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1. This change is effective 2 May 2023 and affects all 2A3X4X career fields and CFETPs.

2. The following changes were made to Part I:

<b>ITEM</b>	<b>PAGE</b>	<b>PARA</b>	<b>ACTION</b>
1	18	1.	Change this paragraph to the following:  <b>1. Implementation:</b> The STS will be used for technical training provided by AETC for classes starting in FY 23. The STS is organized in attachments to this document as follows: Avionics Fundamentals Training Requirements, General Training Requirements (applicable to all systems) and Mission Design Series (MDS) and off equipment systems.
2	19	2.5.	Add the following paragraph:  <b>2.5. Behavioral Training Requirements:</b> 3-skill level initial skills training (Avionics Fundamentals and follow-on courses) use behavioral statement coding, instead of proficiency codes; column 1 is the line item number, column 2 is the behavioral statement, and column 3 identifies the behavior a trainee should demonstrate after completing initial skills training. Attachment 1 contains the behavioral code key.
3	1-1		Delete the following line from the Explanations section of the QUALITATIVE REQUIREMENTS chart:  ^ This mark is used in course columns to identify what tasks are taught in Avionics Fundamentals (ex. A^).

3. Remove the Avionics Fundamentals 3 skill-level requirements (all CFETP line items marked with a caret “ ^ ”), from the Part II General Training Requirements:

<b>ITEM</b>	<b>PAGE</b>	<b>PARA</b>	<b>ACTION</b>
1	2-1	2.1.2	In column 4A Change A^ to –
2	2-1	2.2.1	In column 4A Change B^ to –
3	2-2	2.3.6	In column 4A Change B^ to –
4	2-2	2.3.8	In column 4A Change A^ to –

<b>ITEM</b>	<b>PAGE</b>	<b>PARA</b>	<b>ACTION</b>
5	2-2	2.4.2	In column 4A Change A^ to –
6	2-4	2.7.1	In column 4A Change A^ to –
7	2-4	2.7.5	In column 4A Change A^ to –
8	2-4	2.7.6	In column 4A Change A^ to –
9	2-4	2.8.1.1	In column 4A Change B^ to –
10	2-4	2.8.1.2	In column 4A Change B^ to –
11	2-4	2.8.1.3	In column 4A Change A^ to –
12	2-4	2.8.2.1	In column 4A Change 2b^ to –
13	2-4	2.8.3.1	In column 4A Change B^ to –
14	2-4	2.8.3.2	In column 4A Change B^ to –
15	2-4	2.8.4.1	In column 4A Change B^ to –
16	2-4	2.8.4.2	In column 4A Change 2b^ to –
17	2-4	2.8.4.3	In column 4A Change B^ to –
18	2-5	2.8.4.4	In column 4A Change B^ to –
19	2-5	2.8.5.1	In column 4A Change B^ to –
20	2-5	2.8.6.1	In column 4A Change B^ to –
21	2-5	2.8.6.2	In column 4A Change 2b^ to –
22	2-5	2.8.7.1	In column 4A Change A^ to –
23	2-5	2.8.8.1	In column 4A Change A^ to –
24	2-5	2.8.8.2	In column 4A Change B^ to –
25	2-5	2.8.8.3	In column 4A Change B^ to –
26	2-5	2.8.9.1	In column 4A Change A^ to –
27	2-5	2.8.9.2	In column 4A Change A^ to –
28	2-5	2.8.9.3	In column 4A Change A^ to –
29	2-5	2.8.9.4	In column 4A Change A^ to –
30	2-5	2.8.10.1	In column 4A Change B^ to –
31	2-5	2.8.11.1	In column 4A Change A^ to –
32	2-5	2.8.12.1	In column 4A Change A^ to –
33	2-5	2.8.12.2	In column 4A Change A^ to –
34	2-5	2.8.12.3	In column 4A Change A^ to –
35	2-5	2.8.12.4	In column 4A Change A^ to –
36	2-5	2.8.13.1	In column 4A Change B^ to –
37	2-5	2.8.13.2	In column 4A Change B^ to –
38	2-5	2.8.13.3	In column 4A Change B^ to –
39	2-5	2.8.13.4	In column 4A Change B^ to –
40	2-5	2.8.14.1	In column 4A Change A^ to –
41	2-5	2.8.14.2	In column 4A Change A^ to –
42	2-5	2.8.14.3	In column 4A Change A^ to –
43	2-5	2.8.14.4	In column 4A Change A^ to –
44	2-5	2.8.14.5	In column 4A Change A^ to –
45	2-5	2.8.14.6	In column 4A Change A^ to –
46	2-5	2.8.14.7	In column 4A Change A^ to –
47	2-5	2.8.14.8	In column 4A Change A^ to –
48	2-5	2.8.14.9	In column 4A Change A^ to –
49	2-6	2.8.14.10	In column 4A Change A^ to –
50	2-6	2.8.14.11	In column 4A Change A^ to –

<b>ITEM</b>	<b>PAGE</b>	<b>PARA</b>	<b>ACTION</b>
51	2-6	2.9.1.1	In column 4A Change 2b^ to –
52	2-6	2.9.1.2	In column 4A Change 2b^ to –
53	2-6	2.9.1.3	In column 4A Change 2b^ to –
54	2-6	2.9.1.5	In column 4A Change B^ to –
55	2-6	2.9.1.6	In column 4A Change a^ to –
56	2-6	2.9.2.1	In column 4A Change 2b^ to –
57	2-6	2.10.1.7	In column 4A Change 2b to –
58	2-6	2.10.2.1	In column 4A Change 2b^ to –
59	2-6	2.10.2.2	In column 4A Change 2b^ to –
60	2-6	2.10.2.3	In column 4A Change 2b^ to –
61	2-6	2.10.2.4	In column 4A Change 2b^ to –
62	2-7	2.10.3.1	In column 4A Change 2b^ to –
63	2-7	2.10.3.2	In column 4A Change 2b^ to –
64	2-7	2.10.3.3	In column 4A Change 2b^ to –
65	2-7	2.10.4.1	In column 4A Change 2b^ to –
66	2-7	2.10.4.2	In column 4A Change 2b^ to –
67	2-7	2.10.4.3	In column 4A Change 2b^ to –
68	2-7	2.10.5	In column 4A Change 2b to –
69	2-7	2.10.7.1	In column 4A Change 2b to –
70	2-7	2.11.1	In column 4A Change 2b^ to –
71	2-7	2.11.2	In column 4A Change 2b^ to –
72	2-7	2.11.3.1	In column 4A Change 2b^ to –
73	2-7	2.11.3.2	In column 4A Change 2b^ to –
74	2-7	2.11.3.3	In column 4A Change 2b^ to –
75	2-7	2.11.3.4	In column 4A Change 2b^ to –
76	2-8	2.13.1	In column 4A Change A^ to –
77	2-9	2.14.1	In column 4A Change A^ to –
78	2-10	2.14.5	In column 4A Change 2b^ to –
79	2-12	2.16.1.1	In column 4A Change B^ to –
80	2-12	2.16.2.1	In column 4A Change A to –
81	2-12	2.16.4.3	In column 4A Change A to –

4. Add the BEHAVIORAL REQUIREMENTS table to the end of CFETP Attachment 1 on page 1-1, adding page 1-2 (see CFETP 2A3X4X Change 5 – Attachment 1).
5. Add the AVIONICS FUNDAMENTALS TRAINING REQUIREMENTS to the beginning of Part II, adding page 2-0a and 2-0b (see CFETP 2A3X4X Change 5 – Attachment 2).
6. After making the required changes, file this change in the back of the CFETP.
7. If there are any questions, please contact your respective 2A MAJCOM Functional Manager.

BY ORDER OF THE SECRETARY OF THE AIR FORCE

OFFICIAL

TOM D. MILLER  
Lieutenant General, USAF  
DCS/Logistics, Engineering, & Force Protection

2 Attachments:

1. Behavioral Requirements table
2. Avionics Fundamentals Training Requirements

Attachment 1

<b>BEHAVIORAL REQUIREMENTS</b>	
Behavioral Statement Code Key	
Code	Definition
K	Subject Knowledge Training - The verb selection identifies the individual's ability to identify facts, state principles, analyze or evaluate the subject
P	Performance Testing - Identifies that the individual has performed the task to the satisfaction of the course; however, the individual may not be capable of meeting the field requirements for speed and accuracy
pk	Performance Knowledge Training - The verb selection identifies the individual's ability to relate simple facts, procedures, operating principles, and operational theory for the task
-	No training provided in the course or CDC
X	Training is required but not provided due to limitations in resources
<i>Each behavioral STS element is written as a behavioral statement. The detail of the statement and verb selection reflects the level of training provided by resident training</i>	

AVIONICS FUNDAMENTALS TRAINING REQUIREMENTS

Behaviors and Technical References		Behavioral Code (3-Skill Level)
A1.1	<b>MAINTENANCE PROFESSIONAL ORIENTATION TR: AFECD, AFH 36-2618, AFH1 AIRMAN</b>	
A1.1.1	Understand Air Force Foundational Competencies and the Maintenance Career Field	K
A1.1.2	Understand duties and responsibilities of 3/5/7/9-Level personnel.	K
A1.2	<b>SAFETY AND TECHNICAL ORDERS TR: DAFMAN 91-203, 29 CFR 1910, DAFI 21-101, DAFI 90-802, DAFI 48-151, TO 00-5-1, TO 00-20-1</b>	
A1.2.1	Understand the purpose of safety regulations and technical orders	K
A1.2.2	Use safety regulations and technical orders to locate information	P
A1.2.3	Understand basic facts about hazardous materials and waste handling	K
A1.2.4	Use safety data sheets to identify product information and recommended safety practices	P
A1.3	<b>BASIC ELECTRONICS (E100)</b>	
A1.3.1	Principles of Electricity	
A1.3.1.1	Understand principles of Ohm's law	K
A1.3.1.2	Understand key concepts of direct current	K
A1.3.1.3	Understand key concepts of alternating current	K
A1.3.1.4	Understand basic principles of reactive circuits (capacitance, inductance)	K
A1.3.2	Circuit Basics	
A1.3.2.1	Understand fundamental criteria for an electronic circuit (construction)	K
A1.3.2.2	Understand common circuit components (function, schematic symbol)	K
A1.3.2.3	Build a basic circuit configuration	P
A1.3.3	Power Devices	
A1.3.3.1	Understand basic facts about power devices (power supplies, generators, transformers)	K
A1.4	<b>COMPOSITE TOOL KIT (CTK)</b>	
A1.4.1	Understand the importance of tool accountability	K
A1.4.2	Understand the function of common hand tools (identification, usage)	K
A1.4.3	Demonstrate proper use of common hand tools	P
A1.4.4	Understand the function of torque devices (indicating, limiters)	K
A1.4.5	Demonstrate proper use of torque devices (indicating, limiters)	P
A1.4.6	Demonstrate proper composite tool kit custodial procedures (inventory, inspection)	P
A1.4.7	Demonstrate proper application of safety wire procedures	P
A1.4.8	Understand proper ESD procedures (electrostatic discharge)	K

## AVIONICS FUNDAMENTALS TRAINING REQUIREMENTS

Behaviors and Technical References		Behavioral Code (3-Skill Level)
A1.5	<b>WIRE MAINTENANCE TR: TO 1-1A-14</b>	
A1.5.1	Understand basic facts about common types of avionics cables (identification, maintenance)	K
A1.5.2	Demonstrate proper use of a multimeter (determine voltage, continuity checks)	P
A1.5.3	Assemble a multipin connector and harness	P
A1.5.4	Assemble a solderless-type coaxial connector	P
A1.5.5	Assemble a shield termination	P
A1.5.6	Secure a cable harness	P
A1.5.7	Crimp a wire splice	P
A1.5.8	Isolate an open wire	P
A1.5.9	Isolate a voltage fault and crossed connection on a multipin connector harness	P
A1.5.1	Isolate a shorted wire	P
A1.5.11	Crimp terminal lugs	P
A1.5.12	Perform basic soldering procedures.	P
A1.6	<b>INTERMEDIATE ELECTRONICS (E200)</b>	
A1.6.1	Understand numbering system conversions (binary, hexadecimal)	K
A1.6.2	Digital Logic Circuits	
A1.6.2.1	Determine the output of a logic gate utilizing Boolean algebra	K
A1.6.2.2	Understand basic concepts of solid-state devices (ex. function, diodes, relays,)	K
A1.6.3	Understand basic operating principles of integrated circuits	K

The instructional design of this course is group paced. This course includes training on Avionics Fundamentals, Foundational Competencies and skill levels, Safety and Technical Orders, Basic Electronics, Consolidated Tool Kits, Wire Maintenance, and Intermediate Electronics.