).

(Added) Resource Constraint—Deficiencies, such as money, facilities, time, manpower, and equipment that preclude desired training from being delivered and prevent a schoolhouse from being able to support the total AF graduate requirement for a course or pipeline.

(Added) Right Time Training—An approach that focuses on providing new Airmen the right skill set at the right time in their career, and at the right location for them to make immediate impact for mission execution.

(Added) Risk Management Tag—Red arrow attached (via AETC-approved courseware development tool/system) to a teaching step on the lesson plan to alert the instructor to review the applicable DAF Form 4437 and/or DD Form 2977 for hazards and mitigation measures for the activity.

(Added) Service Test—A process to try out ideas and innovations to enhance training efficiency and effectiveness within existing resources with anticipated benefits and/or savings to the AF.

Special Warfare—Special Tactics Officer, Tactical Air Control Party Officer, Combat Rescue Officer, Pararescue, Combat Control, Tactical Air Control Party, and Special Reconnaissance career fields.

(Added) Specialized Course—A self-study distance learning course used to extend the educational and training capabilities of AF schools to eligible personnel worldwide. These may be used for upgrade training and to meet requirements outside the scope of career development courses. The specialized course is not normally based on a specialty training standard or used as a WAPS source reference.

(Added) Staff Assistance Visit (by Registrar)—Visit by Registrar Section personnel to assist training personnel in implementing this supplement and entering data into learning management services/systems, documenting and managing student actions.

(Added) Standard Training Day—Established time in which a non-prior service student is on-duty (e.g., attending academic instruction, completing academic assignments (mandatory study or homework), participating in military standards training activities, assigned to a detail, attending in-/out-processing appointments, while traveling to and from training/appointment locations, and other military training). The standard training day consists of the academic (training) day and the duty (training) day combined and should not exceed 13 hours.

(Added) Station Lesson Plan—A lesson plan used by all instructors at a station, lab, or position. It is not personalized. The station lesson plan should contain all standardized information from the Master lesson plan.

(Added) Stewardship—The formal, entrusted accountability for responsibilities ensuring effective control and use of resources.

(Added) Student Awaiting Training—An arrived student (student entered into the AETC-approved student management system/services with arrival status) but unable to begin training after in-processing (maximum of two (2) workdays following the day of arrival). Reasons for awaiting training include, but are not limited to, awaiting class start date or security clearance or pending administrative or medical reasons.

(Added) Student Feedback—Airmen satisfaction comments and ratings on training content, environment, equipment, instructional delivery, military training standards reinforcement, and quarters.

(Added) Student Flow—The evenness or lack of evenness of the stream of students progressing from BMT through technical training. Flow bottlenecks could indicate scheduling problems or an excess or lack of students from BMT.

(Added) Student Not in Training—The designation for students who are not in class (e.g., awaiting training, ineffective, or out-of-training).

(Added) Student Out of Training—An enlisted non-prior service or a non-temporary duty initial skills officer student that is out of training either due to graduation, elimination, or disqualification and does not depart the base in 24 hours. Reasons include, but are not limited to, pending assignment/orders, travel arrangements, household goods shipment, security clearance, administrative hold, and/or next course/class start.

Supplemental Training—Formal AF specialty specific training (post initial skills training) on

new equipment, methods or technology that are not suited for on-the-job training. Provides supplemental or additional training to individuals who have completed initial skills training. This type of training is required to meet new or unique mission requirements.

(Added) Survey—An investigation of a given population by means of collecting data from a sample or census to estimate characteristics of the population. The method of data collection of a survey includes, but is not limited to questionnaires, focus groups, polls, or interviews.

Technical Training—Instructional courses used to develop the force and prepare individuals to perform tasks within an AF specialty, occupational series, special duty, or function.

Total Force—Includes all Airmen and Guardians (Regular Air Force, AFR, ANG, Regular Space Force, and DAF civilians).

Training—Formal and informal learning focused on proficiency development, which is the attainment and retention of skills, knowledge, and attitudes required to meet specific functions or job performance requirements.

(Added) Training Deficiency—A condition in which students are not trained to the required proficiency on all training standard items prior to graduation. For example, broken or yet to be delivered equipment or a temporary instructor shortage may cause a deficiency.

(Added) Training Development Element Chief—A supervisory curriculum developer that coordinates collaboration between training managers, curriculum developers, and instructors and oversees instructional systems design.

(Added) Training Evaluation—Continuous evaluation to ensure instructional courses and associated processes are efficient and effective. It includes internal and external feedback to improve the unit and ensure continued success within instructional courses. Evaluation measures whether Airmen possess desired foundational and occupational competencies and whether learning programs and processes are agile, adaptable, and suitable to meet emerging mission requirements.

(Added) Training Plan—Finalized/approved resourcing document for planning, programming, and implementing training.

Training Quota—A requirement for a single seat in a specific class.

Training Requester Quota Identifier—A four-character communication code within Oracle Training Administration used to convey annual or supplemental training requirements, quota allocations, allocation confirmations, and student-tracking information between a user of training and the provider (owner) of training. TRQIs are assigned to a service branch, component, MAJCOM, forward operating agency, direct reporting unit, or functional area to ensure training accountability. Only one TRQI is assigned to a functional entity or training category.

Training Requester Quota Identifier Manager—Person(s) appointed to gather and report annual training requirements and manage quotas. While only one TRQI code is assigned to a functional entity, there may be multiple managers handling courses.

(Added) Training Waivers—Various situations may result in training waivers: Multiple Instructor Requirement Waiver – when the training unit lacks the manpower to fill identified multiple instructor positions (other than for safety) identified in the plan of instruction but is able to complete the training. Lack of equipment - waiving a training requirement due to lack of

equipment. Training requirement waivers for skills and/or training an Airman already obtained.

(Added) Validation—Process used to determine if instructional course content, sequence, methods, measurements, and media decisions are sound.

(Added) Wartime Course—Per DAFMAN 36-2689, a wartime course is comprised of those tasks that must be taught when courses are accelerated in a wartime environment. Wartime tasks are the tasks to be taught in the 3-level course when the wartime courses have been activated. In response to a wartime scenario, these tasks are taught in the 3-level course in a streamlined training environment. These tasks are only for those career fields that still need them applied to their schoolhouse tasks.

(Added) Washback—The act of placing a student in another class of the same course that will graduate later than the initial class.

(Added) Workday—A 24-hour day used to reference timeframes in which permanent party personnel will complete specific tasks as identified in this supplement. Does not include weekends or holidays, or specifically for Keesler AFB - CWS Fridays.

Attachment 2 (Added)**MASTER MILITARY TRAINING INSTRUCTOR “BLUE ROPE” AND MASTER MILITARY TRAINING LEADER PROGRAMS****A2.1. Master Military Training Instructor (MMTI) “Blue Rope” Program.****A2.1.1. Intent.**

A2.1.1.1. The MMTI “Blue Rope” Program recognizes superior instructional skill and performance in the core functions (i.e., Block I instruction) of MTI duty.

A2.1.1.2. The program consists of whole-Airman and competency-based assessments and only those MTIs who consistently demonstrate professionalism and AF Core Values in their instruction and daily conduct should be considered for this honor.

A2.1.1.3. The MMTI “Blue Rope” represents the third and highest tier of functional expertise within the MTI Corps. It is the highest form of individual recognition an MTI can strive for or achieve during an MTI tour.

A2.1.2. Eligibility Criteria. MMTI “Blue Rope” nominees must:

A2.1.2.1. Present a professional military image.

A2.1.2.2. Be fully qualified in SDI 8B000.

A2.1.2.3. Be a current Line MTIT.

A2.1.2.4. Have certified a minimum of one Student MTI through the second TQ rotation (0-7 WOT). **Exception:** MTITs assigned to the 323 TRS are eligible for MMTI “Blue Rope” recognition after successfully training six (6) Student MTIs rotating through “Zero Week.”

A2.1.2.5. Have a minimum of 12 months of experience as a certified Line MTI.

A2.1.2.6. Have a minimum of six (6) months remaining on MTI tour prior to Assignment Availability Code (AAC) 50 expiration.

A2.1.2.7. Be current on all teaching evaluations and have received an overall rating of Satisfactory or higher (with no “Needs Improvement” items) on the most recent teaching evaluation.

A2.1.2.8. Be current all subject matter proficiency verifications (SMPVs) and have received Satisfactory ratings.

A2.1.2.9. Have a current Air Force Physical Fitness Assessment and have earned a minimum of a 90% composite score. For MTIs who do not meet these criteria, Unit Commanders may authorize an unofficial, out-of-cycle assessment at their discretion, utilizing a Physical Training Leader from outside of their squadron.

A2.1.2.10. Have a passing waist-to-height ratio. For MTIs who do not meet this criteria, Unit Commanders may authorize an unofficial, out-of-cycle assessment at their discretion, utilizing BCM from outside their squadron.

A2.1.2.11. Be nominated, in writing, by the applicable Unit Commander.

A2.1.3. MMTI “Blue Rope” Competition Components.

A2.1.3.1. Peer reviews.

A2.1.3.2. Commander endorsement.

A2.1.3.3. Student MTI training records review.

A2.1.3.4. Dormitory set-up observation.

A2.1.3.5. Flight transit observation.

A2.1.3.6. Subject-matter proficiency verification evaluation.

A2.1.3.6.1. Dormitory inspection procedures.

A2.1.3.6.2. Control of a marching flight.

A2.1.3.7. Teaching evaluations.

A2.1.3.8. MMTI “Blue Rope” Competition Exam.

A2.1.4. Details on the MMTI “Blue Rope” Program can be found in the current 737 TRG SOP 38-2806.

A2.2. Master Military Training Leader Program.

A2.2.1. Intent.

A2.2.1.1. The Master MTL Program is a voluntary program providing MTLs the opportunity to be recognized for exemplary subject-matter expertise and professional growth above the AETC minimum training and performance requirements.

A2.2.1.2. The Master MTL Program recognizes superior performance, ethics, and leadership of personnel serving as MTLs in special duty identifier 8B100. Only those personnel who consistently produce superior results and meet all eligibility requirements should be considered for this distinction.

A2.2.1.3. No more than 10% of assigned MTLs may be Master MTLs at any given time.

A2.2.2. The Master MTL Program consists of two phases. Phase 1 includes minimum eligibility requirements to compete for the Master MTL distinction. Phase 2 establishes the minimum requirements for the competition.

A2.2.2.1. Phase I: Initial Qualification.

A2.2.2.1.1. Candidates must meet the following minimum requirements prior to competing for the Master MTL distinction:

A2.2.2.1.2. Meet all entry and retention requirements for special duty identifier 8B100 as outlined in the *DAFECD*. **(T-3)**

A2.2.2.1.3. Have at least 15 months front-line MTL experience. **(T-3)**

A2.2.2.1.4. Have a current score of 85 or higher on their most recent AF fitness assessment, with no failures while assigned as an MTL. **(T-3)**

A2.2.2.2. Phase II: Competition.

A2.2.2.2.1. Wing/Group Military Training Superintendents will establish a timely, reoccurring competition window (e.g., monthly, quarterly, annually).

A2.2.2.2.2. Wing/Group Military Training Superintendents use established grading rubrics or use self-generated criteria for grading.

A2.2.2.2.3. At a minimum, candidates will be evaluated on personal dress and appearance, ability to conduct dormitory inspections, maintain control of a marching flight, conduct an open ranks inspection, lead a physical training session, and deliver a professional development lesson to non-prior service Airmen.

Attachment 3 (Added)**HIGH-RISK TRAINING PROGRAM**

A3.1. Intent. A high-risk training program is required to provide oversight and monitoring of high-risk training activities in all training courses to include BMT, technical training, and advanced/supplemental training. The intent of the program is not to eliminate all risk, but to identify and mitigate risk to an acceptable level while providing realistic training. Balancing the need for realistic training and risk mitigation requires persistent command oversight and engagement. A high-risk training program provides complementary guidance to programs/activities (e.g., AFI 10-3504, *Dive Program*).

A3.2. Criteria. High-Risk Training—Instructor-led training (course, exercise, activity, etc.) that as part of a training objective intentionally exposes personnel (students/trainees, instructors, and/or support staff) to an increased level of risk, which if not mitigated, could likely result in death, permanent disability, or loss of an asset. High-risk training can occur at a formal training center, in a classroom, in the field, at a remote site, or other training area identified in course materials. High-risk training is any training activity that has an initial risk assessment level identified as “high” or “extremely high” (excluding those with moderate severity) based on the *Deliberate Risk Assessment Worksheets* (DAF Form 4437 or DD Form 2977 for joint environment).

A3.3. Examples. Possible factors that may exacerbate a high-risk activity can be, but are not limited to:

A3.3.1. Training in pools or open water (e.g., special warfare selection, dive courses).

A3.3.2. Parachute training (e.g., static line, military free fall).

A3.3.3. Training requiring fall protection (e.g., aircraft tail section maintenance, missile silo entry, tower/pole climbing, obstacle course).

A3.3.4. Outdoor training in extreme weather conditions (e.g., severe hot or cold temperatures, lightning, wind). Hot and cold issues will be considered high-risk when those elements identified in DAFI 48-151, *Thermal Stress Program*, paragraph 4.1 cannot be conducted within compliance.

A3.3.5. Training involving permit-required confined spaces (e.g., fuel cell, manhole/maintenance hole).

A3.3.6. Training involving potentially life-threatening chemical, biological, radiological, nuclear, or high-yield explosives hazards (e.g., depleted uranium, hydrazine, ionizing radiation, pathogens).

A3.3.7. Live-fire training (e.g., small arms, crew-served weapons).

A3.3.8. Training scenarios requiring control of hazardous energy (crushing, electrical energy, pneumatic, hydraulic hazards, etc.) capable of resulting in death, permanent disability, or loss of an asset.

A3.3.9. Training operations conducted with live munitions.

A3.3.10. Crushing Hazard (e.g., lifting heavy weapons).

A3.4. Examples that do not normally meet the definition of high-risk training:

A3.4.1. Motivational training.

A3.4.2. Organized unit physical training (unless seasonal heat stress applies).

A3.4.3. Hazards found in typical home/office environments.

A3.4.4. Activities not associated with meeting training objectives.

Attachment 5 (Added)**MOTIVATIONAL TRAINING AND CORRECTIVE ACTIONS**

A5.1. Motivational Training. Specified and approved training tools (physical exercise/tasks or training aids) to reinforce attention to detail, motivate students, and/or build teamwork to accomplish a specific goal or training objective to promote student success within a technical training course. Motivational training identified in the training plan is considered part of the course, when applied, therefore, it is conducted during the academic day.

A5.1.1. Authorized Use. Authorized for use by instructors as reflected in this supplement, motivational training annexes in applicable training plans, and lesson plan instructional guidance for applicable courses.

A5.1.2. Training Plan. Include a motivational training narrative and a motivational training annex if motivational training is included in the technical training course.

A5.1.2.1. Motivational Training Narrative. Briefly explain the following items:

A5.1.2.1.1. Why motivational training may be necessary or is being deleted, if previously authorized.

A5.1.2.1.2. Who is authorized to apply motivational training during the course.

A5.1.2.1.3. Where in the course motivational training may be applied.

A5.1.2.1.4. What circumstances may result in application of motivational training during the course.

A5.1.2.1.5. How motivational training may be used to achieve course objectives.

A5.1.2.1.6. What controls are in place to ensure motivational training is properly applied.

A5.1.2.1.7. Indicate details included in the annex.

A5.1.2.2. Motivational Training Annex.

A5.1.2.2.1. Must be reviewed and approved by the 2 AF commander prior to inclusion in the training plan. Route motivational training annex through the TRS/CC, TRG/CC, TRW/CC to the 2 AF Commander via the tasking tool. This routing is separate from and accomplished prior to routing the training plan for approval by TRG/CC and submission to the TPM (2 AF/A3T) for certification.

A5.1.2.2.2. Annually review and approve the motivational training annex via the original routing process to the 2 AF/CC.

A5.1.2.2.3. Motivational Training Annex Contents. Include detailed information covering the following items:

A5.1.2.2.3.1. Why motivational training may be necessary or is being deleted, if previously authorized.

A5.1.2.2.3.2. Who is authorized to apply motivational training during the course.

A5.1.2.2.3.3. Where in the course motivational training may be applied.

A5.1.2.2.3.4. What circumstances may result in application of motivational training during the course.

A5.1.2.2.3.5. How motivational training may be used to achieve course objectives.

A5.1.2.2.3.6. What controls are in place to ensure motivational training is properly applied.

A5.1.2.2.3.7. Indicate the annex will be reviewed annually.

A5.1.2.2.3.8. Include digital signature spaces for each individual in the routing for approval.

A5.1.2.2.3.9. Include digital signature spaces for the instructor and instructor supervisor to sign as part of the instructor's qualification for the block(s) of instruction.

A5.1.3. Instructional Guidance. Include detailed information covering the following items if motivational training is included in the technical training course:

A5.1.3.1. How motivational training ties to specific objectives.

A5.1.3.2. What circumstances may result in application of motivational training during a specific unit of instruction.

A5.1.3.3. Who is authorized to apply motivational training during the course.

A5.1.3.4. Approved methods, limitations, and desired results.

A5.1.4. Tracking Motivational Training and Corrective Actions.

A5.1.4.1. Document and track each motivational training session and each corrective action to ensure a combination of administrations does not violate AFI 36-2909 and applicable supplements. See guidance in **paragraph 5.3** for corrective actions and this attachment for motivational training and corrective actions.

A5.1.4.2. Review tracker at a minimum weekly and maintain data for at least two (2) years.

A5.2. Corrective Actions (Physical Exercise). See **paragraph 5.3** and **paragraph A5.3** for further information.

A5.3. Requirements/Limitations for Physical Exercise (Motivational Training and/Corrective Action).

A5.3.1. Instructors, MTIs, and MTLs will adhere to the following:

A5.3.1.1. Instructor, MTI, or MTL provides exercise demonstration with proper form, as applicable.

A5.3.1.2. Two instructors, MTIs, or MTLs should be present when administering motivational training or corrective actions, when feasible, one acting as the timekeeper/safety monitor, the other as the administrator/demonstrator, as applicable.

A5.3.1.3. Limit exercise to one (1) minute per correction with a two (2) minute rest between exercises, if administering more than one consecutively. Do not exceed four (4) iterations per hour or a combined total of 20 physical exercise motivational training sessions and/or corrective actions per day. Some examples of physical exercise are push-ups, flutter kicks,

scissor kicks, lunges, sit-ups, and planks. Any or all of these examples may be used, so long as the one (1) minute limitation is not exceeded.

A5.3.1.4. Provide an opportunity for rehydration immediately after performing the exercise during the two (2) minute rest.

A5.3.1.5. Do not administer to students on profile or reporting to be sick or injured.

A5.3.1.6. Do not administer inside dining facilities, showers, latrines, unsanitary areas, etc.

A5.3.1.7. Follow wet-bulb flag conditions.

A5.3.1.8. Do not administer on hot, wet ground, or unsafe ground (e.g., thorn bushes, loose, rocks where balance is not attainable).

A5.3.1.9. Do not push student to muscle failure. Allow modified form to help when student is close to muscle failure without repercussions or starting clock over.

A5.3.1.10. Do not use as a form of punishment or to induce elimination from a course.

A5.3.1.11. Do not use to solely improve PT or body image.