COMPLIANCE WITH THIS PUBLICATION IS MANDATORY

This instruction implements policy guidance found in Air Force Manual (AFMAN) 11-202, Volume 1, *Aircrew Training*, and delineates a command-specialized publication system to issue Air Combat Command (ACC) formal operations training publications. It authorizes printing and duplication of related documents. It applies to all persons who prepare, manage, review, approve or use ACC formal operations training publications. This instruction also applies to Air National Guard (ANG) and Air Force Reserve Command (AFRC) units who use ACC formal operations training publications. Ensure that all records created as a result of processes prescribed in this publication are maintained in accordance with Air Force Instruction (AFI) 33-322, *Records Management and Information Governance Program*, and disposed of in accordance with the Air Force Records Information Management System Records Disposition Schedule. Contact supporting records managers as required for approval. Refer recommended changes for this publication to the office of primary responsibility (OPR) using the AF Form 847, *Recommendation for Change of Publication*. Units may supplement this document with HQ ACC Director of Operations approval, but may not modify this document. Waiver authority and procedures are contained in **paragraph 1.4** Route waiver requests, unit supplement approval requests and AF Forms 847 through the appropriate chain of command to HQ ACC Training Support Squadron (TRSS)/Training Development Flight (TDF), 205 Dodd Blvd, Suite 101, Joint Base (JB) Langley-Eustis, Virginia 23665-2789, or via email to **acctrsstdf@us.af.mil**.

SUMMARY OF CHANGES

Incorporates ACC/A3 Syllabus Waiver Authority Delegation Policy (**paragraph 3.3.2.2.2**). Restricts ordinary leave and temporary duty while in formal training status; clarifies who can approve exceptions (**paragraph 3.3.2.2.3.4**). Formal training units place a copy of all waivers, deferrals, equivalent training substitutions and deviations in the student's training record and provide a copy to the syllabus office of primary developmental responsibility (**paragraph 3.3.2.2.3.5**). Clarified allowable variations for titling Section 5B (**paragraph 3.3.3.3**). Clarified agencies to review and coordinate on all foreign military sales training task lists and syllabi (**paragraph 4.5**). Removed Attachment 2, ACC Operations Training Development Teams. Moved formatting guidance from Attachments 4 and 7-10 to the new *ACC Training Task List and Syllabus Style Guide*. Renumbered remaining attachments. Updated **Table A4.1**, Mandatory Syllabus Distribution List. Added draft annotation format guidelines (**paragraph A5.2.3**). Designates A326K and A60 as Functional Area Managers for weapons systems they manage.

Chapter 1

GENERAL INFORMATION

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

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

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

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

1.1.3.1. Must/Will – Indicates a mandatory requirement.

1.1.3.2. Should – Indicates a preferred or recommended method or option.

1.1.3.3. May – Indicates an acceptable or satisfactory method or option.

1.2. Responsibilities.

1.2.1. **HQ ACC.** Has overall staff responsibility for the weapon systems they manage (e.g., ACC/A3C, A3T, A326K, A6O). Will coordinate on training task lists and syllabi they manage during the approval process.

1.2.2. **Functional Area Manager (FAM).** Has overall responsibility for the specific ACC weapon systems they manage. FAM is the office of primary responsibility (OPR) for their respective training task lists and syllabi and responsible for coordination and recommended changes. Conduct or outsource needs analysis for emerging operational requirements. Share analysis with operations training development teams to facilitate needs and resource requirements. Attachment 2 of ACCI 11-251, *ACC Operations Training Development Program*, lists ACC weapon systems functional area managers.

1.2.3. **HQ ACC TRSS.** Has overall developmental responsibility for formal operations training courses. Tasks the operations training development teams, monitors revision suspenses, and screens prepared training task lists and syllabi for compliance with this instruction. Manages syllabus-related changes to formal training and courseware development contracts administered by ACC TRSS. Sends the release messages announcing the approved use of new or revised training task lists and syllabi. Posts approved training task lists, syllabi, and the *ACC Training Task List and Syllabus Style Guide* on the ACC TRSS Training Development SharePoint (**https://cs2.eis.af.mil/sites/12166/default.aspx**). Maintains a non-record set of training task list and syllabus approval documentation until superseded or rescinded IAW the AFRIMS Records Disposition Schedule.

1.2.4. **Operations Training Development (OTD) Team.** HQ ACC/A3 designates an OTD team for each weapon system and other unique formal training courses (see Attachment 3 of ACCI 11-251). The OTD team:

1.2.4.1. Includes an instructional systems specialist and/or education and training experts who apply Instructional Systems Development principles and procedures in the development of training task lists, syllabi and supporting documents. The team may also include instructor-eligible/qualified subject matter experts (SMEs). The OTD team may call on SMEs at the local wing, unit, formal training unit (FTU) and/or contracted personnel, as appropriate to assist with syllabi and courseware development, review and validation. Matters concerning education or training design or development defer to the instructional systems specialist or education and training expertise. Technical matters defer to SME expertise.

1.2.4.2. Is the office of primary developmental responsibility (OPDR) for training task lists and syllabi. OTD teams supporting formal operations training develop crew position-specific training task lists. OTD teams supporting specialty training should develop master training task lists to identify the course training requirements. They develop syllabi and oversee the production and approval of syllabus-related documents and courseware IAW this instruction. All ACC training documents and courseware are produced IAW Instructional Systems Development publications.

1.2.4.3. Coordinates draft formal operations training task lists and syllabi with the local FTU group commander (Group/CC) or equivalent. No reply by a Group/CC within 30 calendar days of a request from an OTD team to review draft operations training publications will be interpreted as coordinated. Follow FAM guidance for any unresolved Group/CC inputs. Provide a clean copy (i.e., no tracked changes or comments attached) of the draft training task list and syllabus to HQ ACC TRSS/TDF for command-level coordination and approval.

1.2.4.4. Establishes, maintains, and disposes of training task list and syllabus record sets IAW the AFRIMS Records Disposition Schedule.

1.2.5. **FTU Group Commander or Equivalent.** Reviews and coordinates on draft training task lists and syllabi; no reply by a Group/CC within 30 calendar days of a request from an OTD team to review draft operations training publications will be interpreted as coordinated. Implements HQ ACC/A3-approved syllabi according to the direction and authority stated in the respective syllabi. May approve equivalent training that complies with the direction and intent of the HQ ACC/A3-approved syllabus.

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

1.2.6.1. Conducts training IAW the appropriate HQ ACC/A3-approved syllabus.

1.2.6.2. Follows syllabus guidance for syllabus deviations, obtaining FTU Group/CC or equivalent approval for equivalent training substitution or training deferrals, and initiating waiver requests.

1.2.6.3. Assists in syllabus, syllabus-related document and courseware development and validation as required by the OTD team.

1.2.7. **Specialty Training.** 436th TS and 39th IOS function as specialized schoolhouses. They develop training courses and materials for ACC Instructional Systems Development Principles Course, Classroom Instructor Course, Instructor Methodology Course and other

unique training programs. They perform FTU, OTD team, and Squadron functions for their training programs.

1.3. Software Standardization. TTLs, syllabi and syllabus-related documents are prepared using software compatible with the current Air Force standard desktop configuration.

1.4. Waivers. HQ ACC/A3 is the waiver approval authority for Tier-2 compliance requirements in this instruction. HQ ACC TRSS/CC is the waiver approval authority for non- tiered compliance requirements in this instruction. See AFI 33-360, *Publications and Forms Management*, for a description of the tier numbers. Use AF Form 679, *Air Force Publication Compliance Item Waiver Request/Approval*. Submit Tier-2 and non-tiered waiver requests through the chain of command to HQ ACC TRSS/TDF. Submit Tier-3 waiver requests through the chain of command to the appropriate Tier-3 waiver approval authority (see AFI 33-360).

Chapter 2

TRAINING TASK LISTS

2.1. General.

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

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

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

2.2. Training Task List Development. The OTD team develops and maintains TTLs IAW this chapter for each operator specific position of their respective weapon system. They gather pertinent information required to accomplish formal operations training to include training planning team inputs, system training plan revisions, training system requirements analysis results, combatant commander's mission priorities, unit-supplemented TTL items, graduate evaluation feedback, etc. They review the associated MDS Volume 1 training programs (e.g., initial qualification training, mission qualification training and upgrade training) and MDS Volume 2 evaluation criteria to determine formal training requirements. They conduct a task analysis and verify all training tasks are current with the mission requirements. Skills maintenance or proficiency training (e.g., Ready Aircrew/Information Warfare Program tasking events) are not included in the TTL. (**Note:** Specialty courses that are not formal operations training courses should develop a master training task list (MTTL) for the course. The MTTL may be a separate document or included as an attachment to the respective syllabus.)

2.3. General Training Task List Organization. All TTLs require a cover, introduction, summary of revisions, table of contents and distribution pages. General Instructions paragraphs 1.1 through 1.7, table 1, and attachments 1 and 2 are mandatory and have reserved titles and specific content requirements.   Use additional paragraphs as necessary to accommodate the

unique requirements of a particular weapon system. OTD teams follow the format prescribed in the *ACC Training Task List and Syllabus Style Guide*.

2.4. Training Task List Approval. The TTL approval process is outlined in **Attachment 2**.

2.4.1. **Coordination.** The OTD team coordinates the draft TTL with local agencies and the implementing Group/CC or equivalent. The OTD team submits the draft TTL and evidence of applicable Group/CC coordination to HQ ACC TRSS/TDF. For weapon systems without a unique implementing group commander, the OTD team establishes other procedures with the concurrence of HQ ACC TRSS/TDF to satisfy the coordination requirement.

2.4.2. **Command Review and Approval.** HQ ACC TRSS/TDF processes the TTL for command staff agency review and approval processing (see **Attachment 2**). HQ ACC/A3 delegates training task list approval authority to the HQ ACC TRSS/CC.

2.4.3. **Training Task List Distribution.** The OTD team is responsible for TTL distribution according to the distribution list published in the respective TTL. Distribution should be accomplished primarily using electronic means.

2.4.4. **Training Task List Releasability.** Access to training task lists is restricted. The TTL OPDR may release the TTL IAW ACCI 11-251.

2.5. Training Task List Review Cycle. The TTL OPR and OPDR review the TTL in preparation for, or in conjunction with the biennial syllabus review, or sooner if weapon system changes necessitate an earlier review. See ACCI 11-251 for TTL review procedures.

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

Chapter 3

FORMAL OPERATIONS TRAINING SYLLABI

3.1. General. ACC formal operations training syllabi are specialized publications authorized for issue by the HQ ACC/A3 and are listed in Air Force Education and Training Course Announcements (ETCA) at site: **https://app10-eis.aetc.af.mil/etca/SitePages/Home.aspx**. Each syllabus outlines a course of instruction and is directive in nature. It is a reference for conducting specified training to ensure quality and standardize training. Instructors and students use a syllabus as a source document to determine specific training guidance and course content. HQ staff agencies use syllabi to plan, program and budget for manning, funding and materials to support formal operations training. The FTU Group/CC implements training according to the authority and direction outlined in the syllabus. The goal of formal training is to ensure each graduate possesses the skills, knowledge and proficiencies specified in course objectives.

3.2. Syllabus Development. The syllabus OPR conducts syllabus reviews with the assistance of the OTD team IAW ACCI 11-251. The OTD team develops a syllabus for each ACC formal operations training course IAW AFH 36-2235, Volume 8, *Information for Designers of Instructional Systems, Application to Aircrew Training*, or AFH 36-2235, Volume 10, *Information for Designers of Instructional Systems, Application to Education*, and this instruction.

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

3.3. General Syllabus Organization. All syllabi require a cover, introduction, summary of revisions, table of contents and distribution pages. Within all syllabi, chapters 1 through 5 and attachments 1 and 2 are mandatory. Each chapter has mandatory sections and paragraphs, with reserved titles as indicated below. Use additional attachments, chapters, and sections as necessary to accommodate the unique requirements of a particular syllabus.

3.3.1. **Chapter 1, Course Accounting.** This chapter is a rapid reference to the dimensions of the course prescribed by the syllabus. There are five mandatory sections in this chapter. Use format and guidance in the *ACC Training Task List and Syllabus Style Guide*.

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

3.3.1.2. **Section 1B, Academic Training Inventory.** This tabular inventory shows the course academic events to include course-related ancillary training events and any advanced distributed learning events. It also identifies the type of training for each lesson or group of lessons (i.e., instructor-led or self-paced training, as applicable).

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

part-task hours, direct support and any support hours for briefing or debriefing, as applicable.

3.3.1.4. **Section 1D, Flying (or Full-Mission or Operator Mission) Training Inventory.** This tabular inventory identifies each flying, full-mission, or operator mission event to include sortie or mission identifier, aircraft or mission hours, support hours (for student mission planning, briefing, debriefing), unit direct support sorties and hours, and other support requirements (e.g., tanker support), as applicable. Flying syllabi will include the student sortie requirement (SSR) for the course or tracks, as applicable. See **Attachment 1** for SSR definition and computation formula.

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

3.3.2. **Chapter 2, Course Management.** There are four mandatory sections in this chapter. Use format and guidance in the *ACC Training Task List and Syllabus Style Guide*.

3.3.2.1. **Section 2A, Course Training Standards.** This section defines academic training standards, performance-grading criteria, and performance training standards to establish the required proficiency level to progress through the various blocks or phases of the course and graduate.

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

3.3.2.2.1. **Approval Authority.** HQ ACC/A3 is the executive authority for all ACC formal operations training syllabi and the approval authority for all new syllabi. HQ ACC/A3 delegates syllabus approval authority to HQ ACC TRSS/CC for all formal operations training syllabus revisions and out-of-cycle administrative or formal changes (see **paragraph 3.9**).

3.3.2.2.2. **Waiver Authority.** HQ ACC/A3 is the executive waiver authority for all HQ ACC/A3-approved syllabi. Waiver authority may be delegated in whole or part to other agencies. If waiver authority is delegated, the delegated authority must be specifically stated within the applicable paragraph of the syllabus. State the action office responsible for staffing waiver requests. Formal training units seeking a waiver will coordinate with the syllabus OPDR to verify other implementation options are considered prior to seeking a waiver and to ensure best training practices are upheld. **(T-2).**

3.3.2.2.2.1. **Waiver Authority Delegation.** HQ ACC/A3 delegates syllabus waiver authority to the implementing ACC Formal Training Unit (FTU) Wing Commander. With the exception of senior officer training syllabi, the ACC FTU Wing Commander may further delegate waiver authority, in whole or in part, to subordinate Group or Squadron Commanders. While waiver authority may be delegated, ACC/A3 ultimately holds the respective FTU Wing Commander responsible for all waiver actions. The FTU Wing Commander will document

delegation of syllabus waiver authority via memorandum with a copy provided to the syllabus office of primary responsibility and HQ ACC TRSS Training Development Flight (ACC TRSS/TDF). The FTU Wing will update delegation memoranda upon a change in the Wing Commander.

3.3.2.2.3. **Commander Authority.** The FTU Group/CC, or equivalent, is responsible for conducting the training specified under the authority and direction of the syllabus. Graduation from the course requires effective completion of all training prescribed in the syllabus.

3.3.2.2.3.1. The syllabus waiver authority may waive training completion events or tasks. If authorized, the FTU Group/CC may defer unaccomplished training tasks to the gaining unit. The FTU Group, if not the gaining Group, will coordinate with the gaining Group on all training deferrals. **(T-2).** The graduate will be unqualified in deferred tasks until completed by the gaining unit. The FTU Group or equivalent will provide copies of all approved waivers and deferrals to the syllabus OPR within 10 duty days of approval. **(T-2).**

3.3.2.2.3.2. The FTU Group/CC may authorize equivalent training substitution that complies with the direction and intent of the syllabus.

3.3.2.2.3.3. The FTU Group/CC, delegable to the FTU squadron commander, may authorize deviations in the order of training to meet special weather and peculiar local conditions. Deviations will be consistent with good training management, student progress and student experience level. However, all prerequisite training must be accomplished before associated device or flying training.

3.3.2.2.3.4. Students will not be authorized ordinary leave or extracurricular TDY during formal training periods. The FTU SQ/CC may approve exceptions to this policy.

3.3.2.2.3.5. The FTU will place a copy of all waivers, training deferrals, equivalent training substitutions and deviations in the student's training record/gradebook within 10 duty days of approval. **(T-3).** Provide copies to the syllabus OPDR for training program review and analysis. **(T-3).**

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

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

3.3.2.4. **Section 2D, Course Flow.** This section identifies the recommended and/or required order of training, lesson sequencing, time phasing and prerequisites of phases,

blocks, modules, sorties, sessions and lessons, etc. It addresses any training constraints that affect course flow, such as training devices limitations, aircraft sortie generation limitations, etc. Use course maps and management flow charts supported by appropriate descriptive commentary and symbol keys to present this information. Every effort should be made to preclude scheduling a testable lesson or block review on the same day as the respective examination.

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

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

3.3.3.1. **Chapter 3, Academic Training.** Chapter 3 addresses academic training to include platform academics, computer-based training, virtual and/or augmented reality academic training, advanced distributed learning, tours, instructor-led demonstrations, self-study, examinations, etc. There are two mandatory sections. Section 3A, Special Instructions, defines general facility requirements (classroom, learning center, etc.), instructional method/media (lecture, seminar, computer-based training, Advanced Distributed Learning, etc.), designed instructor requirement (instructor/student ratio), designed student load (maximum class capacity) and academic evaluations. Section 3B, Academic Lesson Descriptions, defines the academic lesson content. Use format and guidance in the *ACC Training Task List and Syllabus Style Guide.*

3.3.3.2. **Chapter 4, Device (or Part-Task) Training.** Chapter 4 addresses training conducted using part-task training devices, simulators, virtual, augmented, or mixed reality trainers, ground configured aircraft, etc. Either address all simulated flying training in this chapter as "Device Training," or extract all full-mission simulated flying training to include in chapter 5, therefore naming this chapter as "Part-Task Training." There are two mandatory sections. Section 4A, Special Instructions, defines general device and facility requirements, instructional method/media, instructor requirements and performance evaluation instructions. Section 4B, Device Session Descriptions, or Part-Task Session

Descriptions, defines the training session content. Use format and guidance in the *ACC Training Task List and Syllabus Style Guide*.

3.3.3.3. **Chapter 5, Flying (Full-Mission or Operator Mission) Training.** Chapter 5 addresses all flying training, full-mission simulated training, or advanced operator mission training, as applicable. Title chapter as "Flying Training" when it contains only flying training events. Title chapter as "Full-Mission Training" when it includes training conducted during actual flying missions as well as full mission ground simulation events in simulators or ground configured aircraft. For ground-based systems, title chapter as "Operator Mission Training." There are two mandatory sections. Section 5A, Special Instructions, outlines and clarifies any unique requirements and evaluation instructions. Section 5B, may be titled as "Flying Mission Descriptions," "Full-Mission Descriptions" or "Operator Mission Descriptions." Section 5B defines the mission content. Use format and guidance in the *ACC Training Task List and Syllabus Style Guide.*

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

3.3.5. **Attachment 2, Syllabus-Related Document Inventory.** This inventory is mandatory for all syllabi except 436 TS managed syllabi. Include an inventory of all syllabus-related documents (see **Chapter 4**). Syllabus-related documents will be reviewed during TRSS detachment site visits. Use format and guidance in the *ACC Training Task List and Syllabus Style Guide.*

3.3.6. **Additional Chapters and/or Attachments.** Include additional chapters and/or attachments to meet unique syllabus requirements. **Note:** Criterion-Referenced Objectives (CRO) will be included or referenced within the syllabus; see options at **paragraph 4.1.5** Use format and guidance in the *ACC Training Task List and Syllabus Style Guide.*

3.4. Syllabus Approval. The syllabus review process is fully outlined in **Attachment 3.**

3.4.1. **Executive Summary.** The OTD team prepares the executive summary to facilitate general officer review and approval of the syllabus. An executive summary is required for all syllabus submissions except administrative changes. Use format in the *ACC Training Task List and Syllabus Style Guide.*

3.4.2. **Coordination.** The OTD team will coordinate with local agencies and the implementing group commander. Evidence of applicable Group/CC or equivalent coordination will be included with the syllabus submission. For weapon systems without a unique implementing operations group, such as the Battle Control Center, the OPDR may establish other procedures with the concurrence of HQ ACC TRSS to satisfy the coordination requirement.

3.4.3. **Command Review and Approval.** HQ ACC TRSS/TDF processes the syllabus for command staff agency coordination and approval processing. HQ ACC/A3 approves all new formal operations training syllabi. HQ ACC TRSS/CC approves all formal operations training syllabus revisions and out-of-cycle administrative or formal changes (see **paragraph 3.9**).

3.4.4. **Syllabus Distribution.** The syllabus OPDR is responsible for syllabus distribution according to the published distribution list in the respective syllabus. Distribution should be accomplished primarily using electronic means.

3.4.5. **Syllabus Releasability.** Access to formal course syllabi is restricted. The syllabus OPDR may release the syllabus IAW ACCI 11-251.

3.5. Air Force Education and Training Course Announcements Updates. After receiving the syllabus release message, the syllabus OTD team will prepare and submit an ETCA change request through the syllabus OPR. **(T-3).** Instructions are posted on the ACC TRSS Training Development SharePoint. The syllabus OPR, with ACC/A1KB Formal Training assistance if required, will create or update the ETCA website. Syllabus OPR may delegate ETCA updates to OTD team. It is not necessary to coordinate this action with HQ ACC TRSS. (**Note:** For Community College of the Air Force (CCAF) affiliated courses, do not delay the initial ETCA update while awaiting for CCAF review. If the CCAF course review results in a change to the course credits awarded, submit a subsequent ETCA update.) The syllabus OTD team should notify the syllabus OPR if the ETCA updates are not posted within 60 days. **Exception:** OTD teams supporting other MAJCOM syllabi follow ETCA updating procedures established by the supported MAJCOM.

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

3.7. Syllabus Implementation. The FTU Group/CC, or equivalent, implements the approved formal operations training syllabi. The use of a draft syllabus is prohibited. **(T-2).**

3.8. Syllabus Review Cycle. The syllabus OPR and OTD team review each syllabus and TTL every 24 months after syllabus approval or last Syllabus Review Board (SRB) whichever occurred last. Can be done sooner if needed. See ACCI 11-251 for syllabus review procedures and documentation requirements.

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

3.9.1. **Administrative Changes.** Changes that have no increase in the number of training days and result in no increase in the number of sorties seldom require a formal change to the syllabus. Examples of administrative changes include revising course prerequisites, adjustments to event training hours, reallocation of training tasks and changes to the order of training. HQ ACC TRSS/TDF coordinates administrative changes with the ACC weapon system functional area manager.

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

coordinates formal changes with the ACC weapon system FAM and additional internal and/or external command agencies, as required.

3.9.3. **Change Process.** Submit syllabus change recommendations directly to the syllabus OPDR. The OTD team evaluates the proposal and consults with the ACC weapon system FAM (syllabus OPR) to determine if and/or when to implement the change. The FAM may reject the change request, concur with the change request but direct that it be held until the next formal revision cycle, or concur with the change and direct an out-of-cycle change. The OTD team will prepare the changed syllabus only if the FAM directs an out-of-cycle change. (T-2). The OTD team submits the syllabus change, evidence of the FAM's direction to make the change, and evidence of FTU Group/CC coordination to HQ ACC TRSS/TDF for command-level coordination and approval processing. Use format and guidance in the *ACC Training Task List and Syllabus Style Guide.*

Chapter 4

SYLLABUS-RELATED DOCUMENTS

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

4.1.1. **Training/Phase Manuals.** These manuals pertain to the specific tasks, objectives and goals of the phases of training they relate to in the formal school environment. These manuals present behavior-oriented techniques and procedures to help students achieve desired proficiency levels. The OTD team assists with training/phase manual development in support of ACC formal operations training syllabi as needed. The OTD team will provide a copy to the syllabus OPR. **(T-3).**

4.1.2. **Textbooks.** These documents are used during the study of a particular subject or subjects in an academic environment. They are known as academic, instructional, reference or programmed texts.

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

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

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

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

4.3. Format. Design and organize syllabus-related documents in a format consistent with the purpose and type of document and the applicable course of instruction. This will ensure document consistency within the training program.

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

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

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

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

4.4.2. **Availability.** Ensure all applicable syllabus-related documents are available for review by all who received the original syllabus.

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

4.4.4. **Syllabus Related Documents Releasability.** Access to formal course training materials is restricted for administrative or operational use. The syllabus OPDR may release syllabus-related documents and courseware IAW ACCI 11-251, *ACC Operations Training Development Program.*

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

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

4.5. Foreign Military Sales Training. HQ ACC/IAG and HQ ACC/IAS review and coordinate on all foreign military sales training TTLs, syllabi and other courseware. All other syllabus-related documents, classified and unclassified, developed or revised for courses providing foreign military sales training must receive foreign disclosure authorization from the local foreign disclosure office at the FTU location before final approval and release. HQ ACC/IAS uses approved ACC syllabi to develop formal tuition rates for international students attending ACC courses IAW DoD FMR 7000.14-R, Volume 15, *Security Cooperation Policy.*

4.6. Classified Documents Procedures. Classification, marking, storage, transmission, receipt and accountability procedures of AFI 16-1404, ACC Supplement, *Air Force Information Security Program*, are applicable to publications and documents developed, reproduced and issued under the authority of this instruction. Classified publications and documents issued for student use are organizational property. Students requiring such material upon course completion will request the appropriate school forward it to their assigned unit. Request for any classified or unclassified retainable instructional materials from foreign nationals must comply with AFI 16-201, *Air Force Foreign Disclosure and Technology Transfer Program*; and AFI 16-105_IP, *Joint Security Cooperation Education and Training.*

KEVIN A. HUYCK, Major General, USAF
Director of Operations

Attachment 1

GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION

References

ACCI 11-251, *ACC Operations Training Development Program*, 8 Jan 2019

ACCI 11-464, *Training Records and Performance Evaluation in Formal Flying Training Programs*, 28 Aug 2019

AFH 33-337, *The Tongue and Quill*, 27 May 2015

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

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

AFMAN 11-202, Volume 1, *Aircrew Training*, 27 Sep 2019

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

AFI 16-201, *Air Force Foreign Disclosure and Technology Transfer Program*, 2 Jun 2015

AFI 16-1404, ACC Supplement, *Air Force Information Security Program*, 18 May 2017

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

AFI 33-360, *Publications and Forms Management*, 1 Dec 2015

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

DoD FMR 7000.14-R, Volume 15, *Security Cooperation Policy*, Sep 2019

Prescribed Forms

This instruction does not prescribe any forms.

Adopted Forms

AF Form 847, *Recommendation for Change of Publication*

AF Form 679, *Air Force Publication Compliance Item Waiver Request/Approval*

Abbreviations and Acronyms

ACC—Air Combat Command

AFRC—Air Force Reserve Command

AFSC—Air Force Specialty Code

ANG—Air National Guard

AO—Action Officer

AOC—Air Operations Center

ATD—Aircrew Training Device

CC—Commander

CRO—Criterion-Referenced Objective

DoD—Department of Defense

ETCA—[Air Force] Education and Training Course Announcements

FAM—Functional Area Manager

FTU—Formal Training Unit

JB—Joint Base

MAJCOM—Major Command

MDS—Mission Design Series

NGB—National Guard Bureau

OCR—Office of Collateral Responsibility

OPDR—Office of Primary Development Responsibility

OPR—Office of Primary Responsibility

OTD—Operations Training Development

SME—Subject Matter Expert

SSR—Student Sortie Requirement

TDF—[ACC TRSS] Training Development Flight

TRSS—[HQ ACC] Training Support Squadron

TTL—Training Task List

Terms

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

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

Refly Rate—A refly rate is calculated by the syllabus OPR using historical or estimated attrition due to weather, maintenance, non-effective/student non-progression, non-effective/other, etc.

Student Sortie Requirement (SSR)—SSR = [(Student Sorties + Direct Support Sorties) multiplied by (1 + Refly Rate)].

Attachment 2

ACC TRSS TRAINING TASK LIST REVIEW AND APPROVAL PROCESS

A2.1. TTL Review Process. Figure A2.1 outlines the flow of a TTL package through the TTL review process. The goal for approval processing is 45 calendar days.

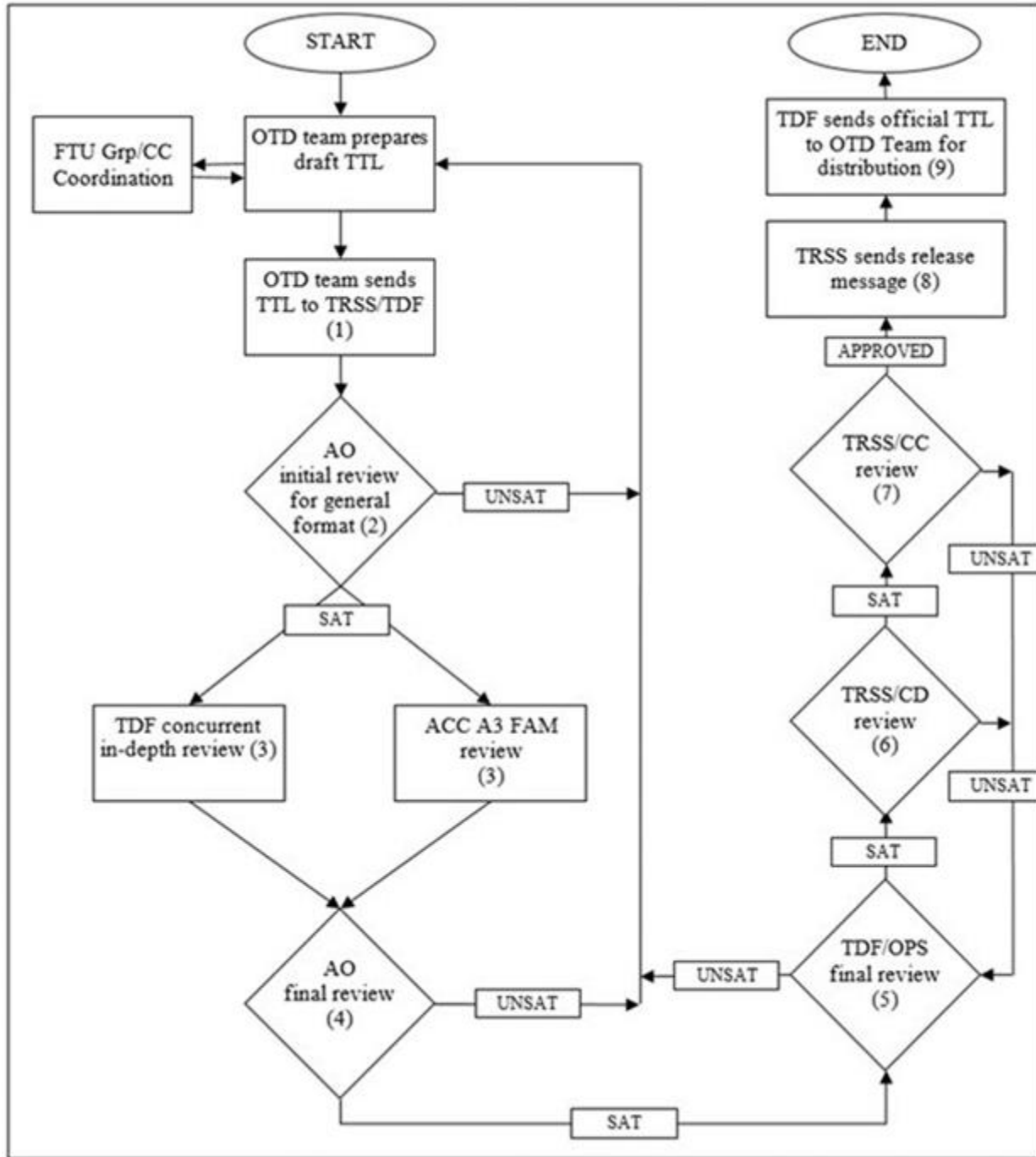**Figure A2.1. Training Task List Review and Approval Process.**

Table A2.1. Figure Notes:

1. The OTD team submits a sanitized copy of the syllabus (i.e., no tracked changes, comments or watermark), executive summary and evidence of FTU Group/CC coordination to HQ ACC TRSS/TDF. For out-of-cycle changes, OTD team submits a sanitized copy of the syllabus change, executive summary (not required for administrative changes), evidence of FAM direction to make the change, and evidence of FTU Group/CC coordination to HQ ACC TRSS/TDF.

2. The TDF action officer (AO) reviews syllabus to ensure ACCI 11-252 compliance and continuity between the syllabus and the executive summary. If any documentation is missing or if corrections are required, the syllabus is sent back to the OTD team.

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

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

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

6. TRSS/CD reviews and sends the electronic approval package to ACC/A3 office (for new syllabi) or to ACC TRSS/CC (for revised syllabi or out-of-cycle administrative or formal changes).

7. ACC/A3 office reviews and considers all new approval packages. ACC TRSS/CC reviews and considers all other approval packages.

8. Upon approval, TRSS sends release message.

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

Attachment 3

ACC TRSS SYLLABUS REVIEW PROCESS

A3.1. Syllabus Review Process. Figure A3.1 outlines the flow of a syllabus package through the syllabus review process. The goal for approval processing is 60 calendar days.

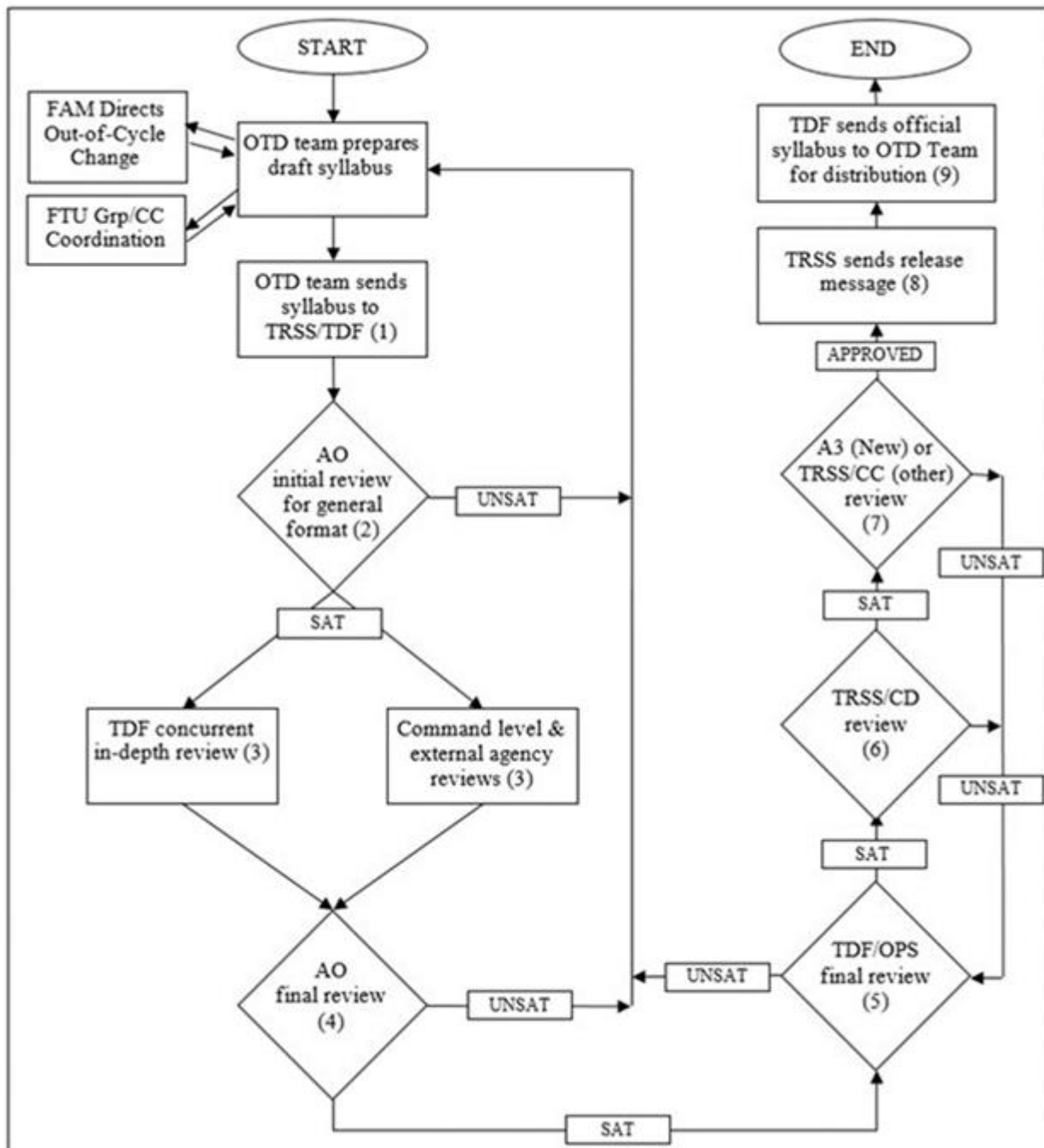**Figure A3.1. Syllabus Review and Approval Process.**

Table A3.1. Figure Notes:

1. The OTD team submits a sanitized copy of the syllabus (i.e., no tracked changes, comments or watermark), executive summary and evidence of FTU Group/CC coordination to HQ ACC TRSS/TDF. For out-of-cycle changes, OTD team submits a sanitized copy of the syllabus change, executive summary, evidence of FAM direction to make the change, and evidence of FTU Group/CC coordination to HQ ACC TRSS/TDF.

2. The TDF action officer (AO) reviews syllabus to ensure ACCI 11-252 compliance and continuity between the syllabus and the executive summary. If any documentation is missing or if corrections are required, the syllabus is sent back to the OTD team.

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

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

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

6. TRSS/CD reviews and sends the electronic approval package to ACC/A3 office (for new syllabi) or to ACC TRSS/CC (for revised syllabi or out-of-cycle administrative or formal changes).

7. ACC/A3 office reviews and considers all new approval packages. ACC TRSS/CC reviews and considers all other approval packages.

8. Upon approval, TRSS sends the release message.

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

Attachment 4

MANDATORY SYLLABUS DISTRIBUTION LIST

A4.1. Mandatory Distribution List. Table A4.1 denotes all HQ USAF, HQ ACC, HQ AFGSC, HQ AFRC, and ANG required distribution for all ACC formal operations training syllabi by weapon system or training topics.

Table A4.1. Mandatory Syllabus Distribution List.

Organization	Symbol	Weapon System/Training Topic
HQ USAF Pentagon Washington DC 20330	A3TC	All fighter and bomber syllabi
	A3TY	All E-8, E-3, Air Operations Center, Air Force Forces, and Control and Reporting Center syllabi
	A3TS	Guardian Angel syllabi
	A5RE	All EC-130H syllabi
NGB JB Andrews MD 20762	A3O or A3Y	All syllabi pertaining to ANG operations
HQ AFRC Robins AFB GA 31098	A3D	All syllabi pertaining to AF Reserve operations
HQ ACC JB Langley-Eustis VA 23665	A3CA	All E-3, E-8, and E-11 syllabi
	A3CG	Control and Reporting Center syllabi
	A3CI	All Battle Control Center syllabi
	A3CO	All Air Operations Center syllabi
	A3CR	All OC/WC/RC-135 and EC-130H syllabi
	A3JC	All Air Support Operations Center, Tactical Air Control Party, and Joint Terminal Attack Controller syllabi
	A3JO	Guardian Angel syllabi
	A3MA	RQ-170 syllabi
	A3MH	All RQ-4 and U-2 syllabi
	A3MQ	MQ-9 syllabi
	A3TO	All A-10, F-15E, F-22, and T-38 syllabi
	A3TW	All USAF Weapons School syllabi
	IAG IAS	All syllabi for courses attended by foreign students
	TRSS/TDF	All Syllabi
	A326K	All OCO, DCO, IO, EW Syllabi
	A6OO	All AF Cyber Defense, AF Intranet Control, Cyberspace Defense Analysis, Cyberspace Security and Control Systems Syllabi
HQ AFGSC Barksdale AFB LA 71110	A3TO	All B-1, B-2, B-52, E-4B, and T-38A syllabi

Attachment 5

GENERAL WRITING AND FORMATTING GUIDELINES

A5.1. Writing Guidelines. Use the following general writing guidelines when developing ACC formal operations training publications.

A5.1.1. **Acronyms.**

A5.1.1.1. **Define Acronym.** Except as noted below, spell out all acronyms when first used in the body of the document (i.e., a numbered paragraph) and as necessary throughout the document to remind reader of the meaning when the acronym is used sparsely. Do not capitalize words within the context of a sentence just to define the acronym (i.e., aircrew training device [ATD]). Do not define acronyms in the summary of revisions or table of contents unless the acronym is subsequently used in that section. Any such acronym must be redefined when used in the body of the document. Except as noted below, include all acronyms in attachment 1.

A5.1.1.2. **Organizational Acronyms.** Define organizational acronyms (e.g., Training Support Squadron [TRSS]) if used in the body of the document. Organizational acronyms do not need to be included in attachment 1.

A5.1.1.3. **Positional Acronyms.** Define positional acronyms (e.g., commander [CC]) if used in the body of the document. Positional acronyms do not need to be included in attachment 1.

A5.1.1.4. **Single -Use Acronyms.** Define the single-use acronym when used in the body of the document. Single-use acronyms do not need to be included in attachment 1.

A5.1.1.5. **Common Acronyms.** The *ACC Training Task List and Syllabus Style Guide* contains list of common-use acronyms that do not need to be spelled out in the document or included in attachment 1 of TTLs or syllabi. Acronyms commonly understood within the weapon system community need not be spelled out in the TTL matrix or syllabus event descriptions, but must be defined in attachment 1 of the TTL or syllabus.

A5.1.2. **Capitalization.** Reference AFH 33-337, *The Tongue and Quill*, for capitalization rules.

A5.1.2.1. **Titles.** Do not capitalize "if," "and," "or" or "of" even if they appear in titles.

A5.1.2.2. **Published References.** Write out chapter, table, figure and paragraph references completely; do not abbreviate. Capitalize only if adding the title or for compliance references (e.g., "Chapter 1, Course Accounting," "IAW AFI xx-xxxx, Table 1.1, Rule 16," "in table 5.1").

A5.1.2.3. **General References.** Do not capitalize references to positions when they refer to an individual or organization in general terms (e.g., "the operations group commander," "the chief of safety," "the wing," "the command" or "the numbered air force").

A5.1.2.4. **Particular References.** Capitalize references to positions when they refer to a particular individual or organization (e.g., "1st Operations Group Commander," "1st FW Chief of Safety," "1st Fighter Wing," "15th Air Force," "93d Air Control Wing" and "93 ACW").

A5.1.3. **Punctuation Guidelines.**

A5.1.3.1. **Commas.** Follow the guidelines in AFH 33-337 for proper use of commas. Use commas to separate instruction number from volume, supplement or change numbers (e.g., AFI XX-XXXX, Volume 1, ACC Supplement). Also, use commas to separate the title of a publication from its reference. **Note:** A comma is not used in the brevity reference to an instruction with a volume (i.e., AFI xx-xxxV1).

A5.1.3.2. **Spaces after Punctuation.** Always insert two spaces after colons unless used as a ratio or a unit of time. Always use one space after semi-colons. Left justified text may have a single or double space after the end of a sentence; use must be consistent throughout the document. However, justified text requires a single space to avoid excessive proportional spacing.

A5.1.4. **Word Use Guidelines.**

A5.1.4.1. **Orphans.** Do not orphan organizational labels, instruction or form references that split onto two separate lines (e.g., 55 OG/CC, ACCI 11-251, AF Form 847).

A5.1.4.2. **Numbers.** Spell out numbers less than 10 unless used to designate a unit of measure, time or a ratio.

A5.1.4.3. **Ampersand.** Do not use the ampersand symbol (&) in sentences. Ampersand use within titles, tables or figures is acceptable.

A5.1.4.4. **Slash.** Restructure sentences to avoid using a slash since its use can be confusing. If used, do not insert spaces before or after the slash unless the combined words are in uppercase.

A5.1.5. **Proofreading.** To improve quality, a word-for-word review should be accomplished to catch errors that may be overlooked due to familiarity with the weapon system/syllabus topic.

A5.1.6.1. **Use Spell Check.** However, just using spell check is no substitute for a quality word-for-word review.

A5.1.6.2. **Signature Blocks.** Verify all signature blocks are current and correct.

A5.1.6.3. **Supersession Data.** If the document supersedes another, verify the supersession information at the bottom of the introduction page.

A5.1.6.4. **Table of Content Accuracy.** Verify that chapter, section, paragraph, attachment, figures and table titles and page references are correct in the table of contents.

A5.1.6.5. **Totals Accuracy.** Verify that totals of columns and/or rows of numbers in all tables.

A5.1.6.6. **Data Accuracy.** Verify that references to lesson numbers, titles and academic hours correspond throughout the document and within tables and figures (i.e., numbers listed in academic inventory correspond with numbers listed on management flow chart and in events descriptions).

A5.1.6.7. **Consistency.** Writing style and format should be consistent throughout the entire document and should follow grammatical guidelines in AFH 33-337. When

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

A5.2. Formatting Guidelines. Use the following general formatting guidelines when developing ACC formal operations training publications.

A5.2.1. **Font Style/Size.** Use Times New Roman 11-point font size. **Exceptions:** Cover page font size may be larger. For tables and figures, font size (not less than 8-point) or style may differ, but should be standardized throughout the document.

A5.2.2. **Margins.** A 1-inch margin on all sides is required for all pages.

A5.2.3. **Draft Annotations.** All draft TTLs and syllabi must have "Draft – Not For Implementation" annotated on each page. The cover page and introduction page have prescribed formats. All other pages will have the draft annotation centered in the page footer. HQ ACC TRSS/TDF will remove draft annotations after TTL or syllabus approval.

A5.2.4. **Page Headers.** The header of the introduction and change page have the organizational style header. Subsequent page headers include the document identifier, month and year, preferably with the page number on the outside margin (odd page number on the right; even page number on the left). Align the header vertically with the page margins.

A5.2.5. **Page Numbering.** Number all pages after the introduction page using an Arabic number within the header. The basis for page numbering is the introduction page.

A5.2.6. **Line Spacing.** Line spacing requirements for the introduction page and table of contents are prescribed in the *ACC Training Task List and Syllabus Style Guide*. Other paragraphs and section labels should be single-spaced with a blank line between paragraphs (preferred), but paragraph spacing of not less than 6-points after is acceptable as long as it is consistent throughout the document. Paragraphs should not use the before line spacing settings in the body of the document. Line spacing after figure and table titles should match the line spacing convention for paragraphs.

A5.2.7. **Chapter and Attachment Labels.** The chapter and attachment labels are in title case, bolded and centered on the top line of a new page. (**Exception:** Multiple chapters that are not applicable may be on the same page.) All chapter and attachment titles are in uppercase, bolded and centered, and do not end with a period. The chapter and attachment titles are placed one blank line below the chapter or attachment label and will have a blank line after the title.

A5.2.8. **Section Labels.** Label the section number with the chapter number and section sequence alphabetic. The section number and title is separated by an em-dash, and is in bolded title case format. Section labels may be italicized. Section labels do not end with a period.

A5.2.9. **Main Paragraphs.** Bold all main paragraph headings. The main paragraph numbers may also be bolded. Standardize the paragraph format throughout the document. Main paragraph labels end with a period.

A5.2.10. **Non-Applicable Mandatory Elements.** Mandatory chapters, sections or paragraphs that do not apply should be referenced in the document and in the table of contents. Within the document, insert the mandatory title followed by "Not Applicable" within parentheses. In the table of contents, insert the mandatory title followed by either "Not Applicable" or "N/A" within parentheses.

A5.2.11. **Tables.** Label all tables with the chapter number and table sequence number and table title. The label is left-justified, bolded, title case, and ends with a period. Place the table label above the table. Table width should be no wider than the line width. Use title case and bold the table header and total line, if applicable. When the table spans multiple pages, the table label and applicable header lines appear on the subsequent page. Standardize table format, border styles and shading.

A5.2.12. **Figures.** Label all figures with the chapter number and figure sequence number and figure title. The label is left-justified, bolded, title case, and ends with a period. Figure titles may be placed above or below the figure, but must be consistent throughout the document. When the figure spans multiple pages, the figure label appears on the subsequent page.

A5.2.13. **Use of Bold or Italic Type.** When including a publication title after its reference, show the title in italics. Bold or italic type may be used sparingly for emphasis. Bold "**Note**" or "**Exception**" when used to identify key points; however, do not bold entire sentences, paragraphs, pages, tables or figures.

A5.2.14. **Uppercase.** Avoid using uppercase except where specifically prescribed.