

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



**AIR EDUCATION AND TRAINING
COMMAND**

Instruction 36-2605, Volume 10

2 SEPTEMBER 2021

Personnel

**FORMAL FLYING TRAINING
ADMINISTRATION AND
MANAGEMENT—TH-1H**

COMPLIANCE WITH THIS PUBLICATION IS MANDATORY

ACCESSIBILITY: Publications and forms are available for downloading or ordering on the e-Publishing website at www.e-Publishing.af.mil

RELEASABILITY: There are no releasability restrictions on this publication

OPR: USAF/19 AF/DOVS

Certified by: USAF/19 AF/DO
(Kurt S. Anders)

Supersedes: AETCI 36-2605V10, 21
December 2018

Pages: 61

This instruction implements Air Force Policy Directive (AFPD) 36-26, *Total Force Development*. It establishes policy for student administration, conduct and documentation, information management system responsibilities and provides management guidelines for all Air Education and Training Command (AETC) undergraduate helicopter pilot training, undergraduate enlisted helicopter training and graduate aircrew training courses in the TH-1H aircraft. This publication applies solely to undergraduate and graduate helicopter flying training conducted by the 23rd Flying Training Squadron (23 FTS), 58th Operations Group (58 OG), 58th Special Operations Wing (58 SOW) in the TH-1H and to members of the Air National Guard (ANG) and the Air Force Reserve Command (AFRC) enrolled in applicable AETC flying courses. This publication does not apply to United States Space Force. The 23 FTS will coordinate its supplement with 19 AF/DOGS before publication and forward one copy to 19 AF/DOGS after publication. Refer recommended changes and questions about this publication to 19 AF/DOGS, JBSA-Randolph TX 78150-4325 using the AF Form 847, *Recommendation for Change of Publication*. The authorities to waive wing/ Space Force equivalent/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 Instruction (DAFI) 33-360, *Publications and Forms Management*, for a description of the authorities associated with the Tier numbers. Submit requests for waivers through the chain of command to the appropriate Tier waiver approval authority, or alternately, to the Publication OPR

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SUMMARY OF CHANGES

Major changes include: Updated office symbols, removed UCMJ actions for eliminating students from training. Added tiered waiver authority throughout and moved tier waiver authority from SQ/CC to T-2.

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Chapter 1

GENERAL

1.1. Introduction.

1.1.1. AETC conducts undergraduate and graduate level helicopter pilot and career enlisted aviator flying training courses in the TH-1H. These training courses produce aircrew with introductory, advanced undergraduate, basic, or instructor qualification applicable in the TH-1H aircraft and mission. Each flying training course syllabus outlines graduation status, course entry prerequisites, and provides a summary of training. The Education and Training Course Announcements (ETCA) Website, <https://etca.randolph.af.mil/>, also provides student administration and processing information. The following training is conducted by the 23 FTS at Fort Rucker, AL. This instruction complements AETCI 36-2605V1, *Formal Flying Training Administration and Management*.

1.1.2. Undergraduate level flying training; Career Enlisted Aviator (CEA) Rotary – Wing Fundamentals (CEARF), provides enlisted aircrew students with initial skills training for follow on graduate level training at the formal training units (FTUs).

1.1.3. Undergraduate level flying; Specialized Undergraduate Pilot Training – Helicopter (SUPT-H), provides Air Force qualified helicopter and instrument rated pilots for follow-on graduate level training at FTUs.

1.1.4. Graduate level flying pilot and flight engineer qualification courses including: Pilot Instructor Training (PIT) and Special Missions Aviator Instructor Training to support FTU production; Rotary Wing Fundamentals (RWF) to transition previously qualified fixed-wing pilots to a helicopter qualification; and Pilot Qualification (PQ) to train helicopter pilots specifically for TH-1H qualification.

1.2. Specific Use. For the purposes of this instruction, there are four categories of students enrolled in flying training: undergraduate and graduate for both pilots and CEAs.

1.2.1. SUPT-H students. Students enrolled in the advanced phase (helicopter) of SUPT.

1.2.2. **Graduate pilot students.** Pilots enrolled in training may either be fixed-wing qualified pilots enrolled in the RWF course or helicopter-qualified pilots enrolled in TH-1H PQ or PIT.

1.2.3. **CEARF students.** CEA students enrolled in undergraduate flight training (CEARF). Initial CEA students are in conditional aviation career status.

1.2.4. **Qualified/Previously Qualified Pilot/CEA.** Qualified Pilots and CEAs are 23 FTS permanent party assigned or attached personnel who have previously completed formal flying training (i.e., have received a mission qualification in-flight evaluation with an AF Form 8, *Certificate of Aircrew Qualification*, AF Form 8a, *Certificate of Aircrew Qualification (Multiple Aircraft)*, or AF Form 942, *Record of Evaluation*, on file.)

1.3. Casual Student Management. Casual officer students are those in a permanent change of station (PCS) status who have reported to 23 FTS and are awaiting training, have completed

training, or are being removed from training. CEAs awaiting training fall under Military Training Leader's (MTL) management.

1.3.1. **Supervision** . 23 FTS commander (CC) manages all casual officer students and will ensure casual officer students are ready to start scheduled training, provide continuing professional development, and motivate students for their flying careers.

1.3.1.1. 23 FTS/CC or designated supervisor will place SUPT-H eliminees on casual status until they depart the base for a PCS. **(T-3)**.

1.3.1.2. Non Prior Service CEARF student eliminees will be supervised by MTL until they are no longer in student status at the 23 FTS. **(T-3)**.

1.3.1.3. Prior service CEARF student eliminees will be supervised by CEARF Flight Chiefs until they are no longer assigned under TDY orders to the 23 FTS. **(T-3)**.

1.3.1.4. Prior CEAs will be sent back to their home station after Flying Evaluation Board (FEB) paperwork has been initiated and submitted. FEB paperwork will be routed to ensure timely departure for the student back to his/her unit. **(T-3)**. Delays will result in excessive expenditure of funds for students on TDY orders.

1.3.2. **Duty Hours**. Casual student duty supervisors are responsible for maintaining accountability of casual students during all duty periods. **(T-3)**. Flight Chiefs are responsible for maintaining accountability of CEARF students during all duty periods. **(T-3)**.

1.3.3. **Mentoring**. All casual students will be present for mentoring sessions set by their 23 FTS supervisor. **(T-3)**.

1.3.4. **Squadron Commander Calls/Safety Meetings**. Students will attend 23 FTS/CC calls and safety meetings unless their duty is mission critical and their absence is coordinated with their 23 FTS supervisor. **(T-3)**.

1.3.5. **Letter of Evaluation (LOE)**. Duty supervisors of casual students and Flight Chiefs supervising CEARF students are highly encouraged to complete an optional LOE, which is the appropriate tool to capture a casual student's performance. While the optional LOE is not filed in the selection record, it provides performance information to the subsequent rater for consideration when accomplishing the follow-on report (training or evaluation report). Officers may include their LOE in a letter to the board (for example, central selection board, force-shaping board, etc.), if convened prior to their next evaluation. In addition to LOEs, excellent performance can be documented with a decoration that will become a part of the selection record. By completing optional LOEs, a level playing field is maintained among all students, regardless of casual status duties. LOEs and decorations will be routed through the 23 FTS supervisor for 23 FTS/CC recommendation and approval. **(T-3)**.

1.3.6. **Leave**. Casual students will coordinate leave and pass requests through their duty supervisor prior to submitting them for approval. **(T-3)**. Leave is not appropriate under normal circumstances for CEARF students.

1.3.7. **Physical Training (PT)**. Casual students will participate in the 23 FTS fitness program. **(T-3)**. CEARF students will participate in squadron led PT when not performing flying related duties or academics. **(T-3)**. CEARF students are encouraged to conduct PT regularly on their own while attending the course. **(T-3)**.

1.3.8. **Supervisors.** The 23 FTS will supervise SUPT-H eliminees until they PCS from the base. **(T-3).** During each transfer of supervisory responsibilities within the 23 FTS, the losing supervisor will brief the gaining supervisor on each student's progress, potential, and any problems affecting the student's training. **(T-3).**

1.4. Course Entry Administration. 23 FTS will review incoming student records to verify they are complete. **(T-3).** Students must meet course entry prerequisites established in the syllabus. **(T-3).** If a student does not meet the course entry prerequisites, contact 19 AF/DOGS before entering the student into training. **(T-3).** As a minimum, 23 FTS will review the following student records (or their equivalents) prior to any formal training.

1.4.1. **Standardization/Evaluation (Stan/Eval) Records . (T-3).** These records are maintained in the flight evaluation folder (FEF). Depending on aircrew specialty, some individuals may not yet possess an FEF. Students should hand-carry FEFs to training according to the ETCA course requirements. If required, 23 FTS will forward applicable AF Form 8 and other standardization and evaluation records and documents to the student's home or gaining unit upon completion of training. **(T-3).**

1.4.2. **Training Folders or Records from Previous Courses. (T-3).** Students will hand-carry flight records, if applicable, to training according to ETCA guidance. **(T-3).** Depending on Air Force Specialty Code, some individuals may not yet possess individual flight records. If SUPT-H student training records are not available, contact 19 AF/DOGS. **(T-3).** **Note:** 344 TRS Center of Excellence students hand-carry sealed training records to their follow on training locations. **(T-3).** If CEARF student records are not available, contact 344 TRS/COE.

1.4.3. **Training Summaries and Student Biographies. (T-3).** The squadron commander (SQ/CC), squadron operations officer (SQ/DO), flight commander (FLT/CC), flight chief (FLT/CHF) or designated representative will review all training summaries and student biographies included in the student training record. **(T-3).**

1.5. Waivers. Waiver requests will be completed on AETC Form 6, *Waiver Request.* **(T-2).** Maintain a permanent record of all approved waivers in the student's training record.

1.5.1. **Entry Prerequisite Waivers.** Losing or home unit commanders will ensure students meet course entry prerequisites established by the syllabus, AFI 11-2MDS-specific Volumes 1, and ETCA reporting instructions. **(T-3).** Losing/home units will initiate prerequisite entry waivers and coordinate with 19 AF/DOGS, or as delegated. **(T-3).**

1.5.2. **Syllabus Execution Waivers.** An approved syllabus waiver is required for any *planned* exception to the syllabus caused by special or unusual circumstances. **(T-2).** Permanent or blanket waivers are not authorized, but should be suggested as syllabus changes to 19 AF/DOGS. **(T-2).** Do not omit or accomplish any training requested in a waiver until notification of approval. **(T-2).**

1.5.3. **Approval Authorities.** When a specific AFI/AFMAN prescribes formal course entry prerequisites, the AFI/AFMAN identifies the waiver authority. Except when other governing directives instruct otherwise, submit all other waiver requests to these approval authorities: syllabus waivers and syllabus entry prerequisite waivers to 19 AF/DOGS; senior officer

syllabus and entry prerequisite waivers to 19 AF/DO (information copy will be sent to 19 AF/DOR). Maintain a permanent record of all approved waivers in the student's training folder and attach a copy to the appropriate 19 AF/DOU SharePoint no later than 3 days after approval. **(T-2).**

1.5.4. Syllabus Variations.

1.5.4.1. **Syllabus Deviation** . A syllabus deviation is any unplanned variation from such syllabus requirements as prerequisite flow, turn-times, landing currency, or maneuver item file (MIF) requirements. Document all syllabus deviations in the student's training folder. **(T-3).** A GTIMS record of syllabus deviation is maintained in the Student Status page, if the syllabus deviation occurs and training is omitted, a 4293 is required and will be placed in the student's training folder. **(T-3).**

1.5.4.1.1. All syllabus directed training must be accomplished unless a waiver request is approved. **(T-2).** **Exception:** Non-U.S. crewmembers will not complete events that are restricted to United States only unless prior written approval was coordinated through AETC/IA.

1.5.4.1.2. If unforeseen circumstances result in an omission of required training, the SQ/DO will determine if the omitted training can be accomplished later in the syllabus flow without adversely affecting the quality of student training. **(T-3).**

1.5.4.2. **Incomplete Training.** Training requirements that cannot be accomplished because of prolonged equipment, facilities, and/or aircraft shortfalls or limitations will be annotated in the student's training folder. **(T-3).** In situations where end-of-course requirements are not achieved because of prolonged shortfalls/limitations, stan/eval will also annotate the deficiency on AF Form 4348, *USAF Aircrew Certifications*, or AF Form 8, as appropriate, for inclusion in the student's FEF. **(T-3).**

1.5.5. **Disenrollment.** Process all students who fail to progress according to Air Force Manual (AFMAN) 11-402, *Aviation and Parachutist Service*, and AFMAN 11-402_AETCSUP, *Aviation and Parachutist Service*.

1.6. Quota Management. The quota management worksheet (QMW) document establishes the baseline for student quota management, which reflects real-time changes and are the AETC aircrew training primary source documents for class entry dates, student load, and production schedule information. 19 AF/DOP maintains the quota management worksheets. These worksheets are available at <https://cs2.eis.af.mil/sites/12732/default.aspx> (Note: To gain access to the SharePoint website, copy and paste web address into the browser). AETC provides class quotas annually via electronic PFT pages. 19 AF/DOP notifies 23 FTS when quotas change.

1.6.1. 23 FTS should obtain class entry rosters from the Military Personnel Data System Oracle Training Administration or the Defense Integrated Military Human Resources System no later than two weeks before class entry. Obtain rosters as early as possible to allow identification of excess capacity.

1.6.2. 23 FTS will report roster discrepancies as soon as they are discovered but no later than three duty days following the class start date. **(T-3).** Report changes, discrepancies, and completion or graduation delays to 19 AF/DOP, Air Force Personnel Center (AFPC)/DPPAO,

AFPC/DPAOM4 and 19 AF/DOGS. (T-2). In addition, report officer graduation delays and changes impacting track/aircraft assignment to AFPC/DP2ORC. (T-2).

1.7. Production Metrics Report. 19 AF/DOP is the point of contact (POC) for flying training production metrics. At the beginning of each fiscal year, 19 AF/DOP uploads the PFT document to the flying training production analysis (FTPA) web-based input tool. The 58 OG/CC or designated POC will update the FTPA with actual entries, gains, losses, attritions, graduate numbers and NOTEs, if applicable. (T-2). These updates are due five duty days after the class start date and class completion/graduation date. (T-2).

1.8. Academic Training Scheduling. Students will not receive more than eight hours of “new” testable instruction daily. (T-3). Examinations and Flight Line Quizzes are considered testable material. (T-3).

1.9. Flying Training Scheduling. Do not schedule students to perform duties in excess of a 12 hour flight duty period, or less if prescribed by AFMAN 11-202V3, *Flight Operations*, or the applicable AFI 11-2MDS-specific, V3. (T-3). Do not conduct flying training within 12 hours of accomplishing simulator training. (T-3).

1.10. Special Reporting Procedures for ANG and AFRC Students. 23 FTS/CC will ensure the following actions are taken:

1.10.1. **For ANG or AFRC Students Experiencing Difficulty.** 23 FTS will notify 19 AF/CCG (for ANG) or AETC/RF (for AFRC), as appropriate, via electronic mail (E-mail) when an ANG or AFRC student requires a progress check (PC) or an elimination check (EC), enters the commander’s review (CR) process, is placed on administrative hold, or is eliminated from or reinstated in training. (T-2). In addition, notify 19 AF/CCG or AETC/RF, as appropriate, when a student washes back a class or there is reasonable doubt about a student’s potential to complete a training syllabus. (T-2). Include the student’s home unit and National Guard Bureau (NGB)/A3O or NGB/A3OC, or AFRC/A3TB, as applicable, as addressees on the E-mails. (T-2).

1.10.2. **Completion/Graduation Notification.** If PFT completion/graduation dates change, 23 FTS will notify the student’s home unit and NGB/A3OC or AFRC/A3TB of the student’s new completion/graduation date by e-mail no later than 30 calendar days before the new date. (T-2). When it appears a student may graduate late, notify the student’s home unit as soon as possible. Send an information copy to 19 AF/CCG or AETC/RF, as appropriate. (T-2).

1.11. Physical Training (PT) Program. Students participate in a scheduled PT program according to the appropriate syllabus; AFMAN 36-2905, *Air Force Physical Fitness Program*.

1.11.1. All SUPT-H students will take the Fitness Assessment (FA) according to AFMAN 36-2905. (T-2). Students will not graduate, nor be awarded an aviation rating without a current Excellent or Satisfactory score. In addition to the requirements in AFMAN 36-2905, continue students with an Unsatisfactory FA score in training, but place them on administrative hold prior to class graduation. (T-2). These students will either pass the FA and graduate, or be eliminated from training through a CR. The unit will notify 19 AF/DOG if a student does not pass the FA by the scheduled class graduation date (reference [paragraph 1.12.1](#)). (T-2).

1.11.2. Students enrolled in temporary duty (TDY) flying training courses must maintain fitness standards according to AFMAN 36-2905. **(T-2)**. They are encouraged to participate in host unit programs or complete three sessions of physical training per week.

1.12. Administrative Hold. 23 FTS will place students on administrative hold whose training has been suspended for other than medical reasons for more than seven calendar days. **(T-2)**. 23 FTS should use administrative hold judiciously for extenuating circumstances, to include family serious illness or death, or other personal problems beyond the individual's control. 23 FTS will notify the host aviation resource management (HARM) office and the registrar of all administrative hold actions. **(T-2)**. The registrar will update the student's status in Military Personnel Data System Oracle Training Administration (if required) to reflect the student status codes. Refer to AETCI 36-2605V1 for administrative hold procedures for medical reasons.

1.12.1. Unit will notify 19 AF/DOP (19AF.Formal.TrainingPipeline@us.af.mil) and 19AF/DOGS (19AF.PR.SOFTTraining@us.af.mil) when:

1.12.1.1. SUPT-H, CEARF, or PCS-to-training graduate students are on administrative hold for more than 15 calendar days, or may reach this threshold (reference [paragraphs 1.12.2](#) and [paragraph 1.13.2](#)). **(T-2)**.

1.12.1.2. TDY-to-school funded students have a training delay over seven calendar days (reference [paragraph 1.13.3](#)). **(T-2)**.

1.12.1.3. SUPT-H or CEARF students are on administrative hold for failing to pass their FA by their class graduation date (reference [paragraph 1.12.1](#)). **(T-2)**.

1.12.1.4. Students are on administrative hold for medical reasons. **(T-2)**.

1.12.2. 19 AF/DOP notification will include:

1.12.2.1. Student's name and last four digits of SSN. **(T-2)**.

1.12.2.2. Current class and scheduled course completion/graduation date. **(T-2)**.

1.12.2.3. Date placed on hold and reason for training delay. **(T-2)**.

1.12.2.4. Expected return to training date (Update 19 AF/DOP if this date changes.). **(T-2)**.

1.13. Training Delay.

1.13.1. **Medical.** A student that requires extended medical treatment beyond his or her assigned class start date will be administratively entered into training and placed into a duty not including flying (DNIF) status on the class start date. **(T-2)**. Adhere to timelines for student administrative hold and medical extensions according to AETCI 48-102, *Medical Management of Undergraduate Flying Training Students*, and AETCI 36-2605V1.

1.13.2. **PCS-to-Training Students.** Reference AETCI 36-2605V1, [paragraph 3.5](#) for further guidance regarding administrative hold procedures. If a student is on administrative hold for more than 15 calendar days, or may reach this threshold, the assigned unit will notify 19 AF/DOGS (reference [paragraph 1.12.1](#)). **(T-2)**. Suspension of the student's aeronautical orders and (or) a CR may be warranted for students who spend extended time on administrative hold. Refer to the applicable syllabus for students returning to training.

1.13.3. **TDY-to-School Funded Students.** The assigned training unit will notify 19 AF/DOP and AETC/FMAM of any student training delays over seven calendar days and ensure the student's orders are amended (reference [paragraph 1.12.1](#)). (T-3).

1.14. Students in Transition Status. Commanders will assign students awaiting PCS training, eliminees, administrative hold, etc., to duties commensurate with their background, training, and grade. (T-3). Contact 19 AF/CCG or AETC/RF for the disposition of ANG and AFRC students.

Chapter 2

TRAINING MANAGEMENT

2.1. Training Folders.

2.1.1. Each student will have a training folder. **(T-2)**. The training folder will consist of the electronic GTIMS training folder and other required training documents not maintained in GTIMS. **(T-2)**. If a backup version of the GTIMS training folder is maintained, the unit will address procedures in local unit guidance. A student may only access his or her own training folder. **(T-2)**.

2.1.2. In addition to the training folder, the FLT/CC or Flight Chief will maintain personal information folders (if required) on students to protect information of a personal nature, inappropriate for public access, or sensitive in nature, and thus not appropriate for the training folder. **(T-3)**. Use AF Form 174, *Record of Individual Counseling*, or AETC Form 173, *Student Record of Academic Counseling and Comments*, to record counseling entries maintained in the personal information folder. Annotate on an AF Form 4293, *Student Activity Record*, in the student's training folder when a counseling session is conducted. **(T-3)**.

2.1.3. The FLT/CC or Flight Chief will ensure training folders and personal information folders are secured to prevent unauthorized access. **(T-3)**.

2.1.4. Instructors will ensure each aircraft, aircrew training device (ATD), academic, and ground training event is recorded in the training folder. **(T-3)**.

2.1.5. 23 FTS will conduct periodic reviews of student training folders. **(T-3)**.

2.1.6. 23 FTS will ensure training folders are complete and accurate prior to close-out. **(T-3)**.

2.2. Contents. Include the following items in the training folder, as applicable. A GTIMS write-up in the Documents Tab for first recorded training event record (event ID: POC-1) may substitute for all AETC Form 101, *Student Performance Summary*, and AF Form 4293 requirements.

2.2.1. AETC Form 101. (GTIMS).

2.2.2. AF Form 4293. (GTIMS).

2.2.3. Academic examination grades summary. (GTIMS).

2.2.4. Grade sheets. (GTIMS).

2.2.4.1. Instructors may provide additional comments in the "Comment" column of the grade sheet on individual maneuvers. Write comments in a way that provides continuity from one instructor to the next and alerts instructors to the areas and objectives they should concentrate on for the ensuing sortie. Ensure comments are consistent with assigned grades and the course training standards (CTS).

2.2.4.2. Reference [Attachment 5](#) for a standardized grade sheet template.

2.2.4.2.1. Profile. Describe the student's role in mission planning and briefing as appropriate for their crew position. State the planned sequence of events for the sortie, any deviations, and their cause. It should be clear to the reader what sequence of events actually took place and how that relates to what the student expected at the end of the crew briefing. Describe the weather, illumination for night flights, and any other

external factors that may have affected student performance and the affected phase of flight. **Note:** The “Weather” and “Winds” boxes in GTIMs do not print on the hardcopy grade sheets, so the information needs to be included in this section.

2.2.4.2.2. Overall Assessment. Supports the overall grade and highlights if the student’s continued progress may require special attention. Lists specific learning objectives and the degree to which those were achieved.

2.2.4.2.3. Strengths. Describe what the student did well so that they can continue to build on their performance. Any area graded above RPL requires a specific comment. Tie any strength to a specific MIF item. If a strength applies to more than one item, multiple items may be listed together. General comments are acceptable if the strength cannot be tied to a specific item.

2.2.4.2.4. Weaknesses. Describe areas where the student did not meet RPL or can/should focus on improving. Any area graded below RPL requires a specific comment. Tie weaknesses to a specific MIF item wherever possible. General comments are acceptable if the weakness cannot be tied to a specific item. If one weakness description spans multiple RPLs, they may all be listed together as one entry. Avoid relative statements of negative performance in favor of referencing specific performance standards. However, stating changes in performance throughout the sortie are encouraged.

2.2.4.2.5. Recommendations. For each weakness, provide an actionable suggestion for how the student can improve their performance. (e.g., Incorporate a momentary cross check of VVI in turns to ensure that you are not insidiously descending into obstacles.). Number each recommendation to match the associated weakness. For example, recommendation three will address the third weakness. Recommendations not tied to a weakness may be added after those that do. Comment on syllabus progression and add any recommendations for what to accomplish on the next ride or for additional ground training. Recommendations for a Proficiency Advance must be justified in writing. **(T-3)**.

2.2.4.2.5.1. Under limited circumstances, “None noted,” may be an acceptable entry for Strengths or Weaknesses. Examples include documenting a short, incomplete event or to denote exceptionally weak or strong student performance. Do not use it as a way to avoid giving feedback.

2.2.4.2.5.2. Keep write-ups factual and unemotional. Do not refer to the student by name. Refer to them as “the student” or by crew positions (e.g., “Student Pilot” or “SP”). However, recommendations may be directed to the student by using “you”, “your”, etc.

2.2.5. Grade Sheet Review. Document grade sheet reviews in the “Grade sheet Reviews” section under the “Docs” tab. **(T-3)**. A formal review is required by the student and next instructor on all grade sheets. **(T-3)**.

2.2.6. CR paperwork. **(T-3)**.

- 2.2.7. Messages. (ANG and AFRC, if applicable) **(T-3)**.
- 2.2.8. Student officer's biography. (Optional)
- 2.2.9. Student résumé. (GTIMS).
- 2.2.10. Grade report for each category and training medium. (GTIMS).
- 2.2.11. Record of emergency procedure (EP) training. (GTIMS).
- 2.2.12. Record of special syllabus requirement accomplishment. (GTIMS).

2.3. Documentation. Accurate documentation of the student's performance is a core competency and integral to the student training process. Failure to do so places the integrity of the training program at risk, fails to portray an accurate picture of the student's actual performance, and improperly influences class ranking. Instructors will use an AF Form 4293 (or GTIMS 4293 template) to document prescribed and additional student training according to the applicable syllabus and this instruction. **(T-3)**. Include all AF Forms 4293 in the student's training folder. End each entry with the name, grade, and duty title of the instructor making the entry.

2.3.1. Documentation is required for the following:

2.3.1.1. Administrative Hold. **(T-2)**.

2.3.1.2. Temporary medical disqualification (DNIF status). 23 FTS may substitute a scanned or electronic copy of the DD Form 2992, *Medical Recommendation for Flying or Special Operational Duty* in the GTIMS training folder for the AF Form 4293 entry. **(T-2)**.

2.3.1.3. Failure of any academic examination, category check, flight evaluation, PC or EC. **(T-2)**.

2.3.1.4. All counseling sessions. **(T-2)**.

2.3.1.5. Assignment to and removal from the commander's awareness program (CAP). **(T-2)**.

2.3.1.6. Training folder reviews. **(T-2)**. The reviewing instructor will document any training anomalies, syllabus deviations, etc. that were not previously documented. **(T-3)**.

2.3.1.7. Incomplete lessons. **(T-2)**.

2.3.1.8. Proficiency Advancement (PA). **(T-2)**. Students may advance past a single sortie/lesson to the next sortie/lesson in a training category provided all RPLs are met or exceeded for the advanced (skipped) sortie/lesson. The SQ/CC is the PA approval authority. To document, the instructor makes a narrative recommendation and the concurring official enters a narrative with a lesson grade PA. Document PA on the advanced (skipped) sortie/lesson in the student's training folder. Minimum events as defined in the syllabus may not be reduced with a PA grade. **(T-2)**.

2.3.1.8.1. Record of the PA is kept in the student training folder in the form of the sortie to be proficiency advanced. The SQ/CC will review the grade sheet as authority to continue training. **(T-3)**.

2.3.1.8.2. Proficiency advancement will not be used as a management tool to graduate students by a specific date. **(T-2)**.

2.3.1.9. Authorization for additional training (AT). The authorization authority will identify the reasons for an AT sortie. **(T-2)**.

2.3.1.10. Substandard performance occurring on an AT sortie will be documented in the training folder as a “U” on the appropriate grade sheet. **(T-2)**.

2.3.1.11. Results of the training review for students projected to exceed the syllabus maximum flying hour or sortie threshold. **(T-2)**.

2.3.1.12. Entry into the CR process and elimination from or reinstatement into training. **(T-2)**.

2.3.1.13. Syllabus deviations record will be maintained in GTIMS, in the Student Status page, if the syllabus deviation occurs and training is omitted, an AF Form 4293 is required and will be placed in the student's training folder. **(T-2)**.

2.3.1.14. Syllabus entry prerequisite waiver or syllabus waiver (required if AETC Form 6, is not included in the electronic training folder). **(T-2)**.

2.3.1.15. Airsickness or manifestation of apprehension (MOA) episodes. **(T-2)**.

2.3.1.16. Lessons graded overall fair (F) or unsatisfactory (U). **(T-2)**. Instructors will identify and document all maneuvers graded below a previously required MIF and any weak areas that need to be highlighted using the cause-and-effect format to document the substandard performance and identify the root cause. **(T-3)**. Incidents will be documented in the student's grade sheet for the appropriate flight, not on an AF Form 4293. Each MIF item will be addressed separately. **(T-3)**. Do not use a MIF item to justify a downgrade of other MIF item(s) without a corresponding down grade of the first MIF item. **(T-3)**. Avoid bundling multiple MIF items under a single MIF item. **(T-3)**.

2.3.1.17. Training folder closeout statement. Include a closeout statement in every training folder. **(T-2)**. If the student was eliminated/withdrawn from training, state so in the statement. In addition, for SUPT-H and CEARF students, include the student's major weapon system (MWS) assignment.

2.4. Grading Guidance. Students will satisfactorily complete all syllabus directed course training standards (CTS). **(T-2)**. Each syllabus includes the required proficiency level (RPL) that must be met for the sortie/lesson progression.

2.4.1. Maneuver Information File (MIF)/Task Proficiency Levels. See [Table 2.1](#) prescribes the proficiency levels for assigning grades to specific training tasks. Instructors assign grades on the student's characteristic proficiency without regard to the student's type and amount of training.

Table 2.1. Task Proficiency Levels.

Event Grade	Definition
U	Performance indicates a lack of ability or knowledge.

F	Can do tasks/understands topics only after being introduced, told or shown. Can identify basic facts and state nomenclature/terms and/or perform basic procedures involved in an activity with significant assistance from an instructor.
G	Can do tasks/understand topics, at the acceptable levels of speed, accuracy and safety. Can analyze/state/describe facts/ principles and nomenclature/terms and/or perform procedures and techniques involved in an activity with some to no assistance from an instructor.
E	Can do all tasks/topics at the highest levels of speed, accuracy and safety. Can evaluate/explain/describe facts/principles and nomenclature/terms and/or perform procedures and create new concepts/techniques involved in an activity.
NG	Performance was not observed or element was not performed.

2.4.2. Overall Grading. See [Table 2.2](#) describes the overall sortie/lesson grades. The overall grade represents the instructor's subjective assessment of the student's cumulative sortie/lesson performance measured against the task proficiency levels for each training sortie/lesson. Students are expected to progress as they advance in training. A student's continued lack of progress should be reflected with an overall grade less than a F. The syllabus-defined required proficiency level (RPL) must be met for sortie/lesson progression.

Table 2.2. Overall Grade and Description.

Overall Grade	Description
U	Student: Fail to meet listed RPL for any task on end-of-unit, end-of-category, PC, or EC sortie. No training remains in that job element/MIF (the fail item). OR Demonstrates dangerous tendencies
F	Student fails to meet listed RPLs for tasks, but training remains in that job element/MIF (the failed item) before end-of-unit or end-of-category sortie
G	Student meets or exceeds all RPLs listed for the training mission
E	Student: Exceeds RPLs in an exceptional manner. OR Exceeds RPLs for at least 10 percent of the total events required to complete a training mission.

No Grade (NG)	BIT Sorties/Lessons designated by ADD-#
Note: See specific course syllabi for additional grading standards and regression rules.	

2.5. Regression. After a student is required to demonstrate proficiency in training tasks as required by the syllabus, proficiency must be maintained in those items. In the event that a student's performance regresses after proficiency is required by the syllabus, that mission should be graded "Fair" or "Unsatisfactory." Regression training tasks must be brought back to standards through additional ground instruction (ground instruction is defined as classroom instruction, computer based instruction or "table talk" instruction), instruction on a later syllabus sortie, or an ATD lesson.

2.6. Additional Training (AT). Non-graded additional training sorties/lessons will result from Break in Training (BIT) or Direct Support Sorties. Both BIT and direct support sorties/lessons will be indicated by an ADD – Number sortie/lesson and receive an Over All Grade of - No Grade (NG). Graded additional training sorties/lessons will result from student no progression. These graded additional training sorties/lessons will be indicated as an X sortie/lesson, denoted by an X number suffix after the sortie designation (i.e., NT-2-X1, NT-2-X2, etc).

2.6.1. **Break in Training (BIT)** . The SQ/DO may authorize a BIT sortie/lesson due to extended training delays. BIT sorties will be used to ensure training continuity only due to breaks in training. They will not be used to provide additional training due to student deficiencies. As a guide, consider 7 calendar days, but no more than 14 days without an aircraft sortie or ATD lesson as an extended break. All AT will be documented in the student's training folder. The student will repeat the last sortie/lesson accomplished, unless student has progress to a new phase. This sortie will not require proficiency, and will result in an overall grade of "NG."

2.6.2. **ADD-Number Sorties/Lessons** . Flying hours used to accomplish ADD-number sorties must fall within a unit's normally allocated flying hour program; no additional hours will be allocated to make up for hours used to accomplish ADD-number sorties. All ADD-number sorties require a grade sheet and are numbered sequentially within the course. ADD-number sorties may never be used to augment a student's training after the student is entered into the CR process.

2.7. Student Training Records Disposition. Maintain student training records according to the RDS. A student usually obtains his or her training records during out-processing and hand-carries them to his or her gaining unit. If the record is incomplete when the graduate departs, 23 FTS will forward the training record to the gaining unit via certified mail or E-mail within 10 duty days of the student's completion/graduation. **(T-2)**. 23 FTS will use appropriate E-mail encryption features to properly safeguard information sent electronically and will verify the electronic file is received. **(T-3)**. Refer to **Table 2.3** for appropriate distribution of training documents, including forms, records, and reports. Upon completion of training or disenrollment, 23 FTS will maintain the student's records according to AETCI 36-2605V1. **(T-2)**.

Table 2.3. Training Document Distribution.

Document	Student	Copy Distribution
AETC Form 240-5, <i>Summary of Training Record</i> (SUPT-H and CEARF only) (Note 1)	U.S. Air Force	Original – electronic record (Per AFI 11 401_AETCSUP, <i>Aviation Management</i>)
	ANG and AFRC	Original – electronic record (Per AFI 11-401_AETCSUP, <i>Aviation Management</i>) Student – 1 NGB/A3OC or AFRC/A1KP – 1 (Note 2)
Student training folder (Note 3 and Note 4)	U.S. Air Force, ANG and AFRC	Original – according to RDS
AF Form 1256, <i>Certificate of Training</i>	All Students	Student – 1
Notes:		
<p>1. Suspense is 10 duty days after the student graduates or is eliminated. Follow-on training date may require completion of an AETC Form 240-5 immediately after course completion or graduation because this form is required for entry into training.</p> <p>2. Send this form to NGB/A3OC, 3500 Fetchet Avenue, Joint Base Andrews, MD 20762 or AFRC/A1KP, 155 Richard Ray Blvd, Robins AFB GA 31098-1635, as applicable.</p> <p>3. Suspense is 10 duty days after the student completes or graduates.</p> <p>4. Upon PCS for SUPT-H, the HARM office or the local registrar forwards each student's training folder to the gaining AETC base or Fort Rucker, as appropriate. If forwarded by the HARM office, the training folder and AETC Form 240-5 are sealed in an envelope or hand-carried to the student's gaining AETC base. The registrar may forward the training folder electronically. Use appropriate E-mail encryption features to properly safeguard information sent electronically. If a student's follow-on training is outside AETC, retain the training folders. Maintain the record for one year after the student departs.</p>		

2.8. Training Documents. 58 OG/CC will standardize student training documentation and training folder content. The following documentation is required:

2.8.1. Aeronautical Orders. The local HARM office will publish aeronautical orders according to AFMAN 11-402. (**T-3**).

2.8.2. **AF Form 475, *Education/Training Record***. Prior to course completion resulting in a change of station, the losing unit will complete an AF Form 475. The wording for comments on the AF Form 475 should be similar to an officer performance report and signed by the SQ/DO or higher. **(T-3)**.

2.8.3. **AF Form 1256**. Award this form to graduates of AETC formal flying training courses. **(T-3)**.

2.8.4. **AETC Form 6**. Use this form to request a waiver to a syllabus or the ETCA. **(T-3)**. Completing this form is self-explanatory.

2.8.5. **AETC Form 31, *Certificate of Aeronautical Rating***. Award an AETC Form 31 to SUPT-H graduates. Completing this form is self-explanatory.

2.8.6. **AETC Form 99, *Student Pilot Personnel Data***. All SUPT-H students will complete an AETC Form 99 upon course entry. **(T-3)**. Completing this form is self-explanatory.

2.8.7. **AETC Form 240-5**. Use the following guidance to ensure the AETC Form 240-5 provides an accurate record of training and appropriately documents accomplishments in CEARF and SUPT-H courses:

2.8.7.1. Generate a form for each student who enters a CEARF or SUPT-H course.

2.8.7.2. Enter remarks on the form for outstanding achievements or awards, such as distinguished graduate and any other pertinent information to indicate the student's performance, progress, or achievements during the course.

2.8.7.3. Have the Chief, Host Aviation Resource Manager, sign the "authentication" block.

2.8.8. **AETC Form 499, *Distinguished Graduate Certificate***. This form is presented to students selected for distinguished graduate (DG) status.

2.8.9. **AF Form 4293**. This form is used to document information in a student's training folder.

Chapter 3

STUDENT MANAGEMENT

3.1. Commanders Awareness Program (CAP).

3.1.1. **Objective.** The objective of CAP is to focus supervisory attention on a student's progress in training, specific deficiencies, and his or her potential to complete the program. CAP may also be used to monitor personal issues requiring supervisory attention.

3.1.2. **Administration.** Administration of the CAP program is delegated to the FLT/CC and Flight Chief; the SQ/CC maintains overall authority and responsibility. The SQ/CC monitors the program through weekly updates from the FLT/CC or Flight Chief. At a minimum the FLT/CC or Flight Chief will ensure strengths, weaknesses, additional training details, and anticipated removal dates are briefed to the SQ/CC. **(T-3).**

3.1.3. **Categories.** CAP is divided into the following categories:

3.1.3.1. **Flying.** Students demonstrating flying deficiencies in an ATD or aircraft. The criteria for placing a student on Flying Cap is two Unsatisfactory or Fair overall grades in any one Unit, or two consecutive Unsatisfactory or Fair overall grades, or three Unsatisfactory or Fair sorties of last five, regardless of Category.

3.1.3.2. **Procedural.** Students exhibiting substandard general or EP knowledge. The criteria for placing a student on Procedural Cap is the same as Flying CAP; however, Unsatisfactory/Fair sortie must be related to mass brief, individual aircrew brief, or in-flight general knowledge or Emergency Procedure knowledge.

3.1.3.3. **Academic.** Students exhibiting substandard academic performance. The criteria for placing a student on Academic Cap is any combination of two academic exam or Flight Line Quiz (FLQ) failures.

3.1.3.4. **Airsickness.** Students exhibiting airsickness. The criteria for placing a student on Airsickness Cap is any active airsickness is an automatic trigger or passive airsickness impacting performance of duties on four sorties.

3.1.3.5. **Military.** Students exhibiting substandard military or professional behavior. The criteria for placing a student on Military Cap is at squadron leadership and/or FLT/CC discretion.

3.1.3.6. **Other.** Students with personal issues requiring supervisory attention.

3.1.4. **Squadron Commander Responsibilities.** 23 FTS/CC administers the program. Day to-day CAP administration may be delegated to the 23 FTS/DO, squadron assistant operations officer (23 FTS/ADO), FLT/CC, Flight Chief, or designated student training manager, but the 23 FTS/CC maintains overall authority and responsibility.

3.1.5. **CAP Placement.** The 23 FTS/CC, SQ/DO, FLT/CC or Flight Chief places the student on CAP following an event trigger listed in [paragraph 3.1.3](#). If the student meets none of the trigger criteria in [paragraph 3.1.3](#), but consistently displays poor performance, the above personnel may place the student on CAP at their discretion.

3.1.5.1. The FLT/CC will document placement on CAP in GTIMS with an AF Form 4293 write-up, and change the student interim state. **(T-3)**. The write-up will comply with the **Attachment 2**, CAP Placement, and will be viewed and signed off in GTIMS to document notification of the student and the SQ/CC. **(T-3)**.

3.1.5.2. The student will be counseled in person concerning CAP objectives, a student training plan (if applicable), instructor continuity (if applicable), and CAP removal goals. **(T-3)**. Contractor-provided training is conducted according to the training contract. The FLT/CC or Flight Chief will closely monitor instructor continuity and ensure proficiency standards are not compromised to permit CAP students to progress in training. **(T-3)**.

3.1.6. **CAP Removal.** The 23 FTS/CC, SQ/DO, FLT/CC, or Flight Chief removes the student from CAP when sustained normal progress is demonstrated or when personal issues are resolved. The 23 FTS/CC will be briefed prior to removing a student from CAP. **(T-3)**.

3.1.6.1. Student removal from CAP should not be strictly event based. Removal criteria will be developed by the FLT/CC to address the student's training deficiency.

3.1.6.2. The FLT/CC will document removal from CAP in GTIMS with an AF Form 4293 write-up, and change to the student interim state. **(T-3)**. The write-up will comply with the **Attachment 3**, CAP Removal. **(T-3)**.

3.1.6.3. The 23 FTS/CC will approve or disapprove removal of student from CAP via signature on the GTIMS write-up. **(T-3)**. Students requiring an extended period of increased supervision or repeated placement on CAP should be considered for a PC or EC. A student requiring an extended period of increased supervision or repeated placement on CAP should be considered for a PC or EC.

3.1.7. **Student Progress** . The student's immediate supervisor will brief squadron leadership weekly on the student's progress. **(T-3)**. As a minimum, this briefing will include the student's strong and weak areas, AT details, potential to graduate, and anticipated removal date from CAP. **(T-3)**.

3.1.8. **CAP Student Activity Restrictions** .

3.1.8.1. **Flying.** Limited to one flying event per day, verbally waiver able by the 23 FTS/CC or SQ/DO. The FLT/CC will limit IPs scheduled with the student at their discretion.

3.1.8.2. **Procedural.** Students are placed on formal release. Passes are limited to the local area.

3.1.8.3. **Academic.** Students are placed on formal release. Passes are limited to the local area.

3.1.8.4. **Airsickness.** Limited to one flying event per day, this is waiver able by the 23 FTS/CC or SQ/DO. Comply with AFMAN 11-202V3_AETCSUP, *Flight Operations*, AFI 11-2TH-1H, V3, *TH-1H Operations Procedures*, and AETCI 36-2605V1 procedures.

3.1.8.5. **Military.** Students are placed on formal release. No passes are authorized.

3.1.9. Instructor Continuity Requirements. All students, regardless of CAP status, in the Contact and Instrument phases are limited to a few instructors by the contract flight instruction process, and will not incur additional restrictions while on CAP except at the 23 FTS/CC express direction. From Navigation through the final check ride, students on CAP of any kind may be limited to events with, as a guide, Student Evaluators. Continuity requirements in these phases are at the FLT/CC's direction, and will be annotated in the CAP Placement document in GTIMS. **(T-3)**. FLT/CC's must explicitly communicate this requirement to Scheduling. **(T-3)**.

3.1.10. CAP Documentation Requirements. The FLT/CC or Flight Chief will counsel the student for initial placement and removal from CAP utilizing [Attachment 2](#) and [Attachment 3](#). **(T-3)**. Additional counseling is required for failure to meet CAP removal goals; further counseling is at the discretion of the FLT/CC or Flight Chief. All additional counseling will be documented on the POC-1 write-up with the attached format ([Attachment 4](#), CAP Counseling).

3.2. Progress Checks and Elimination Checks. PCs/ECs are full mission-profile sorties during which a student's performance is observed, rated potential is evaluated, and ability to complete the course within syllabus constraints is considered. Conduct PCs/ECs according to the applicable syllabus. PCs/ECs are separate from the normal syllabus flow. Students must demonstrate proficiency on the PC/EC to the current stage of training. PCs/ECs are key events in the CR process. Triggers for these events are defined in the applicable syllabus.

3.2.1. Authorized PC/EC Instructors. Only duly appointed and qualified instructors identified by 23 FTS/CC will administer a PC/EC. **(T-3)**. Refer to the applicable syllabus for authorized PC/EC instructors. Normally do not fly the student with the same PC/EC instructor on consecutive and/or subsequent PC/EC sorties.

3.2.2. Ground Evaluation. PC/EC ground evaluations may be conducted as a result of a failed category check/PC/EC for unsatisfactory general knowledge, ground operations, mission planning or EPs, or as the result of a FLT/CC or Flight Chief-directed evaluation for failure to progress or meet syllabus standards in procedural knowledge. These evaluations may include a simulator mission.

3.2.2.1. The designated PC/EC instructor will conduct the entire briefing, ground evaluation execution, debriefing, and assign the overall grade. **(T-3)**.

3.2.2.2. The ground evaluation should be one to two hours in length and of sufficient breadth and depth to evaluate the student's overall procedural knowledge.

3.2.3. Simulator.

3.2.3.1. The PC/EC instructor will not substitute a simulator PC/EC for a syllabus-directed aircraft sortie. **(T-2)**.

3.2.3.2. Simulators provide valuable training to prepare students for actual aircraft missions; however, consider a student for an aircraft PC when he or she is identified by repeated failures or lack of progress in an instrument simulator. If a student pilot progresses to an EC in an instrument simulator unit, the EC should be accomplished in the aircraft (other than general knowledge or procedural issues best handled by an EC ground evaluation or emergency procedure simulator). **(T-3)**. SUPT-H Only: A student pilot

should not be eliminated in an instrument simulator training unit if he or she has not flown an instrument aircraft sortie. (T-3).

3.2.4. **Grading.** Grade PCs/ECs according to syllabus guidance.

3.2.5. **Incomplete PC/EC.** The PC/EC instructor determines if the sortie is complete. A PC/EC is “Incomplete” only if the mission tasks and objectives could not be completed to ascertain a reasonable evaluation of student performance.

3.3. Commander’s Review Process.

3.3.1. **Overview.** The CR recommends the student’s elimination or retention in training. All students in a formal flying training course will go through a CR before being eliminated or removed from training. Complete the CR process within 10 duty days from the date the initiating authority (IA) signs one of the following forms:

3.3.1.1. AETC Form 126A, *Record of Commander’s Review Action*.

3.3.1.2. AETC Form 126G, *Record of Commander’s Review Action (Graduate Flying Training)*.

3.3.1.3. AETC Form 139, *Record of Commander’s Review Action (Undergraduate Pilot Training)*.

3.3.1.4. AETC Form 140, *Record of Commander’s Review Action (Instructor Pilot Training)*.

3.3.2. **CR for Cause and (or) Misconduct .** The 19AF/CC is the AA for removing a student from training for “cause” and (or) misconduct. For “cause” includes a student demonstrating improper conduct, attitude, or lack of responsibility toward assigned duties or obligations. This may include character disorders that raise doubt about the student’s fitness for continued service. Refer to AETCI 36-2605, Volume 1 for further guidance.

3.3.3. **Entry.** Each course syllabus provides CR process triggers. The Initiating Authority (IA) will enter the student in the CR process no later than three duty days after meeting the syllabus trigger. Remove the student from training pending final approving authority (AA) decision. The IA may elect to continue the student in academic training with reviewing authority (RA) concurrence. Instruct SUPT-H or CEA students not to attend flight line activities (aircraft or simulator) until reinstated. Students projected to exceed the syllabus maximum sortie or flying hour threshold because of overall poor performance should be considered for a CR. If the syllabus does not identify a maximum threshold, use 115 percent as a guide.

3.3.4. **Initiating Authority (IA).** The 23 FTS/CC is the IA. The IA will:

3.3.4.1. Notify the student in writing of his or her consideration for elimination and brief the student on the CR process (**Figure 3.1**). (T-3). For ANG and AFRC students, refer to **paragraph 1.9**.

3.3.4.2. Complete the IA portion of the Commander’s Review Checklist and Briefing Guide (**Figure 3.2**). (T-3).

3.3.4.3. Advises the student to submit a “show cause” memorandum within 2 duty days, identifying any factors that may have affected training. **(T-3)**.

3.3.5. **Reviewing Authority (RA)**. The 58 OG/CC is the RA. The RA will:

3.3.5.1. Review the student’s training and recommends elimination from or retention in training. The 58 OG/CC may delegate this authority to the deputy operations group commander (OG/CD), operations support Squadron/CC, or any 58 OG FTS/CC (not to include the 23 FTS/CC). In the case of the 58 OG, this would include the 58 TRS/CC, 71 SOS/CC, 512 RQS/CC, 415 SOS/CC and 36 RQS/CC. The RA will examine the student’s training records and, as deemed necessary, interview the student and FLT/CC or 23 FTS/CC. **(T-3)**.

3.3.5.2. Complete the RA portion of the CR Checklist (**Figure 3.2**). **(T-3)**.

3.3.5.3. Suspend the CR if it becomes apparent that circumstances require convening an investigation under the provisions of AFMAN 51-507, *Enlisted Discharge Boards and Boards of Officers*, or when information arises that would cause the student to be medically disqualified. **(T-2)**. Reconvene as appropriate to complete the CR process.

3.3.6. **Approving Authority (AA)**. The WG/CC is the AA. The AA will:

3.3.6.1. Complete the AA portion of the CR Checklist (**Figure 3.2**).

3.3.6.2. List any authorized AT on AETC Form 126A, AETC Form 126G, AETC Form 139 or AETC Form 140, as applicable.

3.3.6.3. Do not recommend SUPT-H eliminees for entry into any other SUPT or ENJJPT training. Additionally, the AA will not recommend students eliminated for MOA, drop on request (DOR), or academics for any other flying training. The AA should consider the student’s motivation, situational awareness, task management skills, airmanship, and academic average when recommending eliminees for Combat System Officer (CSO), Remotely Piloted Aircraft (RPA), or Air Battle Management training provided they still meet required medical standards. **Note:** SUPT-H students with aeronautical rating cannot DOR and fall under the procedures in AFMAN 11-402.

3.3.6.4. CEARF students who fail to satisfy the requirements of AETC Syllabus, E-A9H-A, *Career Enlisted Aviator Rotary-Wing Fundamentals*, are subject to retraining/reclassification guidance in accordance with AFI 36-2626, *Airmen Retraining Program* and AFMAN 11-402. If the IA recommends retention of the student in a CEA capacity; an AETC Form 125A, *Record of Administrative Training Action*, will be sent to the CEA Career Field Manager at HAF/A3O through 19 AF/DOGS for consideration and alignment for further CEA training. Non prior service eliminees will return to 344 TRS at Lackland AFB for reclassification. During this time period they will report directly to their Military Training Leaders. Prior service members will return to their previous unit and remain assigned to the CEARF Flight Chief until their departure from the 23FTS. CEARF eliminees will not be recommended for retraining into any other CEA career field. Recommendations of retraining/retention should be documented in **Section V** of the AETC Form 126A.

Figure 3.1. Example Student Notification Memorandum.

	(Date)
MEMORANDUM FOR <i>(Student's Name)</i>	
From: <i>(Initiating Authority)</i>	
<i>(Address)</i>	
Subject: Commander's Review	
<p>1. You are being entered into the commander's review. This review evaluates all circumstances relating to your training and makes recommendations regarding your retention in or elimination from training.</p> <p>2. You are entitled to submit a "show cause" memorandum identifying any factors that may have affected your training. You may also submit written statements from individuals on your behalf as documentary information. The approving authority uses your memorandum and/or written statements pursuant to the Privacy Act of 1974 as authorized by Title 10, U.S.C., Section 8013. These documents become part of a case file and are destroyed one year after completion of training according to the Air Force Records Disposition Schedule. The case file may be disclosed to any DoD component and may be used for other lawful purposes including litigation. Note: You are not required to submit a memorandum or written statement.</p> <p>3. Submit any written documentation not later than two duty days after receiving this memorandum.</p>	
<hr style="width: 20%; margin: 0 auto;"/> (Initiating Authority's Signature)	
1st Ind. <i>(Office Symbol)</i>	
MEMORANDUM FOR <i>(Initiating Authority)</i>	(Date)
<p>I acknowledge receipt of this memorandum and that I was briefed on the commander's review process in accordance with AETCI 36-2605, Volume 10.</p>	
<hr style="width: 20%; margin: 0 auto;"/> (Student's Signature)	

Figure 3.2. Example Commander's Review Checklist and Briefing Guide.

Commander's Review (CR) Checklist and Briefing Guide

1. **The Initiating Authority (IA):**
 - 1.1. Enter the student into the CR process no later than three duty days after meeting the syllabus trigger and notify the student in writing of his or her consideration for elimination.
 - 1.2. Explain the CR process to the student.
 - 1.3. Remove the student from training pending final AA decision (IA may elect to continue the student in academic training with RA concurrence). Instruct SUPT-H or CEA students not to attend flight line activities or participate in any training until reinstated.
 - 1.4. Complete Sections I and V of AETC Form 126A, AETC Form 126G, AETC Form 139 or AETC Form 140, as applicable.
 - 1.5. Advise the student he or she may submit a show-cause memorandum within two duty days after receiving written notification from the IA of his or her consideration for elimination. The Memorandum should address why the student should not be eliminated. It should cite specific reasons and provide any information which may have a bearing on the situation.
 - 1.6. Ensure the student completes Section II of AETC Form 126A, AETC Form 126G, AETC Form 139 or AETC Form 140, as applicable.
 - 1.7. Forward the completed AETC Form 126A, AETC Form 126G, AETC Form 139 or AETC Form 140 with the student's show-cause memorandum (if submitted), training records, and any attachments to the RA not later than four duty days after notifying the student.
 - 1.8. Notify the ARMS manager to suspend the student's aeronautical orders with ASC04
 - 1.9. Notify AETC/A3G (for ANG) or AETC/A3H (AFRC) and NGB/A30 or AFRC/A3TB as applicable for AFRC and ANG students.
 - 1.10. Notify AETC/A3G (for ANG) or AETC/A3H (AFRC) and NGB/A30 or AFRC/A3TB as applicable for AFRC and ANG students.
2. **The Reviewing Authority (RA):**
 - 2.1. Review the student's training and recommend elimination from or retention in training.
 - 2.2. Complete Section III of AETC Form 126A, AETC Form 126G, AETC Form 139 or AETC Form 140, as applicable, and forward the form with all applicable records to the AA for final decision. Include a written summary of significant facts and specific rationale used to arrive at the recommendations.
 - 2.3. Inform the student of the sequence of events for CR.
 - 2.4. Inform the student of individual rights for legal assistance and representation if convened under AFMAN 51-507, *Enlisted Discharge Boards and Boards of Officers*.
3. **The Approving Authority (AA):**
 - 3.1. Review the student's records and RA's recommendations.
 - 3.2. Decide whether the student is retained in or eliminated from training.
 - 3.3. Complete Section IV of AETC Form 126A, AETC Form 126G, AETC Form 139 or AETC Form 140, as applicable. For officer students, include remarks on the student's officership. In the event of elimination, recommend a follow-on career field, as appropriate. For SUPT-H medical eliminees, provide a statement in Section IV of AETC Form 139 evaluating the student's ability to complete training if medically requalified.
 - 3.4. Inform the student, upon elimination, of the opportunity to indicate personal desires for retention in service and future training according to AFI 36-2110, *Total Force Assignments*. Explain the possibility of reassignment action or release from extended active duty under the separation policies.
 - 3.5. Notify AETC/A3G (for ANG) or AETC/A3H (AFRC) and NGB/A30 or AFRC/A3TB as applicable for AFRC and ANG students.

3.4. Student Eliminations.

3.4.1. Students will be considered for elimination if they:

3.4.1.1. Exhibit lack of adaptability (LOA), which is the inability to complete the course because of physical, psychological, or personality factors. LOA eliminees require an evaluation from both medical and rated personnel. This category includes airsickness and MOA. Medical and rated personnel conducting the evaluations will document the results in the student's training folder. They will specify the physical, psychological, or personality factors that led to the LOA determination. In addition, they will annotate specific deficiencies in Section IV of AETC Form 126A, AETC Form 126G, AETC Form 139 or AETC Form 140.

3.4.1.2. Fail to meet proficiency standards of the syllabus in flying, academics, or procedures.

3.4.1.3. Fail to demonstrate the potential to complete the course within syllabus constraints.

3.4.1.4. Fail to meet fitness standards prescribed in AFMAN 36-2905 and this publication.

3.4.1.5. Demonstrate improper conduct, attitude, or lack of responsibility toward assigned duties or obligations. This may include character disorders that raise doubt about the student's fitness for continued service. 58 SOW/CC should contact 19 AF/DOGS for guidance in specific situations.

3.4.2. Students will be eliminated if they:

3.4.2.1. DOR (SUPT-H only). The FLT/CC will counsel the student on the ramifications of DOR (i.e., permanent disqualification from flying status and possible reclassification proceeding) prior to entering him or her into a CR. **(T-3)**. Once the student is counseled and signs the AETC Form 139, he or she is ineligible for reinstatement. **Note:** SUPT-H students with aeronautical rating cannot DOR and fall under the procedures in AFMAN 11-402.

3.4.2.2. DOR (CEA only). Reference AFMAN 11-402_AETCSUP. Depending on the needs of the Air Force, CEARF students who attempt to DOR will be eliminated from training and may be removed from the USAF. **(T-2)**. The CEARF Superintendent and Flight Chief will counsel the student on the ramifications of DOR (i.e., permanent disqualification from flying status and possible removal from the service) prior to entering him or her into a CR. **(T-3)**. Once the student is counseled and signs the AETC Form 126A, he or she is ineligible for reinstatement.

3.4.2.3. Become medically disqualified, unless a flight surgeon determines the disqualification may resolve within 12 months of the initial disqualification. In the latter instance, place the student in Training Delay –Medical (TDM) status. Refer to DAFMAN 48-123, AETCI 48-102, AETCI 36-2605V1, and **Chapter 4** of this publication for additional guidance. **Note:** For those students funded under the TDY-to-school program, the assigned unit will notify 19 AF/DOGS and AETC/FMAM as soon as the administrative hold status becomes probable. **(T-3)**.

3.4.2.4. Initiate action to separate from the service.

3.4.2.5. Involved in drug abuse substantiated by reliable evidence.

3.4.2.6. Adjudicated absent without leave, are confined, or have deserted.

3.4.2.7. Become hospitalized for an extended period (as determined by the WG/CC). The student may be considered for reinstatement at a later date.

3.4.2.8. Demonstrate improper attitude or lack of responsibility toward assigned duties or obligations. **(T-3)**. This may include character disorders that raise doubt about the student's fitness for training.

3.4.2.9. Fail two ECs in the same phase or fail three ECs total (applies only to SUPT-H). 19 AF/A3 is waiver authority for this requirement.

3.4.3. Students will be disenrolled if they get recalled by the parent unit or higher headquarters. **(T-3)**. **Note:** 23 FTS will not allow students to be recalled without prior coordination with 19 AF/DOGS.

3.4.4. 19 AF/A3 staff will maintain entry, production and elimination data to ensure fairness and equitable opportunity for all flying training program candidates. **(T-2)**.

3.5. Student Dispositions.

3.5.1. Students reinstated into training after a CR will complete a PC or EC (as appropriate) following completion of any AT authorized by the AA in Section IV of AETC Form 126A, AETC Form 126G, AETC Form 139 or AETC Form 140. **(T-3)**. Students reinstated after academic deficiencies must repeat the examination after appropriate AT. **(T-3)**. Students reinstated following a flight evaluation board will complete AT directed by the final approval authority. **(T-3)**.

3.5.2. After completing AETC Form 126A, AETC Form 126G, AETC Form 139 or AETC Form 140, Section IV, 23 FTS will process eliminated students under AFI 36-3206, *Administrative Discharge Procedures for Commissioned Officers*, AFI 36-3207; *Separating Commissioned Officers*, AFI 36-2110, or the ETCA. **(T-2)**. Additionally, 23 FTS will process rated pilots and SUPT-H students with an aeronautical rating according to AFMAN 11-402; and pipeline or PCS students through appropriate personnel channels. **(T-2)**.

3.6. CR Records Distribution.

3.6.1. The school registrar or similarly designated authority will maintain original CR records according to the RDS and distribute them within 10 duty days of CR completion. **(T-3)**. These records must be available for review. **(T-3)**.

3.6.2. The 23 FTS will distribute eliminated students' CR records as outlined in [Table 3.1](#) and maintain them according to the RDS. **(T-3)**.

3.6.3. The course registrar will ensure each elimination case is updated in the training management database with an elimination code. **(T-3)**.

3.6.4. The servicing flight management office will update ARMS with the appropriate disqualification code. **(T-3)**.

Table 3.1. CR Records Distribution.

	Form or Item	Type of Student	Copy Distribution
1	AETC Form 126A, AETC Form 126G AETC Form 139 or AETC Form 140 (Note 1)	Active Duty	19 AF/DOGS and DOR– 1
		Air Force	AFPC/DP2LT and AFPC/DPALT3 – 1 each (Note 2)

2		ANG	19 AF/ DOGS – 1 NGB/A3OC – 1 (Note 3)
3		AFRC	19 AF/ DOGS – 1, AFRC/A1KP and AFRC/A3TB – 1 each (Note 4)
4	Notification memorandum (Note 5)	All	19 AF/ DOGS – 1
5	Show cause memorandum (Note 5)		
6	Student training folder (Note 5)		
7	Individual flight record (rated pilot only) (Note 5)		
8	AETC Form 240-5 (SUPT-H only) (Note 5 and Note 6)		
9	AF Form 422, <i>Notification of Air Force Member's Qualification Status</i> (Note 6)		
10	AETC Form 99 (Note 6)		
11	Order awaiting aeronautical rating (Note 6)		
12	Order rescinding aviation status (Note 6)		

Notes:

1. Suspense is 10 duty days after CR completion.
2. AFPC/DP2LT and AFPC/DPALT3, 550 C Street West, Ste 10 and 33 (respectively), JBSA-Randolph TX 78150-4723.
3. NGB/A3OC, 3500 Fetchet Avenue, Joint Base Andrews, MD 20762, or E-mail.
4. AFRC/A1KP and AFRC/A3TB, 155 Richard Ray Blvd, Robins AFB GA 31098-1635, or Email.
5. For CR packages for students reinstated into training, attach Items 4 through 8 of this table (in order) to the AETC Form 126A, AETC Form 126G, AETC Form 139 or AETC Form 140. Suspense is 10 duty days after CR completion. Forward CR packages to 19 AF/ DOGS in electronic portable document format (.pdf).
6. For CR packages for students eliminated from training, attach Items 4 through 12 of this table (in order) to the AETC Form 126A, AETC Form 126G, AETC Form 139 or AETC Form 140 (T-2). Suspense is 10 duty days after CR completion. Forward CR packages to 19 AF/DOGS in electronic portable document format (.pdf).

Chapter 4

MEDICAL MANAGEMENT REQUIREMENTS

4.1. General. This chapter establishes student management requirements for appropriate medical and operations personnel. Operations and medical personnel will ensure 23 FTS/CC is informed when students exhibit MOA symptoms or other medical conditions that affect student decisions. **(T-3).** Supervisors must strive to keep students motivated and flying on a regular basis.

4.2. Airsickness. Instructors will document the student's training record when a student experiences any form of airsickness. **(T-3).** Comply with AETCI 48-102 airsickness procedures. If airsickness leads to significant deviation from training profile or prevents the student from meeting MIF requirements, the student will be referred to the flight surgeon (FS) for evaluation according to DAFMAN 48-123 and AETCI 48-102. **(T-3).** This will be accomplished prior the next flight. **(T-3).** Comply with provisions in the USASAM – 19 AF/ DOGS Memorandum of Understanding titled: *US Army Support to USAF Trainees Requiring Airsickness Management Training.*

4.2.1. Airsickness Procedures for SUPT-H Students.

4.2.1.1. Students must meet MIF standards to continue flight training. Early in the contact phase, the instructor may help students overcome the impacts of airsickness by changing the profile, momentarily taking control of the aircraft, or if necessary, terminating the mission when airsickness symptoms persist. Use sortie termination as a last resort since continued exposure to the flight environment enhances physiological adaptation. As students progress in training, instructor assistance decreases. During the last four sorties preceding the Contact Team Solo, instructors may offer only minimal assistance.

4.2.1.2. FLT/CCs and instructors will send students who experience active or passive airsickness to the flight surgeon for examination, counseling, and treatment as soon as practical and before the next aircraft or simulator sortie. **(T-3).** Document all episodes of airsickness on AF Form 4293. **(T-3).**

4.2.1.3. While participating in the airsickness management program (AMP), students will continue the normal syllabus flow to include flying **(T-3).** AMP is outlined in AETCI 48-102.

4.2.1.4. Instructors will grade students who occupy any pilot or copilot position and develop airsickness on any sortie as unsatisfactory overall. **(T-3).** Students who experience airsickness while not occupying a pilot seat with access to flight controls (jump seat, passenger seat, etc.) may not necessarily warrant an overall grade of unsatisfactory. In this case, consider the inflight conditions, training accomplished, and whether or not the mission is terminated early to determine the final grade.

4.2.1.5. Limit student pharmacological therapy to a maximum of three sorties. Treatment must stop no later than four sorties prior to the Contact Team Solo (C1701). **(T-3).** Medication is restricted to students flying in the pre-team solo phase of contact training. **(T-3).**

4.2.1.6. Following any airsickness episode, the SUPT-H student's next flight must be with an instructor pilot (IP). **(T-3)**.

4.2.1.7. After the third post-solo airsickness and every third episode thereafter, the 23 FTS/CC will assess the student's potential to complete training. If the student's potential to graduate is high, the 23 FTS/CC will make an entry on the AF Form 4293 to continue the student in training. **(T-3)**. If the student's potential to graduate is low, the CR process will determine whether the student is retained in or eliminated from training **(T-3)**. Conduct student eliminations according to AETCI 48-102.

4.2.1.8. Commanders will process rated officers in SUPT-H who cannot overcome airsickness problems according to DAFMAN 48-123. **(T-3)**. Squadron supervisors should coordinate closely with the chief of aeromedical services (or Army equivalent for helicopter training) for each of these special cases.

4.2.2. **Airsickness Procedures for CEARF Students.**

4.2.2.1. Students must meet MIF standards to continue flight training. Early in CEARF training, the instructor may help students overcome the impacts of airsickness by changing the profile, requesting that the IP momentarily minimize excessive flight control input, allowing the student to remain on the ground for a minimal period (while operating in a traffic pattern or landing zone), or if necessary, terminating the mission when airsickness symptoms persist. Use sortie termination as a last resort since continued exposure to the flight environment enhances physiological adaptation. As students progress in training, instructor assistance decreases.

4.2.2.2. Flight Chiefs and instructors will send students who experience active or passive airsickness to the flight surgeon for examination, counseling, and treatment as soon as practical and before the next aircraft or simulator sortie. **(T-3)**. Document all episodes of airsickness on AF Form 4293. **(T-3)**.

4.2.2.3. While participating in AMP, students will continue the normal syllabus flow to include flying **(T-3)**. AMP is outlined in AETCI 48-102.

4.2.2.4. CEARF students who experience airsickness may not necessarily warrant an overall grade of unsatisfactory. Consider the inflight conditions, training accomplished, and whether or not the mission is terminated early to determine the final grade.

4.2.2.5. Limit student pharmacological therapy to a maximum of three sorties IAW AETCI 48-102. Treatment must stop no later than five sorties prior to CEARF completion.

4.2.2.6. After the third airsickness sortie and every third episode thereafter, the 23 FTS/CC will assess the student's potential to complete training. If the student's potential to graduate is high, the 23 FTS/CC will make an entry on the AF Form 4293 to continue the student in training. **(T-3)**. If the student's potential to graduate is low, the CR process will determine whether the student is retained in or eliminated from training. **(T-3)**. Conduct student eliminations according to AETCI 48-102.

4.2.3. **Airsickness Procedures for Graduate Pilot Training Students.**

4.2.3.1. A student who experiences airsickness while not occupying a pilot seat with access to flight controls (jump seat, passenger seat, etc.) may not necessarily warrant an overall grade of unsatisfactory. In this case, instructors should consider the inflight

conditions, training accomplished, and whether or not the mission is terminated early to determine the final grade. They will use the applicable syllabus to grade students who occupy any pilot or copilot position and develop airsickness.

4.2.3.2. Students must meet MIF standards to continue flight training. **(T-2)**.

4.2.3.3. FLT/CCs and instructors will send students who experience active or passive airsickness to the flight surgeon for examination, counseling, and treatment as soon as practical and before the next aircraft or simulator sortie. **(T-3)**. Document all episodes of airsickness on AF Form 4293. **(T-3)**.

4.2.3.4. While participating in AMP, students continue the normal syllabus flow to include flying **(T-3)**. Limit student pharmacological therapy to a maximum of three sorties. **(T-3)**.

4.2.3.5. Commanders will process rated officers who cannot overcome airsickness problems according to DAFMAN 48-123 and AFMAN 11-402. Squadron supervisors should coordinate closely with the chief of aeromedical services for each of these special cases.

4.2.4. **Airsickness Procedures for Graduate CEA Training Students** .

4.2.4.1. A student who experiences airsickness may not necessarily warrant an overall grade of unsatisfactory. Instructors should consider the inflight conditions, training accomplished, and whether or not the mission is terminated early to determine the final grade.

4.2.4.2. Students must meet MIF standards to continue flight training. **(T-3)**.

4.2.4.3. Flight Chiefs and instructors will send students who experience active or passive airsickness to the flight surgeon for examination, counseling, and treatment as soon as practical and before the next aircraft or simulator sortie. **(T-3)**. Document all episodes of airsickness on AF Form 4293. **(T-3)**.

4.3. Visually Induced Motion Sickness (VIMS). If VIMS is so severe that no simulator training can be accomplished, refer the student to the flight surgeon for evaluation of alternatives. Because VIMS is usually unrelated to airsickness, do not consider students for elimination based solely on VIMS episodes. **(T-3)**.

4.4. Manifestation of Apprehension (MOA). Instructors will document the student's training record when a student experiences MOA. **(T-3)**. Refer to AETCI 36-2605V1, for guidance concerning MOA issues.

Chapter 5

STUDENT TRAINING

5.1. Flight Leadership Responsibilities.

5.1.1. **Flight Commander.** The FLT/CC is the first echelon of command responsible for safely and efficiently scheduling people, mission and aircraft for SUPT-H and RWF. The FLT/CC must know the capabilities and experience levels of all flight members and ensure they fly the right mission at the right time according to applicable syllabuses and directives. **(T-3).** Safety must remain paramount in the FLT/CC's mind. FLT/CCs will keep the operations supervisors informed of the training plan and any changes and will:

5.1.1.1. Supervise and monitor student training. **(T-3).**

5.1.1.2. Assist students and supervisors with the training review process and provide for discipline, physical and mental well-being, and general welfare of students. **(T-3).** The FLT/CC must be aware of each student's progress in all areas, including the potential effect of external factors (personal problems, etc.). FLT/CCs help students when they:

5.1.1.2.1. Counsel students determined to be marginal performers or those placed on CAP and conduct follow-up counseling as often thereafter as necessary. **(T-3).**

5.1.1.2.2. Counsel students, as necessary, on appropriate management issues, including personal problems and disciplinary matters. If additional assistance is necessary, refer students to the appropriate base support agencies (Chaplain, Legal Office, etc.). **(T-3).**

5.1.1.3. Maintain student training folders according to **Chapter 2** of this instruction, local guidance, and the applicable syllabus. **(T-3).**

5.1.1.4. Ensure student compliance and documentation of PT accomplishments. **(T-3).**

5.1.1.5. Coordinate with academic supervisors on individual student performance. **(T-3).**

5.1.1.6. Ensure students are briefed on assignment opportunities as applicable. **(T-3).**

5.1.1.7. Brief student leaders on the scope and limits of their responsibilities. **(T-3).**

5.1.1.8. Assist in syllabus-directed functions. **(T-3).**

5.1.2. **Flight Chief.** The Flight Chief is the first echelon of command responsible for safely and efficiently scheduling people, mission and aircraft for CEARF. The Flight Chief will:

5.1.2.1. Supervise and monitor student training. **(T-3).**

5.1.2.2. Be responsible for planning, managing, and executing syllabus. **(T-3).**

5.1.2.3. Work with leadership and scheduling to allocate resources for student training. **(T-3).**

5.1.2.4. Counsel students determined to be marginal performers or those placed on CAP and conduct follow-up counseling as often thereafter as necessary. **(T-3).**

5.1.2.5. Counsel students, as necessary, on appropriate management issues, including personal problems and disciplinary matters. **(T-3).** If additional assistance is necessary,

refer students to the appropriate base support agencies (Chaplain, Legal Office, etc.). (T-3).

5.1.2.6. Maintain military / student training folders IAW AETCI 36-2605V1, **Chapter 2** of this instruction, local guidance, and the applicable syllabus. (T-3).

5.1.2.7. Ensure student compliance and documentation of PT accomplishments. (T-3).

5.1.2.8. Coordinate with academic supervisors on individual student performance. (T-3).

5.1.2.9. Ensure students are briefed on assignment opportunities as applicable. (T-3).

5.1.2.10. Brief student leaders on the scope and limits of their responsibilities. (T-3).

5.1.2.11. Assist in syllabus-directed functions. (T-3).

5.1.3. **Mentoring.** All students will be present for mentoring sessions set by their supervisor, as required. (T-3).

5.2. Syllabus Resource Management. The SQ/CC, FLT/CC and Flight Chief are responsible for the management of student flight hours. (T-3). Each syllabus unit has an associated number of sorties or missions and flight hours. On average, the syllabus sortie and any AT, PC, or EC sorties should reflect the average sortie duration (ASD) for the unit of training. IPs should closely adhere to the syllabus ASD. The ASD should not be exceeded except for extenuating circumstances or to meet training objectives.

5.3. Additional Training Sorties. AT sorties provide extra training to students in specific circumstances, to include category check failure, break-in-training, CR reinstatement, syllabus waiver, 58 OG/CC corrective actions, or as otherwise specifically authorized by the syllabus. Refer to the applicable syllabus for authorized AT sorties and specific guidelines.

5.3.1. **Adaptation to Corrective Lenses (Coded XXX84).** These sorties are authorized for students who experience training difficulties and require corrective lenses. Normally, these sorties are flown in the current unit; however, they may be flown in a different category if required. The next aircraft syllabus sortie flown after these sorties must be dual. (T-3).

5.3.2. **Reallocation (Coded XXX85).** A syllabus may authorize sorties designated for one unit to be flown in another unit. The reallocated sortie is designated as an “XXX85” in the appropriate category. Sorties will be flown prior to the appropriate end-of-unit lesson. (T-3).

5.3.3. **Warm-up/Break-in-Training (Coded XXX86).** These sorties are authorized for delays in training and will be flown only when remaining syllabus sorties are insufficient to compensate for the student’s break in training. (T-3). Instructors should consider using the simulator instead of the aircraft if appropriate for the student’s category.

5.3.4. **Reinstatement by CR (Coded XXX87).** These sorties may be authorized for students reinstated into training after a CR.

5.3.5. **Total Sortie/Flying Time (Coded XXX87).** Students will fly these sorties to meet minimum syllabus sorties or flying time requirements. These sorties are normally full mission profile and are authorized when it becomes apparent they are needed. When possible, schedule them prior to checks to enhance student proficiency.

5.3.6. **Prior to PC and EC (Coded XXX87).** These sorties may be authorized before a PC and EC. These sorties are not automatically given to every student. They are reserved for cases where the SQ/CC determines some training irregularity or anomaly has occurred, and the student has demonstrated the potential to complete the syllabus. Document the training irregularity or anomaly as part of the AF Form 4293 AT authorization entry. **(T-3).**

5.3.7. **Q-2/Q-3 Flight Evaluation (Coded XXX87).** The flight evaluator may authorize these sorties as a result of a Q-2/Q-3 flight evaluation.

5.4. Formal Flight Briefings. 23 FTS will conduct mass aircrew briefings prior to each flying period that includes a syllabus sortie. **(T-3).** The mass aircrew briefing will integrate:

5.4.1. **Flying Safety Briefings.** Conduct Flight Safety briefings at least once a normal workweek. **(T-3).** Briefings should emphasize aircraft mishap prevention and promote group discussion to improve student judgment and confidence.

5.4.2. **Standardization Briefings.** Conduct Standardization Briefings at least three times during a normal workweek. **(T-3).** SUPT-H and CEARF training flights will conduct standardization briefings. The standardization briefings may be in conjunction with formal flight briefing or at a time that ensures maximum IP and student participation. Emphasize situational EPs to include overhead questioning and group discussions of selected topics. Briefings should be structured to assist in the development of judgment, proper application of procedures, and realistic use of available publications. The standardization briefing should include a standup EP situation.

5.4.3. **Crew Resource Management (CRM) Briefings.** AFI 11-290, *Cockpit/Crew Resource Management Training Program*, and its AETC Supplement outline requirements for the CRM training program. CRM briefings will address human-factor causes in aircraft mishaps. **(T-2).** Use real-world mishaps as examples in the briefings. Brief and debrief CRM core concepts and skills on every aircraft and simulator mission. CRM briefings may be substituted for safety or standardization briefings, but they are not testable.

5.5. Mission Briefings. These briefings set the tone of the lesson. Cover specific objectives, mission accomplishment, and specific flight or simulator restrictions. Discuss techniques and procedures for flying the mission before or after the mission briefing. An instructor will brief undergraduate student pilots prior to all Team Solo flights. **(T-3).** IPs having continuity with the student should accomplish this briefing. Post-mission briefings measure the success in accomplishing the mission objectives. Refer to the appropriate AFI 11-series publication for briefing formats. The applicable syllabus contains mission briefing requirements.

5.6. Student Pilot Standardization Program. The student pilot standardization program consists of briefings and tests to ensure students maintain the highest proficiency level in procedural knowledge and application. For SUPT-H, 23 FTS will administer a weekly FLQ covering general and EP knowledge appropriate for the student's stage of training. **(T-3).** Refer to the applicable syllabus for additional guidance.

5.6.1. The FLQ may be administered in printed or electronic format. Printed FLQs will be numbered sequentially for accounting purposes. Prior to administering the FLQ, the testing administrator will:

5.6.1.1. Generate a fresh 20-question FLQ from the GTIMS SUPT-H secure server with a representative number of questions from each assigned reading area. **(T-3)**.

5.6.1.2. Secure the room and administer the FLQ. **(T-3)**.

5.6.1.3. Collect any printed FLQs and answer sheets and account for each numbered copy. **(T-3)**.

5.6.1.4. Grade the FLQ; record the scores; and destroy all test copies, answer sheets, the answer key, transparencies, and (or) electronic versions. **(T-3)**.

5.6.2. The minimum passing score on all flight line tests is 85 percent and 100 percent for Boldface tests. **(T-2)**.

5.7. Incomplete Sorties.

5.7.1. Except for category checks, PCs, and ECs, the FLT/CC or Flight Chief will determine if a sortie is incomplete. **(T-3)**. He or she will:

5.7.1.1. Evaluate each situation on an individual basis.

5.7.1.1.1. Do not incomplete the sortie, if a student has had ample opportunity to learn a task and subsequently flies a short sortie. **(T-3)**.

5.7.1.1.2. Do not incomplete a lesson solely because an individual maneuver is omitted when the omitted maneuver can be accomplished on a later sortie without degrading accomplishment of future training objectives. **(T-3)**.

5.7.1.2. Consider the sortie's effect on the quality of the student's training and each student's prior training opportunities as well as the remaining sorties available to accomplish training objectives. The syllabus provides a means of AT for students who do not progress to the end of unit MIF proficiency requirements.

5.7.1.3. Ensure both above- and below-average students are afforded the same training opportunities to refine their skills.

5.7.1.4. Normally do not incomplete a Team Solo sortie. **(T-3)**.

5.7.2. Incomplete sorties do not break a string of unsatisfactory syllabus sorties. **(T-3)**.

5.8. Grading Procedures. Instructors will grade student training according to the applicable syllabus. **(T-3)**. The CTS is the baseline for all maneuver grading. **(T-2)**. Instructors must compare student performance to the CTS before assigning maneuver grades. **(T-3)**.

5.9. Category Checks. Category checks validate students have achieved the required proficiency and (or) instructional level for a category, are conducted according to the applicable syllabus, and are graded against the CTS using the required MIF proficiency and instructional levels as the baseline.

5.9.1. **Profile.** The 23 FTS/CC will ensure a cross-section of maneuvers in the category check MIF are sampled regularly on category checks **(T-3)**.

5.9.2. **Grading.** Checks are syllabus events and the CTS must be applied exactly as on daily events. The starting point for assigning any maneuver grade is the CTS which equates to satisfactory proficiency level or a letter grade of G. The instructor will grade student maneuvers according to the applicable syllabus, grading completed checks Excellent (E), Good (G), Unsatisfactory (U) or No Grade (NG) overall. **(T-3).**

5.9.3. **Incomplete Checks.** With SQ/CC approval, checks may be considered incomplete if no maneuver completed by the student was graded below MIF/RPL and either all required maneuvers were not flown or the number of maneuvers flown was insufficient to reasonably assess the student's overall performance. If a check is incomplete, the student need only perform those maneuvers necessary to complete a normal check profile on the subsequent (refly) check.

5.9.4. **Failed Areas.** If a student fails a category check in an area directly related to another category, the subsequent PC or EC may be flown in the related category.

5.10. Flight Evaluations. Conduct flight evaluations according to AFI 11-202V2 and AFI 11-202V2_AETCSUP, *Aircrew Standardization/Evaluation Program*, and the applicable syllabus. **(T-2).**

5.11. Wash Back. When a student washes back into another class, the 23 FTS/CC is the approving authority for determining the appropriate version of the syllabus to use to continue the student's training. **(T-3).** Wash back occurrence will be documented on an AF Form 4293 or GTIMS 4293 template and placed in the student's training folder. **(T-3).**

5.12. Civilian Flight Training. Due to the differences in rotary wing and fixed wing flying, SUPT-H students are prohibited from conducting civilian flying while enrolled in formal training. **(T-3).**

5.13. Flight Planning Software use in SUPT-H. Flight instruction of flight planning principles in SUPT-H is focused on the understanding of the key concepts involved in flight planning and application those concepts through the use of flight planning software. Reinforce the flight planning skills and conceptual understanding learned in primary with emphasis on differences associated with helicopter operations. Students are required to plan and fly applicable sorties using software-based flight planning methods according to syllabus requirements. **(T-3).**

Chapter 6

STUDENT ASSIGNMENT PROCESS

6.1. Overview. Enlisted and Officer Assignment processes are different. CEA and Officer Assignment processes are outlined below:

6.2. CEARF Students.

6.2.1. CEARF students receive MWS assignment IAW AFI 36-2110, *Total Force Assignments*.

6.2.2. Contact AFPC/DPALT5 for assignment information and inquiries.

6.3. SUPT-H Students.

6.3.1. Students receive track and MWS assignments based on demonstrated potential to successfully complete required follow-on training. MWS assignments consider three elements:

6.3.1.1. Needs of the Air Force.

6.3.1.2. MWS availability.

6.3.1.3. Student desires.

6.3.2. To aid commanders in these decisions, the Merit Assignment Selection System (MASS), a command-directed performance measurement tool, is provided. MASS provides student pilot relative ranking within the students class and is used for student MWS assignment, and final graduation order of merit.

6.3.3. The 58 SOW/CC (or designated representative) is the approval authority for all MWS assignment decisions. **(T-2)**. Any waivers or deviations from this process must originate from the 58 SOW/CC (or designated representative) for review by 19 AF/DOG.

6.4. Career Information. Before MWS assignment, the 23FTS/CC or designated representative will provide students with MWS-specific career information. **(T-3)**. This information should help students make informed choices when requesting specific aircraft. Information should include mission duties, career path and advancement opportunities, and average TDY commitments.

6.5. Merit Assignment Selection System for SUPT-H Students.

6.5.1. FLT/CC or appropriate squadron representative will present a comprehensive briefing to each class to ensure understanding of the MASS methodology. **(T-3)**. The FLT/CC or other appropriate squadron representative must ensure he or she subsequently briefs any student who is unavoidably absent.

6.5.2. MASS generates a merit ranking which is an overall assessment of the student's airmanship and capability based upon demonstrated performance. It includes the FLT/CC's assessment of the student's flying skills, leadership, teamwork, officership, attitude, and potential to complete follow-on training.

6.5.3. A GTIMS MASS transaction is required for each SUPT-H class after the advanced (MWS assignment) phase. **(T-3)**. Run a finalized MASS to determine class merit order for each SUPT during the primary phase. The training unit must finalize the MASS prior to class phase graduation and after any and all intermediate MASS calculations are complete. **(T-3)**. 58 OG/CC ensures a finalized MASS is performed in GTIMS.

6.6. Computing MASS Standardized Scores. Use the following statistical methodology to compute MASS standardized scores.

6.6.1. Mean (μ). **Note:** N is the number of students in the class, and X_i is the individual's score (academic examination average, daily maneuver score, check score, etc.).

Figure 6.1. Formula for computing Mean:

$$\mu = \frac{\sum_{i=1}^N X_i}{N}$$

6.6.2. Standard deviation (σ). **Note:** N and X_i are defined in [paragraph 6.6.1](#) and μ is the mean score for the category (academic examination average mean, daily maneuver score mean, check evaluation score mean).

Figure 6.2. Formula for computing Standard deviation:

$$\sigma = \sqrt{\frac{\sum_{i=1}^N (X_i - \mu)^2}{N}}$$

6.6.3. Number of standard deviations from the mean, z-score (z).

Figure 6.3. Formula for computing z-score:

$$z = \frac{X_i - \mu}{\sigma}$$

6.6.4. T-score: $T = 50 + 10(z\text{-score})$. T-scores are weighted according to these calculations. Add the weighted T-scores to compute the total merit score.

6.6.5. Compute maneuver scores (M) for daily flying and check performance based on the following formula:

Figure 6.4. Formula for computing M Score:

$$M \text{ score} = \frac{M \text{ points received} \times 100}{M \text{ points attempted}}$$

Note: Each maneuver has scores for unable, fair, good, and excellent. Critical maneuvers are weighted more heavily. Weighted grade values for individual maneuvers are available in the maneuver grade files. For an incomplete sortie or a PC/EC sortie following a failed category check, the maneuver score is based on the first graded attempt of the maneuver.

6.7. SUPT-H Merit Ranking. Use only advanced phase data to determine assignment selection rank, as appropriate. Use this MASS table to determine TH-1H final merit ranking:

Table 6.1. FLT/CC Ranking T-Score.

Flying	70%
Flying Check Maneuver T-Score	40%
Contact	(20%)
Instrument Procedures	(20%)
Day Tactical	(30%)
Night Vision Goggles Operations	(30%)
Daily Performance	30%
Daily Maneuver T-Score	(100%)
Academics T-Score	10%
FLT/CC Ranking T-Score	20%
Total	100%
Note: The cutoff for TH-1H daily maneuver scores is completion of the Night Vision Goggles (NVG) Remote Procedures unit and before assignment day (or night).	

6.8. Example Calculation. This example calculates the TH-1H total score for SUPT-H.

6.8.1. **Category Check Maneuver Scores.** Compute using percentage score, multiply by weighting factor, and total. Use this total to compute a T-score for category check maneuvers.

Table 6.2. Sample Category Check Points.

Contact	215 pts received/ 235 pts possible	= .91489 x 100	= 91.489 x .16	= 14.638
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Instrument	232 pts received/ 235 pts possible	= $.98723 \times 100$	= $98.723 \times .28$	= 27.642
Day Tactical	228 pts received/ 235 pts possible	= $.97021 \times 100$	= $97.021 \times .28$	= 27.166
NVG Remote Operations	339 pts received/ 365 pts possible	= $.92876 \times 100$	= $92.876 \times .28$	= 26.005
Total Category Check Points				= 95.451
Note: Assuming the mean for this class's category checks is 93.422 with a standard deviation of 3.270, then this student's 95.451 total category check points yield a z-score of +0.6208, resulting in a category check maneuver T-score of 56.208.				

Table 6.3. Sample Category Check T-Score.

Category Check Score	= 95.451
Class Mean	= 93.422
Standard Deviation	= 3.270
z-Score	= (+0.6208)
Category Check T-Score	= 56.208

6.8.2. **Daily Performance Scores.** Compute the daily performance scores using a T-score generated from student's daily maneuver percentage score.

Table 6.4. Sample Daily Maneuver T-Score.

Daily Maneuvers	96001 pts received/ 14286 pts possible	= 0.67206×100	= 67.206
Class Mean			= 71.237
Standard Deviation			= 5.941
z-Score			= (-0.6783)
Daily Maneuver T-Score			43.217
Note: Assuming the mean for this class's daily maneuvers is 71.237 and a standard deviation of 5.941, then this student's 67.206 total points yield a z-score of -0.6783 resulting in a daily maneuver T-score of 43.217.			

6.8.3. **Academic Scores.** Students' academic test averages are used to compute their z-scores. Only the first test attempt counts in the student's academic test average. Instructors will ensure all retakes of failed academic tests are entered as retakes.

Table 6.5. Sample Academic Check T-Score.

Academic Test Average	= 96.891
Class Mean	= 96.060
Standard Deviation	= 1.886
z-Score	= 0.4883
Academic Check T-Score	= 54.883
Note: In this example, the student's academic test average is 96.891. Assuming the class average is 96.060 with a standard deviation of 1.886, then the resulting z-score is +0.4883 yielding an academic T-score of 54.883.	

6.8.4. **FLT/CC Ranking.** Each FLT/CC will rank assigned students using the Flight Commander Ranking Matrix at FLT/CC Ranking Matrix. (T-3). Use the FLT/CC ranking scores to compute a z-score. In this example, we use a ranking of 5 out of 15 = 95.71.

Table 6.6. Sample FLT/CC Ranking T-Score.

FLT/CC Ranking (5th of 15)	= 95.710
Class Mean	= 92.500
Standard Deviation	= 4.562
z-Score	= 0.690
FLT/CC Ranking T-Score	= 56.90
Note: By design, the mean for all classes' FLT/CC ranking is 92.50. However the standard deviation varies depending on class size. In this case, we use a standard deviation of 4.652; then this student's 95.710 yields a z-score of +0.690, resulting in a FLT/CC ranking T-score of 56.900.	

6.9. SUPT-H Assignment Selection Process.

6.9.1. Students receive MWS assignments based on their potential to successfully complete required follow-on training. Upon completion of the NVG Remote Procedures unit and before

assignment day (or night), 23 FTS/CC will compute student merit order. **Note:** AFPC/DP2ORC will provide a full assignment block to 58 SOW/CC (or designated representative) for student review three weeks before graduation.

6.9.2. After receiving the aircraft assignment block and before assignment day (or night), students will complete a local 58 OG/CC-approved preference worksheet form indicating their choice (in order) of MWS aircraft. The FLT/CC will make a first assignment instructor pilot (FAIP) recommendation for each student on the 58 OG/CC approved preference worksheet. Base the recommendation on the student's demonstrated flying and interpersonal skills, maturity, and potential to return as an FAIP.

6.9.3. The 23 FTS/CC and assigned FLT/CCs will convene to assign MWS aircraft, using the following procedures:

6.9.3.1. Rank students in merit order for MWS aircraft. **(T-3).**

6.9.3.2. If available, the top 10 percent of graduates should receive their first choice. For example, in a class of 15 students, the top 10 percent would be 1.5 students. Round numbers 0.5 and above to the next higher number, making the top 10 percent (in this example) two students.

6.9.3.3. Do not assign FAIP duty unless the student specifically volunteers. **(T-3).**

6.9.3.4. Use the rank order listing and the student's preference worksheet to provide the best match of the student's desires with available MWS aircraft. **(T-3).**

6.9.3.5. When a quota for a FAIP is unfilled and the remaining students are not recommended for FAIP duty, 23 FTS/CC will contact AFPC/DP2ORC for further assignment guidance. **(T-3).**

6.9.3.6. After all assignments are made; 23 FTS/CC will submit the results through the 58 OG/CC to 58 SOW/CC (or designated representative) for final approval who, in turn, will forward copies of the final class merit order and MWS assignments to AFPC/DP2ORC within two duty days after final approval.

6.9.4. **Post Assignment Selection.** Squadron supervisors will establish procedures to announce and track assignment drops for both pilots and CEAs. **(T-3).** In addition, they will closely monitor student performance after MWS assignment. When appropriate, squadron, operations group, and wing personnel will work with AETC/A1KO, AFPC/DP2ORC or AFPC/DPAOM4 (as appropriate for Officer or CEA) to coordinate any assignment changes necessitated by post-MWS assignment performance. **(T-3).**

Chapter 7

STUDENT AWARDS

7.1. Overview. The 58 SOW/CC will establish and maintain a program to present awards to students selected as outstanding in academics, military qualities, and flying training. **(T-3)**. Duplicate awards may be presented for ties. AFMAN 36-2806, *Awards and Memorialization Program*, governs appropriations for such awards. The 23 FTS/CC will select nominees for student awards approved by the 58 SOW/CC. MASS data for all awards will only be from the advanced phase of training (SUPT-H). **(T-3)**.

7.2. Distinguished Graduate (DG) Awards. 58 OG/CC may select DGs from the students in each class and present them a plaque during graduation. For each class, the 58 OG/CC is the final approving authority for all awards. DG award requires a student to be in the upper 10 percent of the graduating class. (Round numbers .5 and above to the next higher number.). **(T-3)**

7.2.1. Any academic event failure disqualifies students for this award. **(T-3)**.

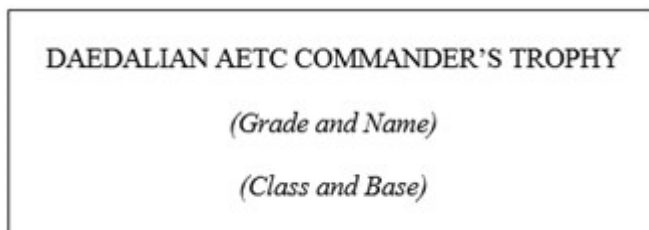
7.2.2. Unsatisfactory performance on more than one flying training event in each category disqualifies students for this award. **(T-3)**. Unsatisfactory performance on more than three flying training events disqualifies students for this award. **(T-3)**.

7.2.3. Students in the grade of E-8, E-9, or O-5 and above are ineligible for the program. **(T-3)**.

7.2.4. If a DG is an ANG or AFRC member, notify 19 AF/CCG or AETC/RF, as appropriate, as soon as possible to ensure appropriate representation.

7.3. Order of Daedalians AETC Commander's Trophy. This award is presented to the SUPT-H student in each class with the highest MASS score. The 58 OG/CC is the approving authority for these awards. **(T-3)**. The 23 FTS/CC notifies the Order of Daedalians of the recipient's name before class graduation and presentation. The 58 SOW/CC (or designated representative) presents the trophies during the graduation ceremony. The trophy is a 7-inch tall, cast bronze statue of an eagle with outstretched wings and talons, mounted on a 1 1/2-inch tall circular bronze base. Attach a suitable brass plate to the base and engrave as follows: **(T-3)**

Figure 7.1. Sample Brass Plate.



7.4. Academic and Flying Training Awards. The academic training award is presented to the SUPT-H student in each track with the highest academic MASS score. In the event of a tie the student with the highest FLQ average is selected. Any academic event failure disqualifies students

for this award. The flying training award is presented to the student with the highest combined daily sortie and category check sortie MASS scores. Unsatisfactory performance on more than one flight in each category disqualifies students for this award. (T-3). The 58 OG/CC is the approving authority for these awards. (T-3).

7.5. Orville Wright Achievement Award.

7.5.1. This Daedalian Foundation award is given to the most outstanding SUPT or ENJJPT graduate of the quarter and consists of an engraved plaque and a citation presented by a member of the Order of Daedalians. Students of any military branch are eligible for this award, presented quarterly.

7.5.2. Each UPT base may nominate one student per quarter. Send the nomination memorandum to 19 AF/DOU within 10 duty days after the end of the quarter when the nominee graduated. Nomination package should include a nomination memorandum from the 58 SOW/CC; a biographical sketch (optional); a copy of the nominee's Primary and Advanced Phase AETC Forms 240-5 and the forwarding address for the nominee's follow-on training unit. Do not include the nominee's social security number in the nomination memorandum.

7.5.3. An award board will select the award recipient. 19 AF/DOU will inform the units, the gaining squadron commander, and the Order of Daedalians of the graduate selected for the award. The Order of Daedalians will forward the award to the appropriate base for presentation.

7.6. Military Leadership Award. The military leadership award is presented to the student who exhibits the highest levels of military bearing, integrity, leadership, and professionalism, and dedication. Each student in the graduating class along with the staff of the 23 FTS provides their inputs to the 23 FTS/CC. The 23 FTS/CC selects the most deserving student for this award. The 58 SOW/CC (or designated representative) is the approving authority for this award.

CRAIG D WILLS
Major General, USAF
Commander, 19th Air Force

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

AFPD 36-26, *Total Force Development*, 18 March 2019

AFI 11-202V2, *Aircrew Standardization/Evaluation Program*, 06 December 2018

AFI 11-202V3_AETCSUP, *General Flight Rules*, 30 November 2020

AFI 11-290, *Cockpit/Crew Resource Management Training Program*, 27 May 2020

AFI 11-290_AETCSUP, *Cockpit/Crew Resource Management Training Program*, 09 February 2021

DAFAM 11-401, *Aviation Management*, 27 October 2020

AFI 11-401_AETCSUP, *Aviation Management*, 29 February 2016

AFMAN 11-402, *Aviation and Parachutist Service*, 24 January 2019

AFMAN 11-402_AETCSUP, *Aviation and Parachutist Service*, 07 April 2021

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

AFI 36-2110, *Total Force Assignments*, 05 October 2018

AFMAN 36-2806, *Awards and Memorialization Program*, 10 June 2019

AFI 36-2903, *Dress and Personal Appearance of Air Force Personnel*, 7 February 2020

AFMAN 36-2905, *Air Force Physical Fitness Program*, 11 December 2020

AFI 36-3206, *Administrative Discharge Procedures for Commissioned Officers*, 09 June 2004

AFI 36-3207, *Separating Commissioned Officers*, 09 July 2004

DAFMAN 48-123, *Medical Examinations and Standards*, 08 December 2020

AFMAN 51-507, *Enlisted Discharge Boards and Boards of Officers*, 24 January 2019

AETCI 36-2605V1, *Formal Flying Training Administration and Management*, 17 September 2019

AETCI 48-102, *Medical Management of Undergraduate Flying Training Students*, 07 March 2019

Adopted Forms

DD Form 2992, *Medical Recommendation for Flying or Special Operational Duty*

AF Form 8, *Certificate of Aircrew Qualification*

AF Form 8a, *Certificate of Aircrew Qualification (Multiple Aircraft)*

AF Form 174, *Record of Individual Counseling*

AF Form 422, *Notification of Air Force Member's Qualification Status*

AF Form 475, *Education/Training Record*

AF Form 847, *Recommendation for Change of Publication*

AF Form 942, *Record of Evaluation*

AF Form 1256, *Certificate of Training*

AF Form 4293, *Student Activity Record*

AETC Form 6, *Waiver Request*

AETC Form 31, *Certificate of Aeronautical Rating*

AETC Form 99, *Student Pilot Personnel Data* AETC Form 101, *Student Performance Summary*

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

AETC Form 126A, *Record of Commander's Review Action*

AETC Form 126G, *Record of Commander's Review Action (Graduate Flying Training)*

AETC Form 139, *Record of Commander's Review Action (Undergraduate Pilot Training)*

AETC Form 140, *Record of Commander's Review Action (Graduate Pilot Training)*

AETC Form 173, *Student Record of Academic/Nonacademic Counseling*

AETC Form 240-5, *Summary Record of Training*

AETC Form 499, *Distinguished Graduate Certificate*

Abbreviations and Acronyms

AA—Approving Authority

ADO—Assistant Operations Officer

AETC—Air Education and Training Command

AETCI—Air Education and Training Command Instruction

AF—Air Force

AFI—Air Force Instruction

AFPC—Air Force Personnel Center

AFMAN—Air Force Manual

AFPD—Air Force Policy Directive

AFRC—Air Force Reserve Command

AFRIMS—Air Force Records Information Management System

AMP—Airsickness Management Program

ANG—Air National Guard

ARMS—Aviation Resource Management System

ASC—Aviation Service Code
ASD—Average Sortie Duration
ASMT—Avionics Systems Management Trainer
AT—Additional Training
ATD—Aircrew Training Device
BIT—Break in Training
CAP—Commander’s Awareness Program
CC—Commander
CD—Deputy Commander
CEA—Career Enlisted Aviator
CEARF—Career enlisted aviator rotary-wing fundamentals
CPT—Cockpit Procedures Training
CR—Commander’s Review
CRM—Crew Resource Management
CSO—Combat Systems Officer
CT—Continuation Training
CTS—Course Training standards
DG—Distinguished Graduate
DNIF—Duty not including flying
DoD—Department of Defense
DO—Operations Officer
DOR—Drop on Request
EC—Elimination Check
EP—Emergency Procedure
ETCA—Education and Training Course Announcements
FA—Fitness Assessment
FAIP—First Assignment Instructor Pilot
FEB—Flying Evaluation Board
FEF—Flight Evaluation Folder
FLQ—Flight line quiz
FLT—Flight

FLT/CC—Flight Commander

FS—Flight Surgeon

FTPA—Flying Training Production Analysis

FTS—Flying Training Squadron

FTU—Formal Training Unit

FUT—Fuselage Trainer

GBTS—Ground-Based Training System

GTIMS—Graduate Training Integration Management System

HARM—Host Aviation Resource Management

IA—Initiating Authority

IAW—In accordance with

IP—Instructor Pilot

LOA—Lack of Adaptability

LOE—Letter of Evaluation

MAJCOM—Major Command

MASS—Merit Assignment Selection System

MIF—Maneuver Item File

MOA—Manifestation of apprehension

MWS—Major Weapon System

NGB—National Guard Bureau

NVG—Night Vision Goggles

OG—Operations Group

OG/CC—Operations Group Commander

OPR—Office of Primary Responsibility

PA—Proficiency Advancement

PC—Progress Check

PCS—Permanent Change of Station

PFT—Programmed Flying Training

PIT—Pilot Instructor Training

POC—Point of Contact

PQ—Pilot Qualification

PR—Progress Review

PT—Physical Training
RA—Reviewing Authority
RDS—Records Disposition Schedule
RPA—Remotely Piloted Aircraft
RPL—Required Performance Level
RWF—Rotary Wing Fundamentals
SQ—Squadron
SQ/CC—Squadron Commander
SSN—Social Security Number
SUPT—Specialized Undergraduate Pilot Training
TDY—Temporary Duty
TMS—Training Management System
U—Unsatisfactory
UPT—Undergraduate Pilot Training
VIMS—Visually induced motion sickness
WG—Wing
WG/CC—Wing Commander
WST—Weapon Systems Trainer

Terms

Additional Training (AT)—Additional sorties given in training to bring a student’s performance up to standards.

Aircrew Training Device (ATD)—Any ground based training device. This includes the Avionics Systems Management Trainer (ASMT), Cockpit Procedures Trainer (CPT), Fuselage Trainer (FUT), and Weapon Systems Trainer (WST), as well as Part Task Trainers such as the CNIMU Emulator (CNIE), and the MFCDE Emulator (MFCDE).

Advanced Phase—The advanced phase (previously referred to as Phase 3) of UPT follows the primary phase and begins when the student starts training in the T-1A, T-38C, or TH-1H syllabus. The TH-1H advanced phase is also referred to as SUPT-H.

Block of Training—A group of lessons or sorties in a syllabus. A block may be defined in the syllabus as day or night, academic or simulator, qualification or tactical, etc. It is usually of a particular type and prerequisite to another block. A block of training is the same as a phase of training.

Break-in-Training (BIT)—An interruption in the training flow. This interruption may be due to a planned event such as a holiday, or due to unforeseen circumstances such as weather, maintenance, DNIF, etc.

Category—All units, phases, or blocks of training contained in the same MIF table.

Commander's Review Process (CR)—An administrative process to determine whether a student is eliminated from or reinstated in training after they have failed to meet established training standards.

Course—Entire program of flying, simulation, and academics conducted in all media during the programmed training days as outlined in a specific syllabus.

Course of Training—The entire program of flying, simulation and academics conducted in all media during the programmed training days.

Course Training Standards—Training standards describing the skills and degree of proficiency required of the course graduates.

Courseware—Technical data, textual materials, audio, video, film, computer instruction, instructor guides, student study guides, and other training material developed to support and implement the syllabus.

Elimination Check (EC)—A special check given to evaluate skill level and potential, and to determine if a student should either continue in training or be recommended for elimination.

Education and Training Course Announcements (ETCA)—Reference for formal courses giving major command (MAJCOM) procedures, security requirements, reporting instructions, clothing requirements and location information. <https://etca.randolph.af.mil/>.

Event—A training item to be accomplished. Several events or tasks constitute a training lesson or sortie. An event is the same as a task.

Flight Duty Period—Period of time spent conducting official duties, according to AFI 11202V3, *General Flight Rules*, and its AETC supplement.

Graduate Pilot Training—Post UPT flying training conducted IAW a MAJCOM-approved syllabus such as Pilot Instructor Training, Senior Officer Qualification, and RPA Refresher Training. Graduate syllabuses have course identifiers starting with F-V5.

Ground—Based Training System (GBTS)—All hardware, software, courseware, equipment, devices, training material, and support functions designed to fulfill training requirements prior to and in support of flight training. The GBTS includes classroom, computer lab, part-task trainers, aircrew training devices, learning center, flight line briefings, and home studies.

Initial CEA—A student that has not successfully completed an aircraft mission qualification evaluation.

Flight Duty Period—The period of time conducting official duties according to AFI 11-202V3, and its AETC Supplement

Flight Evaluation—AF Form 8 flight evaluation administered by a flight examiner.

Flying Evaluation Board (FEB)—Selected individuals appointed to examine an aviators professional qualification for aviation service, evaluate potential for future duties, and make recommendations to higher authorities.

Lesson—Several events or tasks that make up a syllabus training objective. A lesson is associated with academic training.

Manifestation of Apprehension (MOA)—A state of psychological anxiety, apprehension, and/or physical impairment exhibited by students toward the training environment.

Maneuver Item File (MIF)—A listing of all tasks and each associated required proficiency level (RPL) for all lessons in a course.

Medium—Media include aircraft, operational flight trainers, instrument flight trainer, unit training devices, weapon system trainers, ground training, and computer-assisted instruction.

Military Personnel Function—The unit or office responsible for conducting personnel actions

Objectives—Objectives precisely specify the performance of a specific behavior, the condition under which the behavior is accomplished, and the minimum standard of acceptable performance.

Part Task Trainer (PTT)—Operator trainers allowing selected aspects of a task/event; fuel system operations, hydraulic system operations, radar operations, etc., to be practiced and a high degree of skill developed independently of other task/event elements.

Proficiency—The ability to perform at the minimum acceptable speed, accuracy, and safety.

Proficiency Advancement (PA)—Advancement based on the student's satisfactory achievement of objectives prior to the end of a unit/phase or sortie/lesson.

Progress Review Process (PR)—An administrative, fact-finding process conducted when an aircrew member fails to meet established training standards. A PR is used to recommend/evaluate additional training and/or removal from formal course.

Qualified CEA—A student who holds an aeronautical rating, qualified for aviation service, is required to obtain/maintain flying skills, and is on Aeronautical Orders as career aviators.

Required Proficiency Level (RPL)—A letter grade indicating performance and knowledge level required in a given task. Each task for the course has an associated RPL listed in the MIF.

Situational Awareness (SA)—Aware of environment in and around the aircraft, takes appropriate actions, and understands cause and effect of actions taken.

Sortie—Begins at pre-brief and ends at the closeout time documented in the AFTO Form 781. An ATD sortie begins when the training lesson starts and is completed when the training lesson ends. A sortie is associated with flying training and comprised of several tasks or events.

Task—A training item to be accomplished. Several events or tasks constitute a training lesson or sortie. A task is the same as an event.

Track—The advanced phase of SUPT is divided into three separate tracks (T-38C or fighter/bomber track, T-1A or tanker/mobility track, and TH-1H or rotary wing track).

Training Days (TD)—The number of days that training events are planned to occur for a class. (e.g., Academic, Simulator or Flying)

Training Record—Any media (electronic or paper based) used to capture student training information. May also be referred to as training folder, grade book, etc.

Training Management System (TMS)—A computer system used to manage courses of training.

Visually Induced Motion Sickness (VIMS)—A type of motion sickness caused by exposure to optical depictions of inertial motion such as movements experienced in a training device

Unit of Training—A group of lessons in any category with the same first or last two numbers in the lesson designator and the same list of maneuvers and objectives. Several units make up a block or phase of training.

Attachment 2

CAP PLACEMENT TEMPLATE

Table A2.1. CAP Placement Template.

[Date of Event], **Placement on CAP**

ON [TYPE] CAP – [STUDENT (RANK, NAME (Class #)]

[Rank Last (Class #)] has been entered into the Commander’s Awareness Program for

[FLYING, PROCEDURAL, ACADEMIC, MILITARY DEFICIENCIES, AIRSICKNESS, OTHER]

DEFICIENCY DETAILS:

1. The student is placed on CAP for [xxxx].

CAP OBJECTIVES:

1. The objective of CAP is to focus supervisory attention on a student’s progress in training, specific deficiencies, and his or her potential to complete the program.

STUDENT TRAINING PLAN:

1. Student training plan is to continue training [xxxxx].

INSTRUCTOR CONTINUITY:

1. Instructor continuity [does/does not] appear to be an issue at this time.

CAP REMOVAL GOALS:

1. Successfully complete [xxxx]

2. Receive no overall UNSAT or FAIR grades during [xxxx]

COUNSELING RESULTS:

- | | |
|--|----------|
| 1. Student is satisfied with instruction | [YES/NO] |
| 2. Student is satisfied with continuity | [YES/NO] |
| 3. Corrective Techniques were discussed | [YES/NO] |
| 4. Student understands the goals of this program | [YES/NO] |
| 5. Student affected by outside factors | [YES/NO] |

I have briefed the student on the criteria for placement in and removal from the Commander’s Awareness Program as outlined in the 23 FTS Instructor Guide and AETCI 36-2605. The student is aware that failure to progress can result in a Commander’s Review and possible elimination from training. I will closely monitor the student’s progress until satisfactory progress is shown.

//signed/[xxx]/[DDMMYYYY] //

[First MI. Last], Capt, USAF

[A/B/C] Flight Commander

I have been briefed on the Commander's Awareness Program and my status in training.

//signed/[xxx]/[DDMMYYYY] //

[Student First MI. Last], [Rank], USAF

SQ/ADO, SQ/DO, SQ/CC has been notified.

//signed/[xxx]/[DDMMYYYY]//

[First MI. Last], Lt Col, USAF

Commander

Attachment 3

CAP REMOVAL TEMPLATE

Table A3.1. CAP Removal Template.

[Date of Event], **Removal from CAP**

OFF [TYPE] CAP – [STUDENT (RANK, NAME (Class #)]

[Rank Last (Class #)] has been removed from the Commander’s Awareness Program for [FLYING, PROCEDURAL, ACADEMIC, MILITARY DEFICIENCIES, AIRSICKNESS, OTHER]

DEFICIENCY DETAILS:

1. The student was placed on CAP for [xxxx].

CAP OBJECTIVES:

1. The objective of CAP is to focus supervisory attention on a student’s progress in training, specific deficiencies, and his or her potential to complete the program.

STUDENT TRAINING PLAN:

1. Student successfully completed the assigned training plan of [xxxxx].

INSTRUCTOR CONTINUITY:

1. Instructor continuity [does/does not] appear to be an issue at this time.

CAP REMOVAL GOALS:

1. Successfully complete [xxxx]
2. Receive no overall UNSAT or FAIR grades during [xxxx]

COUNSELING RESULTS:

- | | |
|--|----------|
| 1. Student is satisfied with instruction | [YES/NO] |
| 2. Student is satisfied with continuity | [YES/NO] |
| 3. Corrective Techniques were discussed | [YES/NO] |
| 4. Student understands the goals of this program | [YES/NO] |
| 5. Student affected by outside factors | [YES/NO] |

I have briefed the student on their removal from the Commander’s Awareness Program as outlined in the local CAP MFR. The student is aware that failure to progress can result in return to CAP status, Commander’s Review, and possible elimination from training.

//signed/[xxx]/[DDMMYY]//

[First MI. Last], Capt, USAF
[A/B/C] Flight Commander

I have been briefed on my removal from Commander's Awareness Program and my status in training.

//signed/[xxx]/[DDMMYY]//

[First MI. Last], [Rank], USAF

SQ/ADO, SQ/DO, SQ/CC has been notified.

//signed/[xxx]/[DDMMYY]//

[First MI. Last], Lt Col, USAF

Commander

Attachment 4

CAP COUNSELING TEMPLATE

Table A4.1. CAP Counseling Template.

[Date of Event], **CAP Counseling**

Counseling on [TYPE] CAP – [STUDENT (RANK, NAME (Class #)]

[Rank Last (Class #)] entered the Commander's Awareness Program for [FLYING, PROCEDURAL, ACADEMIC, MILITARY DEFICIENCIES, AIRSICKNESS, OTHER]

COUNSELING RESULTS:

[Capture highlights from counseling session with a focus on progress towards meeting removal goals and pertinent updates.]

- | | |
|--|----------|
| 1. Student is satisfied with instruction | [YES/NO] |
| 2. Student is satisfied with continuity | [YES/NO] |
| 3. Corrective Techniques were discussed | [YES/NO] |
| 4. Student understands the goals of this program | [YES/NO] |
| 5. Student affected by outside factors | [YES/NO] |

//signed/[xxx]/[DDMMYYYY] //

[First MI. Last], Capt, USAF

[A/B/C] Flight Commander

//signed/[xxx]/[DDMMYYYY] //

[Student First MI. Last], [Rank], USAF

Attachment 5

STUDENT GRADE SHEET TEMPLATE

Table A5.1. Student Grade Sheet Template.

Profile:

Overall Assessment:

Strengths:

Weaknesses:

Recommendations: