



NATIONAL HEADQUARTERS CIVIL AIR PATROL

CAP REGULATION 52-16

1 OCTOBER 2006

Cadet Programs

CADET PROGRAM MANAGEMENT

This regulation defines the purposes of the Civil Air Patrol Cadet Program and identifies policies that govern its administration. Supplements and waivers are not authorized, except as specifically noted, or when approved by National Headquarters. **Note: Shaded areas identify new or revised material.**

SUMMARY OF CHANGES.

Subheadings or paragraph titles are highlighted in gray to indicate that the entire section is new or has been revised. Office symbols, e-mail addresses and website addresses have been updated, as necessary. This version also includes editorial changes made to improve readability, grammar and the regulation's organization in general. See page 48 for a summary of policy changes.

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CHAPTER 1 – PROGRAM GOALS & OVERVIEW

1-1. The Cadet Program’s Mission & Goals. The mission of the Civil Air Patrol Cadet Program is to provide the youth of our nation with a quality program that enhances their leadership skills through an interest in aviation, and simultaneously provide service to the United States Air Force and the local community.

a. Command Responsibility. Commanders are responsible for conducting the Cadet Program in accordance with this regulation. Commanders must exercise common sense and good judgment in appointing qualified senior members to work with cadets.

b. Opportunities in the Cadet Program. The Cadet Program permits every cadet to

(1) develop self-discipline, teamwork, and confidence through the study and practice of leadership in an Air Force environment;

(2) develop the knowledge, skills, and attitudes necessary for understanding aerospace principles and the total impact of aerospace power upon society;

(3) participate in a variety of special activities and programs;

(4) develop a personal ethical foundation and an understanding of the moral issues of our time through discussion and debate; and

(5) become physically fit and develop a lifelong habit of regular exercise.

c. System of Achievements. Through study and performance, cadets work through a series of achievements and milestone awards. As cadets progress, they advance in grade, increase the scope of their leadership responsibilities, earn awards, and become eligible for nationally-sponsored special activities and scholarships.

1-2. Program Elements. Five elements comprise the Cadet Program. This section outlines the objectives, methods and test instruments of each program element. For detailed guidance on promotion requirements, see chapter 2.

a. Leadership.

(1) **Goal.** The goal of the Cadet Program’s leadership element is to develop in cadets the ability to think independently and lead others in an atmosphere of teamwork and mutual respect.

(2) **Methods.** CAP introduces youth to Air Force perspectives on leadership through self-paced study, classroom instruction and hands-on opportunities to apply leadership principles to real-world challenges within the Cadet Corps. Senior members, acting as mentors and instructors, help the cadets develop their leadership potential. Cadets use the *Leadership for the 21st Century* text (2 volumes; previously titled *Leadership: 2000 and Beyond*), and AFMAN 36-2203, *Drill and Ceremonies*, to complete promotion requirements. As part of their leadership training, cadets must wear the uniform properly (see CAPM 39-1, *Civil Air Patrol Uniform Manual*). Cadet Officers develop their critical thinking, communication and teamwork skills through the Staff Duty Analysis (SDA) program. See CAPP 52-14, *Staff Duty Analysis*, for details.

(3) Test Instruments. Cadets must pass multiple-choice tests of their leadership knowledge to complete most achievements and earn milestone awards (see chapter 2). Some tests require cadets to perform drill and ceremonies. Achievement 8 includes a speech and essay assignment. Cadets' achievements in the SDA program are measured through reports and staff service, as explained in paragraphs 2-7b and 2-8b, and in CAPP 52-14.

b. Aerospace Education.

(1) Goal. The goals of the Cadet Program's aerospace education element are to inspire in youth a love of aviation, space, and technology; provide them with a foundation in aerospace's scientific principles; and introduce them to aerospace career opportunities.

(2) Methods. CAP introduces cadets to aviation, space and technology through self-study and group-study methods. Cadets use the *Aerospace Dimensions* modules during Phases I and II of the Cadet Program and the *Aerospace: The Journey of Flight* text during Phases III and IV. Senior members and experienced cadets act as aerospace instructors and mentors. Cadets also have opportunities for hands-on learning through the model rocketry, Satellite Tool-Kit and Aerospace Excellence (AEX) programs. See CAPR 280-2, *CAP Aerospace Education Mission*; CAPR 50-20, *CAP Model Rocketry Program*; and www.cap.gov/ae for details. Additionally, cadets may experience flight first-hand through orientation flights (see paragraph 4-2).

(3) Test Instrument. Cadets must pass a multiple-choice test of their aerospace knowledge for most achievements (see chapter 2). The Mitchell and Spaatz Award exams also test cadets' aerospace knowledge.

c. Physical Fitness.

(1) Goal. The goal of the Cadet Program's physical fitness element is to develop in cadets a habit of regular exercise.

(2) Methods. The fitness program encourages units to provide drills, games and other activities that promote physical fitness. Commanders should schedule time for cadet fitness training; simply administering the fitness tests described below is not sufficient (see CAPP 52-18, *Cadet Physical Fitness Program*, for suggested activities). Physical exercise in the Cadet Program will be used only to improve cadets' physical fitness while increasing confidence, teamwork and determination. Fitness training will not be used as a form of punishment or as a vehicle to teach remedial discipline.

(3) Test Instrument. As new cadets join CAP, unit commanders assign them to the appropriate physical fitness category, as explained in paragraph 1-10. CAP expects each cadet to exercise regularly and participate in the unit's physical fitness program. Cadets assigned to Physical Fitness Categories I, II and III must pass the Cadet Physical Fitness Test (CPFT), as required of their category, in order to complete each achievement and milestone award.

(a) Events. The CPFT consists of four events: the sit and reach, curl-ups, push-ups, and a mile run or a shuttle run. For the performance standards required of each event, see CAPP 52-18.

(b) Test Administration. The CPFT is administered by a CAP-USAF member; CAP senior member (who does not need to be the unit's testing officer); or with the unit commander's authorization, a physical education teacher. Cadets may assist in proctoring the CPFT under the supervision of the test administrator.

(c) *Test Period.* Test administrators will manage the testing process expeditiously so that each cadet will complete the CPFT in about 1 hour. Cadets must attempt all events during each test period, unless assigned to Physical Fitness Category II, III or IV.

(d) *Scoring.* For cadets assigned to Physical Fitness Category I, the rule is “run plus two out of three.” These cadets must meet or surpass the standards for their age and gender in the mile run or shuttle run, plus two of the three remaining events to fulfill promotion requirements. Cadets assigned to Physical Fitness Category II, III or IV are waived from one or more CPFT events due to a medical condition. Testing officers score each waived event as a “pass.” For example, a cadet waived from the push-up need only pass the mile run or shuttle run, plus the curl-up or sit-and-reach (the push-up being scored as a “pass”). Cadets do not need to declare in advance which events they hope to pass.

(e) *Frequency.* Tests may not be “banked”; tests completed during a previous achievement or milestone award are not applicable toward future achievements or milestone awards. Cadets must pass the CPFT during each achievement and milestone award.

(f) *Retests.* The overall grade for the CPFT is either pass or fail. Cadets who fail the CPFT may retest on another day. When retesting, all events required for their physical fitness category must be completed and passed.

(g) *Records.* When a cadet passes the CPFT, the personnel officer or test administrator records that accomplishment on the cadet’s CAPF 66, *Cadet Master Record*.

d. Moral Leadership.

(1) **Goal.** The goal of the Cadet Program’s moral leadership element is to develop in cadets a commitment to live CAP’s Core Values, and the ability to think critically about moral and ethical issues.

(2) **Methods.** CAP develops character in cadets through mentoring, character education and activities that promote a drug free ethic. For information about the Core Values, see CAPP 50-2, *CAP Core Values*.

(a) *Mentoring.* Two mentoring resources are available: CAPP 50-7, *Mentoring: Building Our Members*, speaks to a senior member audience; CAPP 52-6, *Mentoring*, is aimed at cadets and their leaders.

(b) *Moral Leadership Forums.* Unit commanders will provide a moral leadership program for cadets, using CAPP 265-2, *Flight Time: Values for Living*, as their text. A CAP chaplain or moral leadership officer (MLO) should coordinate the program. In units without a chaplain or MLO, the commander will work with the wing chaplain to recruit a qualified chaplain or MLO. Commanders may appoint a senior member to conduct the moral leadership program if a chaplain or MLO is not available. Although normally coordinated by chaplain service personnel, this is not a religious meeting, but a forum for cadets to examine their own moral standards and values in the framework of a guided discussion. Civilian clergy and other community leaders may be invited to participate when accompanied by a CAP senior member. The moral leadership program will be conducted at least once per month for approximately 1 hour. All cadets present should participate.

(c) *Drug-Free Activities.* CAP encourages all members, especially cadets, to participate in activities that promote a drug-free ethic. See paragraph 1-7 and CAPR 51-1, *Drug Demand Reduction Program*, for details.

(3) Evaluation Instrument. Cadets participate actively in moral leadership forums where they discuss moral and ethical issues through the use of case studies. The senior member conducting the forum does not formally evaluate or test the cadets, but facilitates the forums to ensure all cadets participate in the discussion.

e. Activities.

(1) Goal. The goals of the Cadet Program's activities element are for cadets to apply their leadership skills, explore aerospace careers and display their overall enthusiasm for the cadet ethic.

(2) Methods. Each squadron decides what activities it undertakes based on the interests of its leaders and members. All units should strive to be well-rounded and offer activities encompassing all three CAP missions. The cadet staff should help plan and lead unit activities. Cadet activities should be "hands-on," enabling cadets to apply what they have learned in the other four program elements. Activities may be conducted locally, regionally and at the national level (see chapter 4). All activities must emphasize safety (see paragraph 1-4). Units may establish an activities committee to help manage cadet events. In Phases III and IV, cadets serve as mentors and instructors, respectively, helping junior cadets advance in leadership, aerospace education or physical fitness.

(3) Evaluation Instruments. Each activity should have an educational or training goal and at least one objective that is specific and measurable, but there is no standard, formal test instrument for cadet activities. However, commanders should seek feedback from cadets and staff on ways to improve local activities. For major events, activity directors should provide their commander with an "after action report" that discusses the activity's successes and lessons learned. Units should keep these reports on file to aid in planning subsequent activities.

1-3. Supervision & Cadet Protection Policies.

a. Proper Supervision. Unit commanders will take all reasonable measures necessary to protect cadets from harm while under CAP supervision. Senior members will be present at all activities involving cadets. For CAP guidelines on the Cadet Protection Policy, see CAPR 52-10, *Cadet Protection Policy*, and CAPP 50-3, *CAP Cadet Protection Training Instructor's Guide and Student Materials*.

b. Cadet Sponsor Members. Cadet Sponsor Member (CSM) is a membership category established to allow parents, grandparents and guardians of current CAP cadets to assist their unit's cadet program. They may serve as chaperones and help with transportation. For further details, see CAPR 39-2, *Civil Air Patrol Membership*.

c. Policy on Abuse. CAP will be alert to situations of potential abuse of cadet members.

(1) CAP expects its members to avoid even the appearance of impropriety involving cadets, and to report suspected abuse immediately. CAP is committed to doing everything reasonably possible to combat the potential for child abuse within our organization.

(2) All senior members must complete the screening process outlined in CAPM 39-2, *Civil Air Patrol Membership*, and complete Cadet Protection Program Training (CPPT) before working with cadets (see CAPR 50-17, *Senior Member Professional Development Program*). Members who have not completed CPPT, as recorded in e-Services at www.cap.gov, will not act as the primary supervisor at cadet activities, or associate with cadets in any way without the in-person supervision of a senior member who has completed CPPT and the screening process (see CAPR 52-10, *Cadet Protection Policy*).

d. Cadets and CPPT. Completion of the Cadet Protection Program Training (CPPT) is required of all cadets within 6 months following their 18th birthday, or if a promotion is due during that 6-month period, prior to the promotion. Cadets will not participate in CPPT if they are under 18 years of age.

e. Training Leaders of Cadets. The Training Leaders of Cadets (TLC) program prepares senior members to lead cadets at the squadron level. TLC is administered at group level or higher. The commander of the host echelon selects the course director, who should possess a master rating in the Cadet Programs Officer Specialty Track. To foster a learning environment that encourages open discussion among seniors, cadets are prohibited from participating in TLC. Students must complete 80% of the course to graduate. They receive credit for graduating when their course director submits a CAPF 11, *Senior Member Professional Development Program Director's Report*, to National Headquarters and their record is updated in e-Services. For course materials, see www.cap.gov/tlc.

f. Required Staff Training. Cadets and seniors who serve on the staff of an encampment, national cadet special activity, region cadet leadership school, a similar cadet activity lasting 4 nights in duration or longer, or at any other cadet activity designated by the wing commander, will complete the Required Staff Training (RST).

(1) Staff members must complete RST before participating at the activity. Only the activity director, deputy activity director or an individual selected by the wing commander may lead RST. The instructor must conduct the training in accordance with CAPP 52-12, *Required Staff Training*. For course materials, see www.cap.gov/cadets.

(2) The training is organized into two lessons. Part 1 is entitled, "How to Avoid the Hazing Trap." Part 2 is entitled, "Using ORM to Avoid the Hazing Trap." Personnel will complete RST each time they serve on staff at one of the activities listed above. However, the activity director may, at his or her discretion, excuse a member from Part 1 of RST if the member has previously completed it. When exercising his or her discretion, the activity director should consider whether he or she can conduct a viable class without the member and whether the member can make a significant contribution to the class. All cadets and senior staff will complete Part 2 of RST every time they serve on staff at one of the activities listed above.

(3) Activity directors will create a roster of all cadets and seniors serving on staff at their activity and will certify whether each completed RST, and keep that information on file at the echelon's headquarters for 3 years.

g. Age separation. Activity directors should be aware that there are differences in the physical and emotional development of younger and older cadets that warrant consideration when planning activities, especially during personal events such as sleeping and showering. For example, cadets sharing a room or tent should be billeted with other cadets close to their own age, when possible.

h. Tobacco Products, Alcoholic Beverages & Illegal Drugs.

(1) CAP cadets, regardless of age, will not possess, chew, or consume tobacco products, nor will they possess or consume alcoholic beverages or illegal drugs, in any form, while participating in any CAP activity.

(2) Senior members should exercise discretion when drinking alcoholic beverages or using tobacco products at CAP activities when cadets are present. Seniors should avoid drinking alcohol or using tobacco at all times when they are directly working with cadets or when they are in a confined space with cadets. Additionally, seniors who are not working with cadets should avoid excessive alcohol consumption when they can reasonably expect to encounter cadets thereafter.

(3) Commanders may augment these rules as appropriate for specific situations, including, but not limited to, establishing designated smoking and non-smoking areas, or designating areas as “off-limits” to cadets.

1-4. Safety Policies Related To The Cadet Program.

a. Training in Hot Environments. For all cadet training activities, commanders will adhere to the fluid replacement and work load limitations described in CAPP 52-18, *Cadet Physical Fitness Program*.

b. Mission Activity. Cadets may participate on Air Force and other missions provided they meet the criteria outlined in CAPR 60-3, *Emergency Services Training and Operational Missions*.

c. Weapons. There will be no firearms, air guns, paint guns or any device that could be used as a weapon at any cadet activity. The only exceptions to this policy are:

(1) *Deactivated Firearms.* Cadets may use facsimile or deactivated firearms only as part of an honor guard or color guard. A deactivated firearm is one that will prevent the insertion of ammunition or the firing of a weapon. A facsimile is a copy that is not capable of firing ammunition.

(2) *Firearm Training.* CAP cadets may participate in firearm training if the wing commander approves the training facility and sponsoring personnel or agency in advance and in writing. For additional guidance, see CAPR 900-3, *Firearms: Assistance to Law Enforcement Officials*. Training must be sponsored and supervised by one of the following:

(a) Qualified military small arms range personnel.

(b) Local law enforcement officers qualified as firearms instructors.

(c) Personnel of the National Rifle Association, National Skeet Shooting Association or Amateur Trap Shooting Association qualified as firearms instructors.

d. Parachuting & Ultralight Vehicles. Cadets may not parachute, para-sail or engage in similar activities at a CAP activity. Flying ultralights, aerolights or any similar vehicle is also prohibited at CAP activities (see CAPR 60-1, *CAP Flight Management*).

e. Rappelling.

(1) Cadets will rappel during CAP activities only under the following conditions:

(a) On DoD installations by DoD personnel qualified to teach rappelling safely.

(b) Under the supervision of current and qualified DoD rappel-masters.

(c) Using only equipment properly inspected and approved for use by qualified DoD rappel-masters.

(2) Region commanders may authorize use of commercial instructors, facilities, and/or equipment, provided by granting a waiver in writing, prior to the start of the activity. The region commander must be satisfied that the rappelling activity will be carried out with the utmost regard for safety, and that commercial installations, instructors and/or equipment meet or exceed established DoD standards.

(3) CAP units that are dual-chartered with a Scouting program will conduct rappelling within this regulation or unmistakably conduct itself under the auspices of the Scouting rappelling program only (see paragraph 6-2).

f. Obstacle/Confidence Courses. During CAP activities, cadets may participate in obstacle or confidence courses. Activity directors must take the safety precautions shown below. Activity directors are also encouraged to review the Operational Risk Management pages in the Safety section at www.cap.gov.

(1) *Emergency Plan.* The activity director (or designee) will develop a plan for responding to a medical emergency on the course. The plan must include the ability to communicate quickly with 911 or emergency responders.

(2) *Staff Walk-Through.* Before cadets use an obstacle or confidence course, a senior member and a representative from the organization that manages the course must walk-through the course together and discuss the challenges and safety issues presented by each obstacle. They will decide together which obstacles are appropriate for cadets, which should be modified (if feasible), and which will be considered off-limits.

(3) *Cadets' Walk-Through.* An instructor must walk-through the obstacle or confidence course with the cadets, explaining the proper methods for conquering each obstacle. (For leadership reaction courses, instructors provide a general safety briefing for the cadets, but do not reveal the puzzle's solution.)

(4) *Spotters.* Spotters should be stationed at the most challenging obstacles, ready to assist cadets as needed.

(5) *General Safety.* Participating cadets should complete stretching and warm-up exercises before beginning the course. During warm weather especially, the activity staff will ensure cadets have plenty of water. The activity director may limit the participation of cadets who have medical issues, using common sense and good judgment.

g. Transportation. For CAP policies regarding transportation of cadets, see CAPR 77-1, *Operation and Maintenance of Civil Air Patrol Vehicles*.

h. Respect for Others. CAP cadets require an environment of mutual respect and courtesy to learn and grow as leaders. Accordingly, CAP cadets must treat each other and their senior member leaders with common courtesy and respect. CAP cadets will not intentionally insult or mock other members, and will not use racial, cultural, or ethnic slurs at any time.

(1) **Decorum.** Cadets will conduct themselves in a professional and appropriate manner at all times while in uniform and at CAP meetings or activities. Cadets will not engage in inappropriate touching or public displays of affection by kissing, hugging or holding hands (or similar conduct) while in uniform.

(2) **Fraternization.** The Air Force has always prohibited unduly familiar personal relationships between leaders and followers to avoid favoritism, preferential treatment, or other actions that undermine order, discipline, and unit morale. Similarly, it is important for CAP members to avoid unduly familiar relationships with other members, while recognizing that proper social interactions and appropriate personal relationships are necessary to unit morale, esprit de corps and effective mentoring. It is not inherently improper for cadets to have personal or romantic relationships with other cadets, however, relationships between cadets of substantially different ranks, or between cadets within the chain-of-command, are discouraged. Because seniors have intrinsic supervisory authority over cadets, senior members will not date or have an intimate romantic relationship with a cadet at any time, regardless of the circumstances.

1-5. Unit Meetings. Most squadrons meet weekly for 2 1/2 hours. The cadet staff, with senior member guidance, plans the program.

a. Quarterly Schedule. Units should organize their weekly meetings around a master schedule based on a 13-week quarter. This system ensures the unit fulfills the minimum training requirements, and allows ample time for other special training opportunities. See Figure 1-1.

b. Attendance. Cadets are required to participate actively in their local unit if they are to progress in the Cadet Program. Excessive, unexcused absences may be cause for termination from CAP (see CAPR 35-3, *Membership Termination*). Any school-related activity is considered an excused absence. Cadets are responsible for notifying the unit about school activities in advance. School-related absences do not excuse cadets from the pre-requisites needed to earn promotions.

1-6. Cadet Organization & Staff.

a. Cadet Staff. The cadet staff is part of the organizational structure shown in CAPR 20-1, *Organization of Civil Air Patrol*. Unit commanders may keep cadet command and staff positions vacant until such time as cadets obtain appropriate grades and maturity.

(1) *Cadet Commander.* The squadron commander appoints the cadet commander.

(2) *Advanced Positions.* Cadets may not serve in any of the senior member staff positions listed in CAPR 20-1, but they may serve as assistants to those senior staff officers. Phase I and II cadets who serve as staff assistants may not use that service to fulfill the staff duty analysis requirements of Phases III and IV.

b. Teamwork Among Staff. Commanders should encourage the maximum use of their cadets both in planning and conducting the Cadet Program. Commanders, or their designated senior members, are responsible for providing the adult leadership and supervision necessary for the cadets to fulfill their missions and goals.

1-7. Drug Demand Reduction. The mission of CAP's Demand Reduction (DDR) program is to reduce the use and abuse of illegal and illicit drugs through education, prevention, opportunity and community outreach programs. The DDR program promotes CAP as a positive lifestyle; encourages youth to remain in school; and focuses on drug abuse education, prevention, and awareness. For details, see CAPR 51-1, *Drug Demand Reduction Program*, and www.cap.gov/ddr.

1-8. School Program. CAP offers home-school circles, middle schools, junior high schools and high schools an opportunity to charter as a CAP squadron, bringing the Cadet Program to the school as an in-school or after-school activity. The School Program motivates students to succeed academically and adopt a drug-free ethic. School Program units implement the Cadet Program in accordance with all CAP directives. For additional guidance, see www.cap.gov/school.

1-9. The Cadet Program Overseas. Cadets who will be living overseas and wish to remain active in CAP may join an overseas squadron. If an overseas unit is not available at the cadet's location, National Headquarters may allow the cadet to progress through independent study, on a case-by-case basis. See www.cap.gov/cadets for contact information.

1-10. Physical Fitness Categories. When conducting the cadet physical fitness program, or other cadet activities that are physical in nature, commanders must be aware that some cadets' participation will be limited by their abilities or medical condition.

a. Assigning Cadets to Fitness Categories.

(1) **Initial Assignment.** The squadron commander assigns each cadet to a physical fitness category when the cadet joins CAP, based on the information the cadet includes on his/her CAPF 15, *Application for Cadet Membership*.

(2) **Subsequent Assignments.** If the cadet's medical condition changes, the squadron commander may assign the cadet to a new category. When changing a cadet's fitness category, the squadron commander should consult with the cadet's parents, and/or review supporting documentation endorsed by the cadet's physician. See CAPP 52-18 for a suggested CPFT waiver request form.

(3) **Spaatz Award Exam.** Cadets assigned to Category III or IV must provide documentation supporting their restricted status, endorsed by their physician and squadron commander, when attempting the Spaatz Award exam. National Headquarters may consult with the cadet's physician to verify if the assignment to Category III or IV is warranted. See CAPP 52-18 for a suggested CPFT waiver request form.

b. Category I – Unrestricted. Cadets assigned to Category I are in good health and may participate in the physical fitness program without restriction.

c. Category II – Temporarily Restricted. Cadets assigned to Category II are temporarily restricted from all or part of the CPFT due to a temporary condition or injury. Temporary conditions include broken bones, post-operative recovery, obesity and illness. Normally, cadets will not exceed 6 months in this category without their condition being re-evaluated. To qualify for promotions while assigned to Category II, cadets must pass the CPFT events from which they are not restricted, with waived events being scored as a “pass” (see paragraph 1-2c). However, cadets may not earn milestone awards while assigned to this category; they must wait until they return to Category I, or meet the Category III or IV criteria described below.

d. Category III – Partially Restricted. Cadets assigned to Category III are indefinitely or permanently restricted from a portion of the cadet physical fitness program due to a medical condition or injury that is chronic or permanent in nature, as certified by a physician. Cadets are still required to complete and pass the CPFT events from which they are not restricted.

e. Category IV – Indefinitely Restricted. Cadets assigned to Category IV are indefinitely or permanently restricted from participation in the entire physical fitness program due to a medical condition or injury, as certified by a physician. Cadets in this category are exempt from all CPFT requirements indefinitely.

Figure 1-1. Suggested Quarterly Schedule.

Week	Opening Formation 15 min	Emphasis Items 15 min	Core Curriculum 50 min	Break & Admin Time 10 min	Special Training 50 min	Closing Formation 10 min
1		Drill & Ceremonies	Achievement Tests			
2		AE Current Events	Aerospace Ed			
3		Safety Briefing	Character Develop.			
4		Drill & Ceremonies	Leadership			
5		AE Current Events	Achievement Tests		Emergency services Drill & color guard Physical fitness	
6	National Anthem	Safety Briefing	Physical Fitness	Refreshments Fellowship	Rocketry	Announcements
7	Cadet Oath Announcements	Drill & Ceremonies	Character Develop.	Purchase supplies	Counseling	Promotions
8	Inspection	AE Current Events	Aerospace Ed.	Sign-up: activities Obtain forms, etc.	Guest speakers Awards night Open house Special projects etc.	Awards
9		Safety Briefing	Achievement Tests			
10		Drill & Ceremonies	Leadership			
11		AE Current Events	Character Develop.			
12		Safety Briefing	Physical Fitness			
13		Open	Open			

Most squadrons meet weekly for 2 1/2 hours. The cadet staff, with senior member guidance, plans the program. Units should organize their weekly meetings around a master schedule based on a 13-week quarter. This system ensures the unit fulfills the minimum training requirements through the “Emphasis Items” and “Core Curriculum” blocks, while allowing ample time for other projects through the “Special Training” block.

CHAPTER 2 – PROGRAM ADMINISTRATION

2-1. Cadet Orientation, Membership & Uniforms. Youth become CAP cadets through a two-step process of orientation and membership. During orientation, prospective cadets receive an introduction to CAP's missions, and the benefits of the Cadet Program in particular. During the membership process, prospective cadets apply for membership in CAP.

a. Orientation. Units are encouraged to spend at least 3 weeks introducing prospective cadets to CAP and the Cadet Program prior to membership. Many units have discovered that such an orientation period increases member retention.

(1) *Role of Mentors.* Commanders should pair each prospective cadet with another cadet, who will serve as a mentor. Mentors accompany prospective cadets during meetings, introduce them around the squadron, assist in their orientation and generally share their excitement for being a cadet and make them feel welcome. See CAPP 50-7 and CAPP 52-6 for more on mentoring.

(2) *Partnership with Parents.* Parents (or guardians) should be invited to the first meeting. The squadron commander (or deputy commander for cadets) should personally meet with the parents to discuss the goals and benefits of the Cadet Program, as well as the financial costs of membership, meeting schedules, contact information and cadet protection policies. See the *Parents' Guide to Civil Air Patrol* at www.cap.gov/parents for more information.

b. Membership. Prospective cadets apply to join CAP according to the procedures found in CAPR 39-2, *Civil Air Patrol Membership*. Upon joining CAP, new cadets receive a Member Kit, which includes cadet texts and other resources specially designed for new cadets. Prospective cadets officially become members of CAP when National Headquarters adds their name to the unit roster in e-Services at capnhq.gov. See paragraph 2-2a for information on how to establish cadet records.

c. Cadet Uniform Program. Upon joining CAP, cadets are eligible to receive an Air Force-style blues uniform at no cost, depending on the availability of federal funding through the Air Force. Cadets request a uniform using the Cadet Uniform Program voucher, which is part of CAPF 15, *Application for Cadet Membership*. Cadets who leave CAP within their first year of membership are expected to return the uniform items to the unit so the commander may issue the uniform to another cadet. Additional information about the Cadet Uniform Program is available on the voucher itself and at www.cap.gov/cadets.

2-2. Managing Cadet Records & Tests.

a. Cadet Records.

(1) *Master Record.* The CAPF 66, *Cadet Master Record*, is the permanent record of cadet accomplishments. The personnel or administrative officer establishes and maintains a CAPF 66 for each cadet upon joining CAP. Units may record CAPF 66 data using a database or spreadsheet in lieu of using a hard copy.

(2) *Phase Certification Forms.* Each cadet's personnel file also must include a CAPF 52 series, *Phase Certification Form* (CAPF 52-1, 52-2, 52-3, or 52-4 as appropriate). The CAPF 52 series forms are temporary records charting a cadet's progress within each phase of the Cadet Program. When a cadet completes a phase, he/she forwards the completed CAPF 52 to National Headquarters for validation and processing of the milestone award.

(3) *Inspecting & Transmitting Cadet Records.* Cadets, and their parents, may inspect their files at any time. It will be freely given to the gaining unit commander if the cadet transfers units. During a transfer, the old and new commanders must ensure the cadet's records are complete and up-to-date. Commanders must ensure all records are treated in accordance with CAPR 10-2, *Files Maintenance and Records Disposition*, and CAPR 39-2, *Civil Air Patrol Membership*.

(4) *On-Line Records.* Commanders may check their unit's records through e-Services at capnhq.gov. Individual members may check their own records as well. Correct records by contacting the registrar (see the "contact us" page at www.cap.gov/cadets). When National Headquarters develops an on-line method of recording cadet achievements, units may use that system instead of paper forms.

b. Cadet Tests. CAPR 50-4, *Test Administration and Security*, governs all tests. To order cadet tests, mail, fax or e-mail a request to National Headquarters (for contact information, see www.cap.gov/cadets). Requests must be signed by the testing officer or unit commander, or originate from the commander's e-mail address. Units may make a reasonable number of copies of the cadet test booklets and answer keys, but must inventory and number the copies (see CAPR 50-4).

(1) *Oral Testing.* Commanders may grant oral testing, using common sense and good judgment.

(2) *Frequency.* Commanders will provide opportunities for cadets to test for their achievements at least every 30 days.

(3) *Test Banking.* Cadets may not test beyond their next achievement. For example, a C/TSgt may take Achievement 5 tests, but not Achievement 6 tests. See Figure 2-1 for the Cadet Program's path of progression.

(4) *Drill Tests.* Some leadership achievement tests require cadets to perform drill and ceremonies. Cadets who are unable to drill due to a disability or injury will complete drill tests to the extent possible. The commander may waive all or part of a drill test for cadets assigned to Physical Fitness Category II, III or IV (see paragraph 1-10).

(5) *Feedback.* Testing officers must provide feedback to cadets who fail tests. If a cadet fails a test, the testing officer will consult the test's answer key and inform the cadet which sections of the textbook he/she needs to review. Cadets should be assigned mentors to help them study and better understand the material.

c. Signature Cards. Each unit will submit a CAPF 53, *Signature Verification Card*, to National Headquarters. See CAPR 50-4 for details.

2-3. Progression.

a. Sequence & Spacing. Cadets complete achievements and milestone awards sequentially. See Figure 2-1 for the Cadet Program's path of progression. Cadets may complete Achievement 1 any time after joining CAP. They may attempt the Spaatz Award exam any time after completing Phase IV (see paragraph 2-8g). All other achievements require a minimum separation of 2 months (approximately 8 weeks) between each achievement and milestone award (except as noted for JROTC in chapter 6).

b. Milestone Awards. There are five milestone awards in the Cadet Program. They mark the cadet's transition from one phase of the Cadet Program into another phase where he or she will assume new leadership roles commensurate with his/her increased maturity and development as a cadet.

- (1) The Wright Brothers Award marks completion of Phase I.
- (2) The Mitchell Award marks completion of Phase II
- (3) The Earhart Award marks completion of Phase III.
- (4) The Eaker Award marks completion of Phase IV.
- (5) The Spaatz Award is the highest award in the Cadet Program.

c. Failure to Progress. Cadets who fail to progress in the Cadet Program by completing at least two achievements per year may be terminated from the program (see CAPR 35-3, *Membership Termination*).

2-4. Cadet Promotions.

a. Earning Grade. As cadets complete each achievement and their squadron commander (or deputy commander for cadets) signs their CAPF 52 series form, they earn a new grade (except for achievements 8, 9, 11, 12, 13, 15 or 16, which confer no promotion in grade). By signing the cadet's CAPF 52, the commander is attesting to the cadet's ability to assume the next grade and accept increased responsibilities. Cadets do not officially earn milestone awards and the promotions that accompany them until the award is posted to e-Services at www.cap.gov.

b. Leadership Feedback. Commanders must ensure each cadet receives constructive feedback using the CAPF 50, *Cadet Leadership Feedback*, at least once per phase. (The CAPF 50 series includes four forms – CAPF 50-1, CAPF 50-2, CAPF 50-3, and CAPF 50-4 – one for each phase in the Cadet Program). Senior members and cadet officers may conduct CAPF 50 evaluations (cadet officers may evaluate cadets who are junior to them in grade). Commanders may approve or disapprove the evaluation; ultimately the commander must ensure the cadet's progress is evaluated properly. The "Leadership Expectations" chart in Figure 2-2 outlines in broad terms what level of leadership skill cadets should be demonstrating during each phase of the Cadet Program. Commanders will use this chart as a guideline (not a definitive, absolute list of required skills) when making promotion decisions and mentoring cadets.

c. Retaining a Cadet in Grade. Commanders should retain a cadet in grade if the cadet's performance or maturity does not demonstrate an ability to accept increased responsibility commensurate with the promotion. Using the CAPF 50, *Cadet Leadership Feedback*, the commander (or deputy commander) will offer constructive feedback to help the cadet develop his/her leadership skills. The commander must also schedule a follow-up review to be held within 60 days.

d. Promotion Boards. Although not required, units may hold promotion boards (sometimes known as boards of review), to help the commander decide if cadets are ready to accept the increased responsibilities that come with their promotions. If used, promotion boards must meet the following criteria:

- (1) The commander (or commander's designee) must evaluate each cadet using a CAPF 50.

(2) Promotion boards will not re-test cadets on material they already passed through achievement tests.

(3) Commanders must apply local promotion board policies consistently, with all cadets being subject to the same process.

e. Temporary & Discretionary Grades. There are no temporary promotions or demotions, including temporary or “field” promotions or demotions at encampments and other activities. There are no discretionary grades. Cadets will wear their earned grade on their uniform at every CAP activity. The only grades authorized are those shown in Figure 2-3. However, each squadron may appoint a C/MSgt, C/SMSgt or C/CMSgt to serve as the cadet first sergeant. Cadets serving in this special duty are authorized to wear the first sergeant diamond insignia.

f. Uniform. Cadets must possess a CAP uniform and wear it properly to complete Achievement 1 and all subsequent achievements in the Cadet Program. For additional guidance on uniform policy, see CAPM 39-1.

g. Knowledge of the Cadet Oath. Cadets must recite the Cadet Oath from memory to qualify for promotion. The Cadet Oath is: “I pledge that I will serve faithfully in the Civil Air Patrol Cadet Program, and that I will attend meetings regularly, participate actively in unit activities, obey my officers, wear my uniform properly, and advance my education and training rapidly to prepare myself to be of service to my community, state, and nation.”

h. Grade Abbreviations. Cadet grades may be abbreviated. See Figure 2-3.

2-5. Phase I – The Learning Phase.

a. Overview. Phase I is the “Learning Phase.” Cadets may begin progressing through Phase I upon joining CAP (see paragraph 2-1a). Commanders record cadets’ progress in Phase I using CAPF 52-1, *Phase I Certification*, and CAPF 66. Each of the three achievements in this phase is named to bring attention to an aerospace pioneer:

Achievement 1	John F. Curry	CAP’s first national commander
Achievement 2	Hap Arnold	Leader of US military airpower in WWII
Achievement 3	Mary Feik	Pioneer in aviation mechanics
Phase I	Wright Brothers	First powered, controlled, heavier-than-air flight

b. Leadership. The primary goal of leadership education in Phase I is for cadets to learn how to be good followers. Cadets study Air Force perspectives on leadership and drill and ceremonies.

(1) *Achievement Tests.* To complete Achievements 1, 2 and 3, cadets must pass a test of their knowledge of leadership using CAP Test 68. These un-timed, multiple-choice tests are conducted closed-book. Each is based on one chapter of *Leadership for the 21st Century*, and selections from the *CAP Drill and Ceremonies Manual*. Cadets complete tests sequentially (see Figure 2-1). The passing score is 70%. After the cadet passes the test, the squadron commander will allow the cadet to correct it to 100%, open-book, by reviewing the questions missed, with the help of a cadet officer or senior member. The CAPF 66 should indicate the original passing score. See CAP Test 68 for additional instructions on how to administer the tests.

(2) *Performance Tests.* Some achievement tests include sections that test a cadet's ability to perform drill and ceremonies. Follow the instructions found in CAP Test 68 or CAP Test 60 (as appropriate) to administer and score performance tests.

c. Aerospace. The primary goal of aerospace education in Phase I is to generate in cadets an enthusiasm for aviation, space, and technology. Cadets study fundamentals of aerospace through self-study and/or group-study. To complete Achievements 2 and 3, cadets must pass a test of their aerospace knowledge using CAP Test 61 (there is no test required for Achievement 1). These un-timed, multiple-choice tests are conducted closed-book. Each is based on one module of *Aerospace Dimensions*. Cadets may take the module tests in any order, passing a different test for each achievement. The passing score is 70%. After the cadet passes the test, he/she will correct it to 100%, open-book, by reviewing the questions missed, with the help of an aerospace mentor or a senior member. The cadet's CAPF 66 should indicate their original passing score. See CAP Test 61 for additional instructions on how to administer the tests.

d. Physical Fitness. As explained in chapter 1, the primary goal of the cadet physical fitness program is to encourage cadets to develop a habit of regular exercise. To complete Achievements 1, 2, 3, and the Wright Brothers Award, cadets must pass the CPFT, as specified in paragraph 1-2c.

e. Moral Leadership. The primary goal of the moral leadership program in Phase I is for cadets to comprehend CAP's Core Values and begin to demonstrate a commitment to them through their actions.

(1) *Introduction & Foundations.* To complete Achievement 1, cadets must complete the character formation module ("Ground School") included in CAPP 265-2, *Flight Time: Values for Living*.

(2) *Participation in Forums.* To complete Achievements 2 and 3, cadets must participate actively in at least one moral leadership forum per achievement, using a case study from CAPP 265-2.

f. Activities. Cadets must participate actively in unit activities during this phase. See paragraph 1-5b.

g. Wright Brothers Award. The Wright Brothers Award marks completion of Phase I of the Cadet Program.

(1) *Comprehensive Exam.* To earn the Wright Brothers Award, cadets must pass CAP Test 60, *Wright Brothers Award Exam*. CAP Test 60 is a comprehensive, closed-book, multiple-choice, un-timed leadership exam. It consists of two parts, a multiple-choice test, and a performance test. Questions are drawn from *Leadership for the 21st Century*, chapters 1 through 3, and the related sections of the *CAP Drill and Ceremonies Manual*. The passing score is 80%. See CAP Test 60 for additional instructions on how to administer the test.

(2) *Cadet Physical Fitness Test.* Cadets must also pass the CPFT, as described in paragraph 1-2c.

(3) *Award Process.* Cadets submit their completed CAPF 52-1 to National Headquarters. When the cadet's Wright Brothers Award is posted on e-Services, the squadron presents the award certificate (CAPC 29), and the cadet is promoted to cadet staff sergeant. Squadrons will stock blank copies of this certificate and insert the cadet's name in the appropriate field. Unlike the other cadet milestone awards, squadrons issue the CAPC 29, not National Headquarters. Order blank certificates using CAPF 8, *Request for Blank Forms*, or from e-Services at capnhq.gov.

2-6. Phase II – The Leadership Phase.

a. Overview. Phase II is the “Leadership Phase.” Cadets may begin progressing through this phase when their Wright Brothers Award is listed in e-Services at www.cap.gov. Commanders record cadets’ progress using CAPF 52-2, *Phase II Certification*, and CAPF 66. Each achievement is named to bring attention to an aerospace pioneer:

Achievement 4	Eddie Rickenbacker	America’s first “Ace of Aces”
Achievement 5	Charles Lindbergh	First non-stop, solo flight across the Atlantic
Achievement 6	Jimmy Doolittle	Engineer, pilot, and Medal of Honor recipient
Achievement 7	Dr. Robert Goddard	“Father of Modern Rocketry”
Achievement 8	Neil Armstrong	First man to set foot on the Moon
Phase II	Billy Mitchell	Champion of the military capabilities of airpower

b. Leadership. The primary goal of leadership education in Phase II is for cadets to learn how to lead small teams. Cadets study Air Force perspectives on leadership, drill and ceremonies, and the role of the noncommissioned officer.

(1) *Achievement Tests.* To complete achievements 4, 5, 6 and 7, cadets must pass a test of their knowledge of leadership. See paragraph 2-5b and Figure 2-1 for details. There is no achievement test for Achievement 8.

(2) *Performance Tests.* As with Phase I, some achievement tests may include sections that test a cadet’s ability to perform drill and ceremonies. Follow the administration and scoring instructions found in CAP Test 68.

(3) *Essay & Speech Assignment.* To complete Achievement 8, cadets must write a 300-500 word essay and present a 5 to 7 minute speech to the unit on one of the topics below. A senior member will evaluate the essay and speech using Figure 2-5 and Figure 2-6.

(a) Explain why America’s aerospace power is vital to commerce, science or national security.

(b) Describe leadership mistakes you have made or witnessed, and explain what you learned from them.

(c) Explain the difference between followership and leadership.

c. Aerospace Education. As was the case in Phase I, the primary goal of aerospace education in Phase II is to generate in cadets an enthusiasm for aviation, space, and technology. Cadets continue to investigate fundamentals of aerospace through self-study and/or group-study. To complete Achievements 4, 5, 6 and 7, cadets must pass a test of their aerospace knowledge using CAP Test 61 (there is no test required for Achievement 8). See paragraph 2-5c and Figure 2-1 for details.

d. Physical Fitness. As was the case in Phase I, the primary goal of physical fitness in Phase II is for cadets to develop a habit of regular exercise. To complete Achievements 4, 5, 6, 7, 8 and the Mitchell Award exam, cadets must pass the CPFT. For more details, see paragraph 1-2c and CAPP 52-18.

e. Moral Leadership. In Phase II, cadets continue their study and application of the Core Values. To complete Achievements 4, 5, 6, 7 and 8, cadets must participate actively in at least one moral leadership forum per achievement, using case studies from CAPP 265-2.

f. Activities. Cadets must participate actively in unit activities during this phase. See paragraph 1-5b.

g. Mitchell Award. The Brig. Gen. Billy Mitchell Award marks completion of Phase II of the Cadet Program.

(1) *Comprehensive Leadership Exam.* To earn the Mitchell Award, cadets must pass CAP Test 64-1, *Mitchell Award Leadership Exam*. CAP Test 64-1 is a comprehensive, closed-book, multiple-choice exam. Exam questions are drawn from *Leadership for the 21st Century*, chapters 1-7, with an emphasis on chapters 4-7; the *CAP Drill and Ceremonies Manual*; CAPM 39-1, *CAP Uniform Manual*; and CAPR 52-16, *Cadet Program Management*, chapters 1 and 2. Cadets have 60 minutes to complete the test. The passing score is 80%. See CAP Test 64-1 for additional instructions on how to administer the exam.

(2) *Comprehensive Aerospace Exam.* To earn the Mitchell Award, cadets must pass CAP Test 64-2, *Mitchell Award Aerospace Exam*. CAP Test 64-2 is a comprehensive, closed-book, multiple-choice exam. Exam questions are drawn from *Aerospace Dimensions*, modules 1-6. Cadets have 60 minutes to complete the test. The passing score is 80%. See CAP Test 64-2 for additional instructions on how to administer the exam.

(3) *Cadet Physical Fitness Test.* Cadets must also pass the CPFT, as described in paragraph 1-2c.

(4) *Encampment.* Cadets must complete an encampment to earn the Mitchell Award. This requirement will not be waived, except as described in paragraph 6-1b.

(5) *Leadership Ability.* Commanders should regard the Mitchell as a very important milestone and ensure that cadets possess a high degree of maturity, responsibility and leadership skill before allowing them to attempt the exam.

(6) *Special Benefits.* Mitchell Award recipients are eligible to receive the grade of E-3 upon enlistment in the U.S. Air Force (see AFI 36-2002, *Regular Air Force & Special Category Accessions*, attachment 4). Mitchell Award recipients may also receive credit toward AFROTC's General Military Course (see AFROTCI 36-2011, *Administration of Senior AFROTC Cadets*). The service academies also look favorably upon cadets who have earned the Mitchell Award. Other benefits include eligibility for CAP scholarships (see chapter 4), and participation in Air Force Institute for Advanced Distributed Learning (AFIADL) programs (see www.cap.gov/pd for more information).

(7) *Award Process.* Cadets submit their completed CAPF 52-2 to National Headquarters. Cadets will also need to order their Phase III & IV texts from Vanguard Industries (civilairpatrolstore.com) as they complete Phase II. When the cadet's Mitchell Award is posted to e-Services at www.cap.gov, the cadet is promoted to cadet second lieutenant. National Headquarters sends the cadet's awards package to his/her squadron's mailing address.

2-7. Phase III – The Command Phase.

a. Overview. Phase III is the “Command Phase.” Cadets may begin progressing through Phase III when their Mitchell Award is listed in e-Services at www.cap.gov. Commanders record cadets’ progress using CAPF 52-3, *Phase III Certification*, and CAPF 66. Achievements are named for the staff positions cadets study in the Staff Duty Analysis program.

Achievement 9	Flight Commander	
Achievement 10	Administrative Officer	
Achievement 11	Public Affairs Officer	
Phase III	Amelia Earhart Award	First woman to fly solo across the Atlantic

b. Leadership. The primary goal of leadership education in Phase III is for cadets to learn how to lead indirectly. Cadets study Air Force perspectives on leadership, including principles of officership and the responsibilities of command. They also study advanced aspects of drill and ceremonies, and participate in the Staff Duty Analysis program.

(1) *Achievement Tests.* To complete Achievements 9, 10 and 11, cadets must pass a test of their knowledge of leadership. See paragraph 2-5b and Figure 2-1 for details.

(2) *Performance Tests.* Some achievement tests may include sections that test a cadet’s ability to perform drill and ceremonies. Follow the administration and scoring instructions found in CAP Test 68.

(3) *Staff Duty Analysis.* To complete achievements 9, 10, and 11, cadets must complete a SDA report for the staff position that corresponds with their achievement (see Figure 2-1; for example, during Achievement 10, cadets report on the duties of the Administrative Officer). Additionally, to earn the Earhart Award, cadets must participate in SDA staff service, acting as an apprentice to a senior member in one of the three staff positions they studied during Phase III. For details on how to prepare SDA reports and complete SDA staff service, see CAPP 52-14.

c. Aerospace Education. In Phase III, the primary goals of aerospace education are for cadets to investigate advanced concepts in aerospace science and technology, and solidify their understanding of aerospace fundamentals by helping junior cadets pursue their aerospace studies. To complete Achievements 9, 10, and 11, cadets must pass a test of their aerospace knowledge using CAP Test 63. These un-timed, multiple-choice tests are conducted open-book and based on selected chapters of *Aerospace: The Journey of Flight* (see Figure 2-4). Cadets may take the tests in any order, passing a different test for each achievement. If possible, cadets should study the *Aerospace: The Journey of Flight* chapters that most closely match the *Aerospace Dimensions* module being studied by the cadets they are mentoring or instructing. The passing score is 70%, correctable to 100%. See CAP Test 63 for additional instructions on how to administer the tests.

d. Physical Fitness. As was the case in Phases I and II, the primary goal of physical fitness in Phase III is for cadets to develop a habit of regular exercise. To complete Achievements 9, 10, 11, and the Earhart Award exam, cadets must pass the CPFT. For more details, see paragraph 1-2c and CAPP 52-18.

e. Moral Leadership. In Phase III, cadets continue their study and application of the Core Values. To complete Achievements 9, 10, and 11, cadets must participate actively in at least one moral leadership forum per achievement, using case studies from CAPP 265-2.

f. Activities. During every achievement in Phase III, cadets must serve as mentors, helping junior cadets advance in their leadership, aerospace education, or physical fitness. Additionally, cadets must participate actively in unit activities (see paragraph 1-5b). For suggestions on mentoring, see CAPP 52-6.

g. Earhart Award. The Amelia Earhart Award marks completion of Phase III of the Cadet Program.

(1) *Comprehensive Leadership Exam.* To earn the Earhart Award, cadets must pass CAP Test 65-1, *Earhart Award Leadership Exam*. CAP Test 65-1 is a comprehensive, closed-book, multiple-choice exam. Exam questions are drawn from *Leadership for the 21st Century*, chapters 1-10, with an emphasis on chapters 8-10; the *CAP Drill and Ceremonies Manual*; CAPM 39-1, *CAP Uniform Manual*; and CAPR 52-16, *Cadet Programs Management*, chapters 1 and 2. Cadets have 60 minutes to complete the test. The passing score is 80%. See CAP Test 65-1 for additional instructions on how to administer the exam.

(2) *Comprehensive Aerospace Exam.* To earn the Earhart Award, cadets must pass CAP Test 65-2, *Earhart Award Aerospace Exam*. CAP Test 65-2 is a comprehensive, closed-book, multiple-choice exam. Exam questions are drawn from *Aerospace Dimensions*, modules 1-6. Cadets have 60 minutes to complete the test. The passing score is 80%. See CAP Test 65-2 for additional instructions on how to administer the exam.

(3) *Cadet Physical Fitness Test.* Cadets must also pass the CPFT, as described in paragraph 1-2c.

(4) *SDA Staff Service.* See paragraph 2-7b(3).

(5) *Special Benefits.* Earhart Award recipients who are age 17 or older are eligible to apply for the International Air Cadet Exchange. See chapter 4 for details.

(6) *Award Process.* Cadets submit their completed CAPF 52-3 to National Headquarters. When the cadet's Earhart Award is posted on e-Services at www.cap.gov, the cadet is promoted to cadet captain. National Headquarters sends the cadet's awards package to his/her squadron's mailing address.

2-8 Phase IV – The Executive Phase.

a. Overview. Phase IV is the “Executive Phase.” Cadets may begin progressing through Phase IV when their Earhart Award is listed in e-Services at www.cap.gov. Commanders record cadets' progress using CAPF 52-4, *Phase IV Certification*, and CAPF 66. Achievements are named for the staff positions cadets study in the Staff Duty Analysis program.

Achievement 12	Leadership Officer	
Achievement 13	Aerospace Education Officer	
Achievement 14	Operations Officer	
Achievement 15	Logistics Officer	
Achievement 16	Cadet Commander	
Phase IV	Ira C. Eaker Award	WWII military aviation leader

b. Leadership. The primary goals of leadership education in Phase IV are for cadets to learn how to lead multiple teams indirectly and set long-term goals for their unit. Cadets study Air Force perspectives on leadership, including principles of officership and the responsibilities of command. They also study advanced aspects of drill and ceremonies.

(1) *Achievement Tests.* To complete achievements 12, 13, 14, 15, and 16, cadets must pass a test of their knowledge of leadership. See paragraph 2-5b and Figure 2-1 for details.

(2) *Performance Tests.* Some achievement tests may include sections that test a cadet's ability to perform drill and ceremonies. Follow the administration and scoring instructions found in CAP Test 68.

(3) *Staff Duty Analysis.* Cadets continue in the SDA program. To complete achievements 12, 13, 14, 15, and 16, cadets must complete a SDA report for the staff position that corresponds with their achievement (see Figure 2-1; for example, during Achievement 12, cadets report on the duties of the Leadership Officer). Additionally, to earn the Eaker Award, cadets must participate in SDA staff service, acting as an apprentice to a senior member in one of the five staff positions they studied during Phase IV. For details on how to prepare SDA reports and complete SDA staff service, see CAPP 52-14.

c. Aerospace Education. As was the case in Phase III, the primary goals of aerospace education in Phase IV are for cadets to investigate advanced concepts in aerospace, and solidify their understanding of aerospace fundamentals by helping junior cadets pursue their aerospace studies. To complete Achievements 14 and 15, cadets must pass a test of their aerospace knowledge using CAP Test 63. See paragraph 2-7c for details.

d. Physical Fitness. As was the case in Phases I, II, and III, the primary goal of physical fitness in Phase IV is for cadets to develop a habit of regular exercise. To complete Achievements 12, 13, 14, 15, 16, and the Eaker Award, cadets must pass the CPFT. For more details, see paragraph 1-2c and CAPP 52-18.

e. Moral Leadership. In Phase IV, cadets continue their study and application of the Core Values. To complete Achievements 12, 13, 14, 15, and 16, cadets must participate actively in at least one moral leadership forum per achievement, using case studies from CAPP 265-2.

f. Activities. During every achievement in Phase IV, cadets must serve as instructors, helping junior cadets advance in their leadership, aerospace education, or physical fitness. Additionally, cadets must participate actively in unit activities during this phase. See paragraph 1-5b.

g. Eaker Award. The Gen. Ira C. Eaker Award marks completion of Phase IV of the Cadet Program.

(1) *Essay & Speech Assignment.* To earn the Eaker Award, cadets must write a 300-500 word essay and present a 5 to 7 minute speech to the unit on one of the topics below. A senior member evaluates the essay and speech using Figure 2-5 and Figure 2-6.

(a) Describe three things an executive-level leader needs to do to ensure the unit will fulfill its long-term goals.

(b) Explain three principles that should guide an executive-level leader's use of delegation.

(c) Discuss three ways a cadet officer can continue to develop his/her own leadership potential after outgrowing the CAP Cadet Program.

(2) *Leadership Academy.* To earn the Eaker Award, cadets must complete Cadet Officer School (COS), Region Cadet Leadership School (RCLS), or the CAP Senior Officer Course (AFIADL-13). For information about COS and RCLS, see www.cap.gov/cadets. For information about AFIADL-13, see www.cap.gov/pd.

(3) *Aerospace.* There are no aerospace requirements for the Eaker Award.

(4) *Cadet Physical Fitness Test.* The cadet must pass the CPFT, as described in paragraph 1-2c.

(5) *SDA Staff Service.* See paragraph 2-8(b) 3.

(6) *Award Process.* Cadets submit their completed CAPF 52-4 to National Headquarters. When the cadet's Eaker Award is posted on e-Services at www.cap.gov, the cadet is promoted to cadet lieutenant colonel. National Headquarters sends the cadet's awards package to his/her squadron's mailing address.

(7) *Spaatz Award Exam.* Cadets may request the Spaatz Award Exam once their Eaker Award is posted on e-Services. See paragraph 2-9.

2-9. Gen. Carl A. Spaatz Award Exams. The Cadet Program's highest honor, the Gen. Carl A. Spaatz Award, honors the first chief of staff of the U.S. Air Force, and first chairman of the CAP National Board. The state director, or a CAP-USAF member designated by the state director (described below as the "test administrator"), administers the Gen. Carl A. Spaatz Award Exams.

a. Requesting the Exams. To be eligible to test, cadets must have earned the Eaker Award, their membership must be current, and they must meet all criteria of cadet membership (see CAPR 39-2). Additionally, before being administered the Spaatz Award exams, cadets must receive approval from their unit and wing commanders.

(1) *Procedure.* Cadets will submit their requests in the form of a memo or e-mail that includes the following information: full name, unit charter number, CAPID, home address, e-mail address, telephone number(s), date of birth, and the date they earned the Eaker Award. Cadets will indicate whether they have served in the active duty military. They also indicate whether they are attempting the exam for the first, second, or third time. After receiving approval from the wing commander (or region commander, on appeal – see below), the cadet may make an appointment with the state director to take the exams.

(2) *Action by Commanders.* Approving commanders will sign the memo or forward the e-mail in-turn to endorse the request. If the wing commander approves the request, the wing commander will forward the memo or e-mail to the state director. If the wing commander disapproves the cadet's request, then he or she must provide the cadet with a written explanation of the decision within 30 days of receiving the cadet's request. Cadets may resubmit their requests at a later date, or appeal the wing commander's decision to the respective region commander, who must uphold or overturn the wing commander's decision in writing within 30 days of receiving the cadet's appeal. The region commander's decision is final.

(3) *Role of the Test Administrator.* Using e-Services or by contacting National Headquarters, the test administrator verifies that the requestor is a current CAP cadet member, is under age 21, and has earned the Eaker Award. See www.cap.gov/cadets for the test administrators' point of contact at National Headquarters.

b. Subject Matter. The Spaatz exams consists of:

(1) *Aerospace.* A 60-question, multiple-choice, closed-book aerospace test, with a 60-minute time limit, based on selected chapters of *Aerospace: The Journey of Flight* (see Figure 2-4). The passing score is 80%.

(2) *Leadership.* A 60-question, multiple-choice, closed-book leadership test, with a 60-minute time limit, based on *Leadership for the 21st Century*, volumes 1 and 2; CAPM 39-1, *CAP Uniform Manual*; CAPR 52-16, *Cadet Program Management*, chapters 1 and 2; and the *CAP Drill and Ceremonies Manual*. The passing score is 80%.

(3) *Moral Leadership.* An essay written from a selection of moral leadership topics. National Headquarters evaluates the essay's grammar, organization, and content using the grading critique found in Figure 2-5. Cadets have 60 minutes to complete the essay, and may use a dictionary or spell-check. It is graded pass or fail.

(4) *Physical Fitness.* A Cadet Physical Fitness Test (CPFT) following the guidelines found in paragraph 1-2c and CAPP 52-18. Prior to administering the CPFT, the test administrator ensures that the cadet can participate or has proper documentation placing the cadet in physical fitness category III or IV. Such documentation should clearly indicate the cadet has a permanent medical condition restricting the cadet from the CPFT. Cadets with a condition or injury that is temporary in nature are assigned to physical fitness category II and will not be waived from the CPFT.

c. Attitude & Appearance. The test administrator has the right to refuse to administer the examination if the cadets' grooming and/or appearance do not meet CAP standards, or if the cadet's attitude is unacceptable on the date of the exam.

d. Age Limit. Cadets must complete the Spaatz exams before turning 21 to be eligible to receive the award.

e. Scoring & Award Certification.

(1) *Procedures for State Directors.* Within 3 business days after the exam is completed, the state director (or CAP-USAF test administrator) sends National Headquarters the original memo or e-mail requesting the exams; the essay (including all drafts); and a memo recording the CPFT scores and the date that the exam was administered. The state director maintains copies of these documents for one year. Because cadets complete the aerospace and leadership tests through a website, National Headquarters receives those scores automatically.

(2) *Role of Cadets' Registrar.* The cadets' registrar at National Headquarters collects exam materials from state directors, verifies the scores of all tests, and keeps a file tracking the official results of each cadet's tests and re-tests.

(3) In the case of a failure, the cadets' registrar notifies the state director, the wing headquarters, the unit commander, and the cadet, reporting the exam scores and the procedures for retaking the exam. If a cadet fails a first time, the cadet may retake the failed portion(s) no earlier than 60 days from the date of the first test. If the cadet fails a second time, the cadet may retake the failed portion(s) no earlier than 120 days from the date of the second test. If the cadet fails a third time, the cadet is no longer eligible to test. Cadets must follow the procedures outlined in paragraph 2-9a to request permission to retake the exams. Cadets who wish to take issue with the exam or how it was administered, must report their grievances to National Headquarters / CP within 30 days of their test date(s).

(4) When the cadet passes all exams, the registrar posts the award to the cadet's record in e-Services at www.cap.gov, at which time the cadet is promoted to cadet colonel. Additionally, the cadets' registrar forwards the awards package to the state director, and notifies the region, wing, and unit commanders that the cadet has earned the Spaatz Award. The state director assists the wing and unit commanders in making arrangements for an appropriate award ceremony.

f. **Additional Guidance.** See CAPP 52-13, *Spaatz Award Exam Test Administrator's Guide*, for more information.

2-10. Award Presentations. As soon as possible after a cadet earns an award, the commander should coordinate with the cadet (and the state director as appropriate), to arrange an appropriate award ceremony.

a. **All Individual Achievements & the Wright Brothers Award.** The cadet commander or squadron commander (or higher) presents these awards.

b. **Gen. Billy Mitchell Award.** The group commander (or higher), the wing director of cadet programs, a state or federal official, or an elected local official, presents this award.

c. **Amelia Earhart Award.** The wing commander (or designee) or higher, an official appointed to a state or federal office, or a state legislator or state judge presents this award.

d. **Gen. Ira C. Eaker Award.** The region commander (or designee) or higher, a governor, congressman, federal judge, official appointed to a federal office, or a military officer in the rank of colonel (or the equivalent) or above presents this award.

e. **Gen. Carl A. Spaatz Award.** A military or CAP general officer, governor, congressman, federal judge, or a cabinet-level official presents this award.

2-11. Other Cadet-Related Awards. In addition to achievements and milestone awards, cadets may qualify for other honors in CAP. A partial listing of cadet-related awards is shown below. For more information, see CAPR 39-3, *Award of CAP Medals, Ribbons, and Certificates*; and the awards pages at www.cap.gov/cadets.

a. **Awards for Individual Cadets.**

(1) *Cadet of the Year.* See CAPR 39-3.

(2) *Air Force Association Award to Outstanding Cadets.* See CAPR 39-3.

(3) *Air Force Sergeants' Association Award to Outstanding Cadet NCOs.* See CAPR 39-3.

- (4) The Congressional Award. See CAPP 52-5, *The Congressional Award*.
- (5) President's Challenge Awards. See CAPP 52-18.

b. Awards for Cadet Units.

- (1) Squadron of Merit Awards. See CAPR 39-3.
- (2) Squadron of Distinction Awards. See CAPR 39-3.
- (3) Squadron Physical Fitness Awards. See CAPP 52-18.

c. John V. "Jack" Sorenson Cadet Programs Officer of the Year Award. This award, named in honor of Jack Sorenson, considered by most to be the architect of the revised cadet program that CAP has enjoyed since 1964, recognizes the cadet programs officer who has contributed most to the CAP cadet program during the previous year. It is presented annually at the wing, region, and national levels.

(1) *Eligibility.* Senior members who work directly with cadets at the squadron level (Cadet Programs Officers), or serve on the Cadet Programs staff at a higher echelon (as defined in CAPR 20-1, *Organization of Civil Air Patrol*), are eligible for this award.

(2) *Nomination Process.* Any CAP member may nominate an eligible member for the award. Nominations should describe why the individual is deserving of the award, and be submitted in narrative format, according to the timeline below:

By 15 January - Nominations are due at wing headquarters for the wing-level award.

By 15 February - Wings forward their nomination to region headquarters for the region-level award.

By 15 March - Regions forward their nomination to National Headquarters/CP for the national-level award.

By 15 April - National Headquarters coordinates with the National Cadet Programs Special Advisor, and then forwards their recommendation to the National Commander, who makes the final selection and presents the national-level award at the summer National Board meeting.

d. Cadet Programs Mission Award. This award recognizes the wing with the most outstanding Cadet Program in each region.

(1) *Selection Process.* The region commander and CAP-USAF liaison region commander work together to select the most outstanding Cadet Programs wing in their region. The two commanders should review the annual Squadron of Distinction data to help them select the winning wing.

(2) *Award & Recognition.* The National Cadet Programs Special Advisor coordinates the award with each region. The eight winning wings (one from each region) are recognized at the National Board each summer.

2-12. Demotions & Terminations. In exceptional circumstances, the unit commander may demote a CAP cadet for cause, up to a maximum of three steps in the Cadet Program (i.e: three achievements, or two achievements and a milestone award).

a. Notification & Effective Date. The unit commander notifies the cadet of the demotion in writing, forwarding a courtesy copy to the commander at the next echelon. The demotion period begins the date the unit commander approves the demotion request if there is no appeal.

b. Re-Earning Achievements. The cadet will need to re-earn the demoted achievements and awards through satisfactory performance over a period of 60 days per achievement or award. If the cadet's performance does not warrant a one-achievement promotion at the end of 60 days, the unit commander may initiate termination (see CAPR 35-3).

c. Appeals. The cadet may appeal the demotion decision by writing the commander of the next echelon, courtesy copied to the unit commander, within 30 days of receiving the demotion notice.

(1) The commander at the next echelon (normally at the group or wing level) will rule on the cadet's appeal request within 30 days of receiving the appeal request letter. This commander is the final authority on all cadet demotion actions.

(2) Cadets who appeal a demotion are ineligible to progress in the Cadet Program until the commander who has the appeals authority rules on the appeal. If the demotion is approved after an appeal, the cadet will be immediately demoted. If the demotion is overturned after an appeal, the cadet will be allowed to progress as if no demotion occurred.

d. Affect on Ribbons & Awards. The demotion will not affect ribbons worn on the uniform, just the achievements earned and any grade associated with these achievements. Demoted cadets retain their milestone awards, unless the awards are revoked as outlined in paragraph 2-13.

2-13. Milestone Award Revocations.

a. Current Cadets. The region commander may revoke all cadet milestone awards from current cadets who are convicted of a felony or a misdemeanor involving moral turpitude, or from cadets who are terminated for misconduct, regardless of whether the termination was preceded by a demotion.

b. Former Cadets. The region commander may revoke all cadet milestone awards from former cadets who are convicted of a felony or terminated from CAP for conduct involving moral turpitude.

c. Procedure. Commanders at any level will forward to the wing commander a memo requesting a milestone revocation. Wing commanders forward their recommendations to their region commander for final approval. If the revocation is approved, the region commander notifies National Headquarters to complete the administrative action.

Figure 2-1

Path of Progression in the CIVIL AIR CADET PROGRAM

Phase	Achievement	Leadership	Aerospace	Fitness	Moral Leadership	Activities	Grade
I The Learning Phase	Optional Orientation	Orientation	Orientation	Orientation	Orientation	Orientation	C/AB
	1 John Curry	Chapter 1	No Requirement	CPFT	Foundation Module	Participate Actively	C/Amn
	2 Hap Arnold	Chapter 2	Any Module	CPFT	1 Forum	Participate Actively	C/A1C
	3 Mary Feik	Chapter 3	Any Module	CPFT	1 Forum	Participate Actively	C/SrA
	WRIGHT BROS. AWARD	Comprehensive Exam	No Requirement	CPFT	No Requirement	Participate Actively	C/SSgt
II The Leadership Phase	4 Eddie Rickenbacker	Chapter 4	Any Module	CPFT	1 Forum	Participate Actively	C/TSgt
	5 Charles Lindbergh	Chapter 5	Any Module	CPFT	1 Forum	Participate Actively	C/MSgt
	6 Jimmy Doolittle	Chapter 6	Any Module	CPFT	1 Forum	Participate Actively	C/SMSgt
	7 Robert Goddard	Chapter 7	Any Module	CPFT	1 Forum	Participate Actively	C/CMSgt
	8 Neil Armstrong	Speech & Essay	No Requirement	CPFT	1 Forum	Participate Actively	
	MITCHELL AWARD	Comprehensive Exam	Comprehensive Exam	CPFT	No Requirement	Encampment	C/2d Lt
III The Command Phase	9 Flight Commander	Chapter 8 & SDA	3-Chapter Block	CPFT	1 Forum	Participate & Mentor	
	10 Administrative Officer	Chapter 9 & SDA	3-Chapter Block	CPFT	1 Forum	Participate & Mentor	C/1st Lt
	11 Public Affairs Officer	Chapter 10 & SDA	3-Chapter Block	CPFT	1 Forum	Participate & Mentor	
	EARHART AWARD	Comprehensive Exam	Comprehensive Exam	CPFT	No Requirement	SDA Staff Service	C/Capt
IV The Executive Phase	12 Leadership Officer	Chapter 11 & SDA	No Requirement	CPFT	1 Forum	Participate & Instruct	
	13 Aerospace Ed. Officer	Chapter 12 & SDA	No Requirement	CPFT	1 Forum	Participate & Instruct	
	14 Operations Officer	Chapter 13 & SDA	3-Chapter Block	CPFT	1 Forum	Participate & Instruct	C/Maj
	15 Logistics Officer	Chapter 14 & SDA	3-Chapter Block	CPFT	1 Forum	Participate & Instruct	
	16 Cadet Commander	Chapter 15 & SDA	3-Chapter Block	CPFT	1 Forum	Participate & Instruct	
	EAKER AWARD	Speech & Essay	No Requirement	CPFT	No Requirement	SDA Staff Service & Leadership Academy	C/Lt Col
SPAATZ AWARD	-	Comprehensive Exam	Comprehensive Exam	CPFT	Essay Exam	Participate Actively	C/Col

Figure 2-2

Leadership Expectations in the CIVIL AIR PATROL CADET PROGRAM

	Phase I The Learning Phase			Phase II The Leadership Phase			Phase III The Command Phase			Phase IV The Executive Phase				
ATTITUDE	Displays a positive attitude; optimistic; enthusiastic; is team oriented			Maintains a positive attitude and encourages good attitudes in others; does not flaunt rank or authority			Conscious of own performance; takes initiative to develop new skills; self-motivated and able to motivate others			Resilient; shows mental discipline in working to achieve long-term goals; welcoming of change; has habit of continual self-improvement				
CORE VALUES	Aware of the Core Values; honest; wears uniform properly; practices customs and courtesies			Displays a commitment to the Core Values; promotes team spirit, professionalism, and good sportsmanship as a team leader			Fair, just, and consistent in dealing with subordinates; exercises good judgment in knowing which matters should be referred up the chain			Uses empathy; recognizes how Core Values relate to new and unfamiliar situations; makes sound and timely decisions independently				
COMMUNICATION SKILLS	Listens actively; attentive; asks good questions			Proficient in informal public speaking (i.e., in giving directions to and training junior cadets)			Writes and speaks clearly; presents ideas logically; wins through persuasion			Articulate; succinct; persuasive; varies message to fit audience; proficient in explaining complex issues				
SENSE OF RESPONSIBILITY	Follows directions; dependable; arrives ready to learn and serve; effective in managing own time			Enforces standards; trustworthy in supervising a small team and leading them in fulfillment of a series of simple tasks; given a plan, is able to carry it out			Given an assignment, takes project from beginning to end; develops appropriate goals, plans, standards, and follows through in execution; demonstrates sense of ownership in all assignments			Completes large projects with little supervision; follows and sets a command intent; self-starter				
INTER-PERSONAL SKILLS				Guides and coaches junior cadets; recognizes when junior cadets need help; leads by example; is not a "boss"			Actively mentors NCOs; resolves conflicts fairly; criticizes constructively; dissents respectfully when disagreeing with superiors			Actively develops and mentors cadet officers; adapts leadership style to fit situation; calm under pressure				
CRITICAL THINKING							Thinks in advance and plans ahead to meet the unit's short-term needs; imaginative and not tied to old ideas			Sets long-term goals for the unit; imaginative and visionary; recognizes unit's long-term needs; mentally agile when faced with unfamiliar problems				
DELEGATION SKILLS							Delegates routine tasks effectively and works through NCOs; keeps people informed; makes expectations clear; supervises work of other leaders			Directs multiple teams and manages multiple tasks; assigns people to right jobs; delegates well and enables others to take charge				
PROGRESSION OF CADET GRADES	C/Amn	C/A1C	C/SrA	C/SSgt	C/TSgt	C/MSgt	C/SMSgt	C/CMSgt	C/2d Lt	C/1st Lt	C/Capt	C/Maj	C/Lt Col	C/Col
TYPICAL DUTIES FOR PHASE I & II CADETS	← CADET ELEMENT LEADER →			← CADET FLIGHT SERGEANT →			← CADET FIRST SERGEANT →							
TYPICAL DUTIES FOR PHASE III & IV CADETS							← CADET FLIGHT COMMANDER →			← CADET LEADERSHIP/AEROSPACE OFFICER →				
										← CADET EXECUTIVE OFFICER / DEPUTY COMMANDER →				
										← CADET COMMANDER →				

Figure 2-3. Abbreviations for Cadet Grades.

Cadet Airman Basic	C/AB	Cadet Second Lieutenant	C/2d Lt
Cadet Airman	C/Amn	Cadet First Lieutenant	C/1st Lt
Cadet Airman First Class	C/A1C	Cadet Captain	C/Capt
Cadet Senior Airman	C/SrA	Cadet Major	C/Maj
Cadet Staff Sergeant	C/SSgt	Cadet Lieutenant Colonel	C/Lt Col
Cadet Technical Sergeant	C/TSgt	Cadet Colonel	C/Col
Cadet Master Sergeant	C/MSgt		
Cadet Senior Master Sergeant	C/SMSgt		
Cadet Chief Master Sergeant	C/CMSgt		

Figure 2-4. Phase III & IV Aerospace Requirements.

CAP Test 63 Test Number	Corresponding Module in <i>Aerospace Dimensions</i>	Study Chapters in <i>Aerospace: The Journey of Flight</i>
1	1 – Introduction to Flight	1, 7, 8
2	2 – Aircraft Systems & Airports	2, 9, 10
3	3 – Air Environment	3, 18, 19
4	4 – Rockets	4, 21, 23
5	5 – Space Environment	5, 24, 25
6	6 – Spacecraft	6, 26, 27

Cadets must complete one test during each of the following achievements: 9, 10, 11, 14, 15, and 16, for a total of six tests during Phases III and IV. Cadets may take the tests in any order, passing a different test for each achievement. If possible, cadets should study the *Aerospace: The Journey of Flight* chapters that most closely match the *Aerospace Dimensions* module being studied by the cadets they are mentoring or instructing. Some chapters in *Aerospace: The Journey of Flight* (11-17, 20, 22) are not included in the course of study for cadets. Phase III and IV aerospace tests are open-book.

Figure 2-5. Essay Critique.

Essay Critique						
NAME		CAP GRADE	CAPID		CHARTER	
SUBJECT OF ESSAY			SCHOOL GRADE		DATE	
INSTRUCTIONS. For each of the six categories, compare the cadet's performance to the samples of behavior. Rate each category by placing an "X" in the appropriate column to the right.			OUTSTANDING +2 POINTS EACH	EXCELLENT 1 POINT EACH	SATISFACTORY 0 POINTS EACH	MARGINAL -1 POINT EACH
INTRODUCTION <input type="checkbox"/> Title identifies topic <input type="checkbox"/> Subject is defined & thesis clearly stated <input type="checkbox"/> Argument briefly previewed						
ORGANIZATION <i>Double point value</i> <input type="checkbox"/> Top sentences introduce paragraphs <input type="checkbox"/> Paragraphs contain one central idea <input type="checkbox"/> Argument proceeds logically						
CONTENT <input type="checkbox"/> Shows use of reason; no logical fallacies <input type="checkbox"/> Argument supported by data or examples <input type="checkbox"/> Anticipates an objection & refutes it <input type="checkbox"/> Shows how the topic fits into the larger picture <input type="checkbox"/> Substantive; quality commensurate with CAP grade						
MECHANICS <i>Double point value</i> <input type="checkbox"/> Correct spelling <input type="checkbox"/> Proper punctuation <input type="checkbox"/> Correct grammar <input type="checkbox"/> Physical page is neat & format is orderly						
STYLE <input type="checkbox"/> Appropriate vocabulary <input type="checkbox"/> Readable but no casual; expressed in author's own voice						
CONCLUSION <input type="checkbox"/> Summarizes central argument <input type="checkbox"/> Thesis restated and demonstrated to be true <input type="checkbox"/> Sense of completion or resolution						
OVERALL EVALUATION. First count the number of ratings in each column, and multiply by the point value of the column. Double the point value for the score for the organization and mechanics. This product is the column's subtotal. Second, tabulate the final score by adding the subtotals. The final score must be +1 or greater for the essay to meet promotion requirements. However, if the organization or mechanics are marginal, then the essay automatically does not meet promotion requirements.						
<input type="checkbox"/> Accepted as meeting promotion requirements			<input type="checkbox"/> Requires revision to meet promotion requirements			
Review this critique with the cadet. If the essay requires revision, suggest improvements. Agree on a due date for the revised essay. Keep a copy of this critique and the essay in the CAPF 66, <i>Cadet Master Record</i> .						
EVALUATING OFFICER'S SIGNATURE			CADET'S SIGNATURE			

Figure 2-6. Speech Critique.

Speech Critique						
NAME		CAP GRADE	CAPID		CHARTER	
SUBJECT OF SPEECH			SCHOOL GRADE		DATE	
INSTRUCTIONS. For each of the six categories, compare the cadet's performance to the samples of behavior. Rate each category by placing an "X" in the appropriate column to the right.			OUTSTANDING +2 POINTS EACH	EXCELLENT 1 POINT EACH	SATISFACTORY 0 POINTS EACH	MARGINAL -1 POINT EACH
INTRODUCTION <input type="checkbox"/> Gains audience's attention <input type="checkbox"/> Subject is defined & thesis clearly stated <input type="checkbox"/> Argument briefly previewed						
ORGANIZATION <input type="checkbox"/> Proceeds logically; easy for listeners to follow <input type="checkbox"/> Transitions used to signal new subtopics <input type="checkbox"/> Duration is within time allowances						
CONTENT <input type="checkbox"/> Shows use of reason; no logical fallacies <input type="checkbox"/> Argument supported by data or examples <input type="checkbox"/> Anticipates an objection & refutes it <input type="checkbox"/> Shows how the topic fits into the larger picture <input type="checkbox"/> Substantive; quality commensurate with CAP grade						
STYLE <i>Double point value</i> <input type="checkbox"/> Examples & anecdotes keep audience's attention <input type="checkbox"/> Vocabulary is appropriate; vivid language <input type="checkbox"/> Key phrases spoken with emphasis; dynamic <input type="checkbox"/> Restates important points						
CONCLUSION <input type="checkbox"/> Summarizes central argument <input type="checkbox"/> Thesis restated and demonstrated to be true <input type="checkbox"/> Sense of completion or resolution <input type="checkbox"/> Invites Q&A; responds to audience						
PRESENTATION <i>Double point value</i> <input type="checkbox"/> Makes eye contact; does not merely read <input type="checkbox"/> Clearly pronounces words <input type="checkbox"/> Appropriate volume <input type="checkbox"/> Uses non-verbals, gestures <input type="checkbox"/> Good posture; handles visual aids with ease <input type="checkbox"/> Shows poise and confidence						
OVERALL EVALUATION. First count the number of ratings in each column, and multiply by the point value of the column. Double the point value for the score for the style and presentation. This product is the column's subtotal. Second, tabulate the final score by adding the subtotals. The final score must be +1 or greater for the speech to meet promotion requirements. However, if the style or presentation are marginal, then the speech automatically does not meet promotion requirements.						
<input type="checkbox"/> Accepted as meeting promotion requirements			<input type="checkbox"/> Requires revision to meet promotion requirements			
Review this critique with the cadet. If the speech requires revision, suggest improvements. Agree on a due date for the revised speech. Keep a copy of this critique and the essay in the CAPF 66, <i>Cadet Master Record</i> .						
EVALUATING OFFICER'S SIGNATURE			CADET'S SIGNATURE			

CHAPTER 3 – CADET ADVISORY COUNCILS

3-1. Purpose. Cadet Advisory Council (CAC) will be established at the national, region and wing levels. Group commanders may establish CACs, with the wing commander's discretion. The three purposes of the CAC are to:

- a. Provide an organization where cadets gain leadership experience at higher organizational levels.
- b. Aid the commander in monitoring and implementing the Cadet Program.
- c. Make recommendations for improving and running the Cadet Program.

For additional guidance on the CAC program, see CAPP 52-19, *Cadet Advisory Council Guide*.

3-2. Composition.

a. Allotment of Seats. Commanders may appoint one primary representative and one assistant to serve on the CAC at the next higher echelon.

(1) *Region commanders* appoint a national CAC representative and assistant. Only Phase IV cadet officers or Spaatz cadets from their region are eligible.

(2) *Wing commanders* appoint a region CAC representative and assistant. Only cadet officers from their wing are eligible.

(3) *Composite and cadet squadron commanders* should appoint a wing (or group) CAC representative and assistant. Squadron commanders should appoint only cadet officers from their unit. However, if the squadron does not have a cadet officer, the commander may appoint any cadet from the unit, or leave the position vacant.

b. Authorization. Commanders appoint their primary and assistant representatives by sending a completed CAPF 2a, *Request for and Approval of Personnel Action*, (or an e-mail), to the director of cadet programs at the next higher echelon. In the remarks section, include the cadet's mailing address, phone number, and e-mail address.

c. CAC Officers. The CAC will have a cadet chairperson and a vice chairperson and/or recorder. The echelon commander may appoint cadets to these positions, or allow the council to fill them through elections.

(1) To be appointed or elected chairperson, the cadet should have served on the CAC during the previous term. This promotes continuity between councils.

(2) For the national CAC, the National Commander appoints the chairperson, upon the recommendation of the senior member advisor.

(3) If a primary representative is elected or appointed chairperson, the commander of the affected unit should appoint another cadet to replace him or her as the unit's primary representative.

d. Frequency of Meetings. Each council will convene as specified by the respective echelon commander. However, councils will convene at least twice annually. Councils may conduct meetings electronically.

3-3. Duties.

a. Advisory Nature. The CAC has no authority to implement policy. Councils send their recommendations to the echelon commander, through the director of cadet programs, in the format of staff study reports or position papers.

b. Service to the Echelon Commander. The echelon commander, or CAC senior member advisor, may direct the CAC to deliberate on a particular Cadet Program issue (not related to an official complaint or the inspection program) and require the CAC to submit their recommendations in writing.

c. Bylaws. Commanders may establish a Constitution & Bylaws or an Operating Instruction for their echelon's CAC, without approval from National Headquarters.

d. Personal Conduct. If any council member's performance or conduct drops below CAP standards, the appointing authority may revoke that individual's appointment and appoint a replacement.

e. Role of Assistant Representatives. Assistant representatives have no vote, unless the primary representative is absent. Assistants should participate in all CAC meetings, if logistically feasible.

f. Voting Rights of the Chair. Chairpersons have no vote, except to break a tie.

3-4. Term Of Office.

a. Duration. Commanders appoint cadets to the CAC for a 1-year term of office. Commanders may re-appoint a cadet for only one additional term at each echelon. No cadet will serve more than two years at each echelon.

b. Dates of Term. The beginning and termination of the term of office will coincide with the beginning of the summer National Board meeting.

c. Appointment Dates. Commanders will appoint their CAC representatives no later than 1 July.

3-5. Senior Member Advisors. The echelon's director of cadet programs, or designee, will supervise the CAC and act as its advisor. An advisor, and preferably another senior member, must be present at all CAC meetings, per CAPR 52-10, *Cadet Protection Policy*. The advisor helps guide and counsel the CAC while allowing it to function as a forum for cadets.

3-6. Minutes & Agendas. The chairperson will forward the CAC meeting agenda to all representatives and advisors at least 10 days prior to the scheduled meeting. The chairperson will also ensure that minutes of CAC proceedings are forwarded to the CAC members, the echelon commander, and the next echelon's director of cadet programs within 30 days. For guidance on preparing meeting minutes and agendas, see CAPP 52-19.

3-7. Reimbursement. Each year, National Headquarters will allot funds to help offset the travel expenses of the primary representatives and chair of the National CAC (NCAC).

3-8. Awards. During their term of office, primary representatives and CAC chairs may wear a shoulder cord (see Figure 3-1). Shoulder cords must be of the same style and shade stocked for CAP by Vanguard Industries (civilairpatrolstore.com). Upon successful completion of their term of office, primary representatives and CAC chairs may wear the CAC ribbon, with the approval of the echelon's director of cadet programs and commander.

Figure 3-1. Awards & Identification for CAC Primary Representatives.

Appointing Authority	CAC Echelon	CAC Ribbon Device	Shoulder Cord
Regions	National	Ribbon with gold star	Gold
Wings	Region	Ribbon with silver star	Blue
Groups or Squadrons	Wing	Ribbon with bronze star	Red
Squadrons	Group	Basic ribbon only	Green

CHAPTER 4 – CADET ACTIVITIES

4-1. NATIONAL CADET SPECIAL ACTIVITIES. National Cadet Special Activities (NCSAs) enable cadets to explore civilian and military aerospace careers, receive flight training, and develop leadership skills.

a. Application Procedures. National Headquarters announces NCSAs and their prerequisites and application procedures each fall, on-line at www.cap.gov/cadets. Cadets must have graduated from an encampment, and received the endorsement of their wing commander, before attending an NCSA.

b. Selection Boards. Wings may hold a “Special Activities Selection Board” to allow their commander to gain a better understanding of the cadets who are applying for cadet activities. Selection boards may be of several types:

(1) A documentation and application review by experienced personnel, as determined and selected by the wing commander or designee.

(2) A formal interview board conducted by experienced personnel, as determined and selected by the wing commander or designee, in one or more locations.

(3) A combination of the above.

c. Graduation & Awards. Cadets must complete 80% of the NCSA to be eligible to graduate. The activity director determines if a cadet successfully completes an activity and receives credit for the NCSA. Cadets who successfully complete one of the NCSAs listed at www.cap.gov/cadets will receive a CAPC 16 *Certificate of Completion – National Cadet Special Activities*, and become eligible for the NCSA ribbon (see CAPR 39-3, *Award of CAP Ribbons, Medals, and Certificates*).

d. Activity Directors. The National Commander appoints NCSA directors, on the recommendation of National Headquarters.

e. Vehicles. Cadets who drive privately-owned vehicles (POVs) to a NCSA will not operate the POV during the activity and will turn in all car keys to the designated senior member upon arrival.

f. Early Dismissal. If due to medical or disciplinary reasons a cadet must be sent home early from a NCSA, including IACE, it shall be the obligation of the parent(s) or legal guardian(s) to pay for transportation and/or related costs. Parents acknowledge this obligation by signing their cadet’s CAPF 31, *Application for CAP Encampment or Special Activity*. To avoid any disputes, squadron commanders should reiterate this requirement to parents upon receiving CAPF 31 applications.

4-2. Cadet Orientation Flights. The Cadet Orientation Flight Program’s primary goal is to introduce youth to general aviation through hands-on orientation flights in single engine aircraft and gliders.

a. Eligibility. Cadets may fly as much as possible, but normally only five powered flights and five glider flights will be reimbursed. Wing commanders may authorize reimbursements for additional flights. More than one cadet may fly per sortie, depending upon the capability of the aircraft. Cadets are authorized an unlimited number of backseat flights; they do not lose any of their syllabus flights by observing another cadet's flight from the backseat. The CAP orientation flight program is limited to current CAP cadets under 18 years of age. However, cadets aged 18 and older may participate in military orientation flights.

b. Use of Syllabus. A successful orientation flight will fulfill at least 80% of the objectives found in CAPP 52-7, *Cadet Orientation Flight Syllabus*. Pilots must adhere to the syllabus, and meet the safety guidelines and other requirements found in CAPR 60-1, *CAP Flight Management*. Orientation flights will not be credited toward any pilot ratings (solo, private pilot, etc.).

c. Reporting & Reimbursement Process.

(1) The pilot certifies completion of the cadet's syllabus rides by signing CAPP 52-7, attachment 1. Units will keep copies of these attachments with the cadet's CAPF 66, *Cadet Master Record*.

(2) The pilot, or the person designated by the wing commander, must record the flight in e-Services at www.cap.gov within 10 days of the flight date. Wings have 30 days to validate the data. See CAPP 52-7 or the cadet orientation flight page at www.cap.gov/cadets for more details.

(3) Orientation flights are reimbursed according to the rates published in CAPR 173-3, *Payment for Civil Air Patrol Support*. Cadets will not pay any amount to receive an orientation flight. Flights may be classified as either corporate / private or military, although only corporate / private flights are reimbursable.

d. Orientation Flights in Military Aircraft. Cadets are authorized to participate in orientation flights in military aircraft. See CAPR 76-1, *Travel of CAP Members via Military Aircraft & Use of Military Facilities & Vehicles*.

4-3. Academic & Flight Scholarships. National Headquarters makes academic and flight scholarships available to CAP members on a competitive basis. Scholarships are announced each fall on-line at www.cap.gov. The number of scholarships and their value is based on the total amount of scholarship funds available each year. See www.cap.gov/scholarships for information about eligibility requirements and application procedures.

4-4. U.S. Air Force Academy Preparatory School. Many CAP cadets who otherwise would not have gained admission to the U.S. Air Force Academy (USAFA) have realized their dream through a CAP recommendation to the USAFA Preparatory School. Most students who complete the prep school curriculum go on to attend the Academy. The Academy reserves at least one slot at the prep school each year for a CAP cadet recommended by National Headquarters (during some years, the Academy has offered several CAP cadets slots through this program). All CAP cadets who aspire to attend the Academy are strongly urged to seek a recommendation to the USAF Preparatory School from National Headquarters. For more information, see www.cap.gov/scholarships.

4-5. National Cadet Competition. The National Cadet Competition (NCC) enables cadets to model traits of the highest standards of leadership and personal responsibility.

a. Competition Programs. The NCC includes the National Drill Team Competition and the National Color Guard Competition, which are usually held during the summer. For more information, visit the NCC page at www.cap.gov/ncc.

b. Awards. Cadet members of drill teams and color guards are authorized to wear a white shoulder cord. The cord must be of the same style and shade as the white cord stocked for CAP by Vanguard Industries (civilairpatrolstore.com). Senior members will not wear NCC shoulder cords.

4-6. Honor Guards. Unit honor guard programs are opportunities for cadets to serve their communities and promote a drug-free ethic through excellence in drill and ceremonies.

a. Program Leadership. Commanders may assign the cadet leadership officer the responsibility of selecting and training the guard. Squadrons may train in one or more elements of an honor guard. For guidance, see CAPP 52-8, *Unit Honor Guard Program*.

b. Awards. Cadet members of honor guards are authorized to wear a silver shoulder cord. The cord must be of the same style and shade as the silver cord stocked for CAP by Vanguard Industries (civilairpatrolstore.com). Senior members will not wear honor guard shoulder cords.

4-7. Region Cadet Leadership Schools. The Region Cadet Leadership Schools (RCLS) provide training to increase knowledge, skills, and attitudes as they pertain to leadership and management. To be eligible to attend, cadets must be serving in, or preparing to enter, cadet leadership positions within their squadron. RCLS's are conducted at region level, or at wing level with region approval. For more information, including curriculum guidance, see www.cap.gov/cadets.

4-8. The International Air Cadet Exchange.

a. Purpose. The aim of the International Air Cadet Exchange (IACE) is to foster international understanding, goodwill, and friendship among young people who have a common interest in aviation. Civil Air Patrol represents the United States in the International Air Cadet Exchange Association.

b. Scope of Exchange. For approximately 3 weeks each summer, hundreds of cadets from more than a dozen nations broaden their understanding of aviation and different cultures through the Exchange. Hundreds more youth, families, aerospace professionals and community leaders benefit from the Exchange by serving as hosts, tour guides and escorts, or simply by participating in local activities alongside the international cadets. IACE cadets enjoy special access to factories, airports, engineering labs and cockpits around the world, as host nations showcase their cutting-edge aerospace technologies. Activities designed for the cadets promote a true sharing of ideas and enthusiasm for aviation, and tap into this excitement to advance global friendship.

c. Eligibility, Application & Selection. To travel abroad through IACE, cadets and senior members must meet the criteria below.

(1) *Cadets* must be at least 17 years old by 1 July of the year in which they hope to participate in IACE, and must have earned the Earhart Award by 31 December of the previous year.

(2) *Senior Members* must be at least 25 years old by 1 July of the year in which they hope to participate in IACE, and must have earned the senior-rating in the Cadet Programs Officer Specialty Track by 31 December of the previous year.

(3) *Special Requirements.* Host countries may impose additional eligibility rules and restrictions.

(4) *Application & Selection.* See www.cap.gov/iace for information about the application and selection process.

d. Activity Fees. CAP, the U.S. Air Force, and the host country cover the cost of meals, lodging, and airfare. Each participant is responsible for the cost of his/her IACE uniform, an activity fee, and other incidentals. For more information, see www.cap.gov/iace.

CHAPTER 5 - ENCAMPMENTS

5-1. Introduction.

a. Goals of Encampments. Encampments are designed to provide CAP members the opportunity to:

- (1) Apply knowledge gained in the cadet and senior programs to practical situations.
- (2) Develop a greater understanding of CAP and Air Force missions and capabilities.
- (3) Develop their leadership potential.
- (4) Enhance their interpersonal skills.
- (5) Develop time-management skills.
- (6) Develop a spirit of teamwork.
- (7) Inspire a sense of discipline.
- (8) Learn how to overcome challenges and succeed.
- (9) Enhance their local unit's Cadet Program.
- (10) Aid in retention and motivation.
- (11) Receive an introduction to the military.

b. Philosophy. An encampment can be the most significant and worthwhile training experience of a CAP cadet's membership. Training is what the encampment is all about. To achieve the overall goals, a positive attitude is essential. Each staff member has an obligation to learn as much as possible and to offer the highest quality of training to others. The staff must always remember that their first duty is to the members of the basic flight.

c. Authority. For wing encampments, the wing commander selects the encampment commander, in consultation with the wing director of cadet programs. Subordinate staff members are appointed on personnel authorizations.

d. Supplements. Regions and wings are authorized to supplement this chapter as necessary to accomplish their purpose without the need for written approval of National Headquarters.

5-2. Planning & Logistics.

a. Location & Duration. Encampments are conducted under CAP supervision with Air Force advice, assistance and cooperation. They may be conducted at active duty, National Guard, or Reserve bases. They may also be conducted at any community, state, or other national facility (including DoD installations). It is preferred that they be conducted over a single time period, not to exceed 14 days; however, they may be conducted over three weekends, spanning a period of up to 60 days. A joint encampment may be conducted between wings. Joint encampments with the Air Cadet League of Canada are permitted with approval from National Headquarters, after prior coordination with all involved international parties. Joint encampments with JROTC are authorized with approval from National Headquarters, after prior coordination with all involved parties.

b. Role of Wing Commander. The wing commander is responsible for the encampments within the wing. The wing commander will coordinate with the other affected wing commanders in case of a joint encampment. Wing commanders will select the encampment commander for encampments within their wing and will coordinate with the wing commanders of the other affected wings in selecting an encampment staff for joint encampments. Region commanders may delegate the responsibility of conducting region encampments to the host wing's commander; this delegation should be made in writing to the host wing commander.

c. Selection of Encampment Site. Several months in advance of the encampment, the encampment commander should coordinate with the state director in selecting an encampment site. Encampments may be held on military installations, or at civilian facilities such as college campuses. The state director (or designee) acts as a liaison with the host facility.

d. Cooperation With Installation Authorities. If a military installation hosts the encampment, the state director (or a CAP-USAF Reservist) is the focal point for all contact and coordination with the installation commander and the commander's staff. The encampment commander channels all requests for support through the state director (or designated CAP-USAF Reservist). The installation commander should be briefed on the CAP Cadet Program and furnished an outline of the encampment plans. The encampment commander is responsible for ensuring all CAP personnel adhere to the installation's policies.

5-3. Personnel Policies.

a. Eligibility for Encampment.

(1) *Senior Members* who have completed Level I of the senior member training program, the Cadet Protection Policy Training (CPPT), and are current members of CAP are eligible to attend encampments.

(2) *Cadets* who have completed Achievement 1, and are current members of CAP are eligible to attend encampments.

b. Selection Priorities. When the available encampment facilities are not adequate to allow all eligible applicants to attend, the encampment commander will select participants using the following criteria:

(1) Cadets:

(a) First Priority: Any Phase I or Phase II cadet who has not previously attended an encampment.

(b) Second Priority: Cadets who have attended only one encampment.

(c) Third Priority: Any other cadet.

(2) *Senior Members.* Priorities for senior member attendance will be established at the host wing headquarters.

c. Late Arrival & Early Release. The encampment commander may, at his or her discretion, authorize cadets to arrive late or depart early from encampment. See paragraph 5-8c for graduation requirements.

d. Conduct. The encampment commander will brief all personnel on the encampment's standards of conduct, informing them that gambling, stealing, hazing, smoking, or using alcoholic beverages will result in automatic dismissal and further disciplinary action.

5-4. Activities Required At All Encampments.

a. Cadets. The required minimum course content for cadets participating at any encampment is shown in Figure 5-1. All cadets will participate in encampment formations.

b. Senior Members. The primary role of senior members attending encampments is to support the cadets. However, encampment commanders may offer seniors cadet programs-related training during the encampment.

c. Required Staff Training. Cadets and senior members who serve on the staff of an encampment must complete the Required Staff Training (RST). For details, see paragraph 1-3f.

5-5. Transportation Policies.

a. Insurance.

(1) *Military Installations.* Vehicles must have liability insurance coverage before being operated on a military installation. The minimum liability insurance required varies from state to state.

(2) *Other Installations.* Possession of liability insurance is highly recommended.

b. Transportation to and from Encampments:

(1) *Transportation to and from encampments* is the responsibility of the member. Commanders may, on an as available basis, provide CAP vehicle or aircraft transportation. CAP does not exercise control or supervision over travel performed by members, unless CAP transportation is furnished. CAP does not assume any responsibility for travel performed by members to or from encampments or special activities (See CAPR 77-1, *Operation and Maintenance of Civil Air Patrol Owned Vehicles*).

(2) *Cadets who drive POVs to encampments* will not operate the POV while at the encampment. Upon arrival, they will turn-in all car keys to the designated senior member, who will return the keys when cadets are dismissed.

5-6. Medical & Accident Policies.

a. Accidents. CAP has established self-insured accident coverage for its members that provides benefits in the event of accidents, injuries, or death incurred during authorized activities. CAPR 900-5, *CAP Insurance / Benefits Program*, outlines the medical coverage. All accidents, no matter how minor, will be reported to the encampment commander in writing. The encampment commander will follow the reporting procedure found in CAPR 62-2, *Mishap Reporting and Investigation*.

b. Government Medical Care. See AFH 41-114, *Military Health Services Systems Matrix*, for guidance on using military medical care facilities during an encampment.

c. Emergency Medical Care. The encampment medical officer should make pre-encampment arrangements for the emergency treatment of personnel injured during an encampment. A vehicle should be available at encampment headquarters in case personnel need to be transported to medical facilities.

d. Notification Procedures. Encampment commanders must follow the guidelines found in CAPR 62-2 and CAPR 35-2, *Notification Procedures in Case of Death, Injury, or Serious Illness*.

5-7. Review Board. The encampment commander will appoint a review board to hear senior member and cadet grievances not resolved by the staff. If the decision is not satisfactory to the member, an appeal may be made to the encampment commander. The member may write an appeal of the encampment commander's decision to the wing commander within 30 days of the close of the encampment. The wing commander will respond with a decision within 30 days of receiving the written appeal. The wing commander's decision is final.

5-8. Reporting Requirements. To ensure proper operational and financial oversight of the encampment, the encampment commander will complete an encampment report and a financial report as described below.

a. Encampment Report. Within 45 days of the conclusion of the encampment, the encampment commander will provide the state director the necessary data to complete the CAPF 20, *Encampment and Special Activity Report*. Within 60 days of the conclusion of the encampment, the state director submits the completed CAPF 20 to National Headquarters (see www.cap.gov/cadets for contact information). For regional or joint encampments, the host wing's state director submits the completed CAPF 20 to National Headquarters.

b. Financial Report. At the close of the encampment, the encampment finance officer submits the final financial statement and any surplus encampment funds to the encampment commander. The encampment commander will forward these items to wing headquarters. For joint encampments, the financial statement and any surplus funds will be sent to the host wing headquarters for processing. For region encampments, the financial statement and surplus funds will be sent to the region headquarters for processing, or to the host wing headquarters, as directed by the region commander. Encampment commanders must submit their financial reports within 30 days of the close of their encampment.

c. Graduation Credit.

(1) *Cadets* must complete a minimum of 80% of the requirements shown in Figure 5-1, in the judgment of the encampment commander, to receive credit for completing an encampment.

(2) *Senior members* must provide at least 32 hours of support and successfully complete their assigned duties, in the judgment of the encampment commander, to receive credit for completing an encampment.

(3) *National Headquarters* updates the graduates' records in e-Services, upon receiving the CAPF 20.

d. Cadet and Staff Critiques. Shortly before the encampment concludes, the encampment commander should solicit feedback from the participants, using a critique form that participants may complete anonymously. The encampment staff should review the critiques to learn how to improve the encampment program.

Figure 5-1. Encampments: Minimum Course Content & Curriculum Overview.

The encampment curriculum may be delivered via any format – tours, briefings, guest speakers, informal lectures, job shadowing, duty performance, simulations, games, etc. – making use of the particular strengths and resources of the host installation and local aerospace industry. Interactive, experiential methods of education and training are preferred to static, lectured-based instruction. The encampment curriculum is integrated with the Air Force’s force development program. Under each training block listed below, the corresponding universal aerospace leader competency is identified for informational purposes.

1. AIR FORCE FUNDAMENTALS – 10 Hours

1a. Structure & Mission of the United States Air Force: Cadets will be introduced to the six core competencies of the United State Air Force: air and space superiority, global attack, rapid global mobility, precision engagement, information superiority, and agile combat support. They should become acquainted with the missions of nearby Air Force units and how the total force is organized, to include CAP’s relationship to the Air Force as its Auxiliary.

Universal Aerospace Leader Competencies:

Aerospace Operations: Air Force Core Competencies

1b. Aerospace Power: Cadets explore the unique characteristics of aerospace power - speed, precision, range, lethality, and freedom of maneuver - through the lens of local aerospace organizations, particularly Air Force flying units. Additionally, cadets will learn how aerospace power contributes to national security.

Universal Aerospace Leader Competencies:

Aerospace Perspective: Aerospace Fundamentals

Aerospace Strategy: National Military Strategy; Efficacy and Use of Aerospace Power

1c. Aerospace Heritage: Cadets will become acquainted with the historical artifacts, events, or individuals who shaped the aerospace environment and affected America’s achievements in air and space.

Universal Aerospace Leader Competencies:

Aerospace Perspective: Air Force Heritage and Culture

2. CIVIL AIR PATROL FUNDAMENTALS – 10 Hours

2a. Emergency Services: Cadets will receive an introduction to CAP’s emergency services mission, which may include actual emergency services training. Opportunities for cadet participation in emergency services should be emphasized.

Universal Aerospace Leader Competencies:

Not applicable

2b. Aerospace Education: Learning activities will be conducted to help cadets better understand the lessons found in the cadet aerospace textbooks. Full use should be made of the experts and facilities available at the host installation and in the local community.

Universal Aerospace Leader Competencies:

Aerospace Technology: Basic / Specialized Knowledge; Aerospace Environment

2c. Cadet Program: Experienced CAP leaders will provide an overview of opportunities available through continued participation in the Cadet Program. The overview will include information about scholarships, national and local cadet special activities, drill teams, color guards, and the Cadet Program’s usefulness as a gateway to an aerospace career. The life skills and intangible benefits afforded by the Cadet Program will be emphasized. Practical advice on how to advance and make the most of the cadet experience should also be included. Cadets will also be made aware of the dangers of drug abuse, consistent with Drug Demand Reduction (DDR) program guidelines.

Universal Aerospace Leader Competencies:

Not applicable

Continued on next page

Figure 5-1. Encampments: Required Minimum Course Content (Continued)

3. LEADERSHIP & THE CADET ETHIC – 16 HOURS

3a. Moral Leadership: The encampment will immerse youth in the cadet experience, accenting the traits that distinguish cadets from their non-cadet peers. Cadets will learn to develop discipline, teamwork, and accept personal responsibility. Throughout the encampment, the Air Force Core Values will be related to the various activities and used to develop the moral character of the cadets. Moral leadership forums with the chaplain or MLO will be conducted.

Universal Aerospace Leader Competencies:

Aerospace Character: Integrity / Honesty; Selflessness; Respectfulness; Decisiveness; Responsible and Self Disciplined; Loyalty; Compassion; Cooperativeness; Resilience

3b. Physical Fitness: Cadets will participate in fitness activities such as team sports, calisthenics, and exercise games that will motivate them to develop a lifelong habit of regular exercise. Sportsmanship will be encouraged, as well as cadets' efforts to achieve their personal best. Cadets will be instructed how to safely participate in fitness activities. Additionally, the importance of physical fitness will be related to Air Force missions, civilian aerospace careers, and a cadet's total well-being.

Universal Aerospace Leader Competencies:

Aerospace Leadership: Health and Wellness

3c. Drill & Ceremonies: Drill and ceremonies will be used to build self-discipline, confidence, and teamwork. Cadets will practice military customs and courtesies; they will learn to value politeness and respect as positive character traits that are cornerstones of civil society. Cadets proficient in basic drill should receive instruction on how to lead an element or flight in drill.

Universal Aerospace Leader Competencies:

Aerospace Perspective: Air Force Heritage and Culture

Aerospace Leadership: Teambuilding

3d. Creative Thinking: Cadets will learn how to think creatively and resolve problems in various educational settings. Cadets will be given opportunities to complete team leadership problems, participate in a leadership reaction course or obstacle course if available, or role play as if faced with an aerospace, emergency services, leadership, or ethical problem. Further, cadets serving on the encampment staff should participate in special workshops or receive mentoring from seasoned leaders who can help them improve their problem-solving capabilities.

Universal Aerospace Leader Competencies:

Aerospace Leadership: Promote Continuous Development of Airmen and Organization; Communications; Teambuilding; Visionary Outlook

4. AEROSPACE CAREER EXPLORATION – 4 HOURS

4a. Career Opportunities: By personally interacting with Air Force members and civilian aerospace leaders, cadets will receive an overview of various aerospace career opportunities. Careers outside the cockpit must be included, such as engineering, aircraft maintenance, air traffic control, meteorology, avionics, computer science, etc.

Universal Aerospace Leader Competencies:

Aerospace Technology: Aerospace Environment

Air Force Organization: Air Force as Total Force

4b. Career Requirements & Counseling: Cadets will be introduced to the aptitudes and educational requirements necessary to enter the careers showcased at the encampment. Representatives of the various career fields should explain typical career paths and opportunities cadets will have to enter that profession. The immediate educational commitments and life choices cadets must make in order to fulfill their career goals will be emphasized.

Universal Aerospace Leader Competencies:

Aerospace Technology: Aerospace Environment

Air Force Organization: Air Force as Total Force

Minimum Total Hours in Encampment Curriculum: 40

CHAPTER 6 – JROTC & BOY SCOUTS OF AMERICA

6-1. CAP Policy For Junior Reserve Officers' Training Corps Credit. The CAP Cadet Program and JROTC organizations of the armed services (Air Force JROTC, Army JROTC, Navy JROTC, and Marine Corps JROTC) are complementary and mutually supporting. CAP encourages support of JROTC through dual membership of CAP cadets whenever possible.

a. Accelerated Promotions. Cadets who possess two or more years of JROTC experience may qualify for accelerated promotions in CAP. These cadets fulfill the usual requirements for each achievement and milestone award (see chapter 2) under the supervision of CAP personnel, but are waived from the standard time-in-grade requirements, as shown below. To request a milestone award under the accelerated promotion program, cadets follow the procedures found in chapter 2, but also must attach to their completed CAPF 52 a memo endorsed by their JROTC instructor certifying they successfully completed 2 or more years of JROTC.

(1) Two full years of JROTC – The CAP cadet may be promoted at the rate of one achievement per month up to the Mitchell Award.

(2) Three full years of JROTC – The CAP cadet may be promoted at the rate of one achievement per month up to the Earhart Award.

(3) Four full years of JROTC – The CAP cadet may be promoted at the rate of one achievement per month up to the Eaker Award.

b. Encampment Credit. Cadets who complete an AFJROTC summer leadership school will receive credit for completing a CAP encampment after submitting their graduation certificate to National Headquarters.

c. Uniforms & Awards. CAP cadets may wear the following awards earned through their JROTC participation:

(1) CAP cadets are limited to wearing any three JROTC ribbons on the CAP uniform (placements of JROTC ribbons are found in CAPM 39-1, *CAP Uniform Manual*). No other JROTC specialty badges or devices are authorized unless found in CAPM 39-1. JROTC instructors (NSI) certify their cadets for wearing JROTC ribbons.

(2) Cadets enrolled in CAP and AFJROTC who use the same uniform for both activities may wear the CAP wing patch on the right shoulder and the AFJROTC patch on the left shoulder (See CAPM 39-1). Other JROTC patches are not authorized.

6-2. CAP Policy for Dual-Chartering With the Boy Scouts of America. CAP and the Venturing and Varsity divisions of the Boy Scouts of America (BSA) have much in common. CAP encourages dual membership in both CAP and BSA as either a **Varsity Scouting Team** or Venturing Crew, with CAP being the chartered partner. By being the chartered partner, CAP is the basis for the union; therefore, members first belong to CAP. The existing CAP structure does not change and all members will conform to CAP standards and wear the CAP uniform.

a. Benefits. The benefits for dual chartering are:

(1) The BSA organization includes approximately 4,000 professional staff and over 93,000 adult volunteers who would be available to provide assistance in the following areas:

(a) Identification of potential youth members with an interest in aviation or search and rescue through a school career interest survey (where available);

(b) Additional “working with youth” adult leader training opportunities.

(2) Eligibility to participate in all Venturing activities upon becoming a Venturing crew, such as: scholarships and awards, air rifle competitions, fly-ins, an emergency preparedness program, use of local BSA camps and facilities and more.

b. Procedure. After consultation with the wing commander, the squadron commander should meet with representatives of the local BSA Council to discuss dual chartering. If the decision is made to dual charter, then the BSA representative will complete and submit the required BSA chartering documentation. After a squadron receives its charter, the next command echelon should be notified of the new status.

c. Uniform. Dual chartered members are authorized to wear the Venturing Patch or the Aviation Exploring Patch as appropriate, in place of the organizational emblem on the BDU uniform (see CAPM 39-1).

d. Flying. All CAP flying activities will be accomplished in accordance with CAPR 60-1, *CAP Flight Management*, and all CAP search and rescue activities will be accomplished in accordance with CAPR 60-3, *CAP Emergency Services Training and Operational Missions*.

e. Regulatory Compliance. A jointly chartered CAP Venturing Crew or Varsity Team will conduct all operations and activities under CAP regulations or clearly and unmistakably conduct itself under the auspices of the scouting program only. If the unit wishes to conduct any activity outside of, or restricted by CAP regulations, the unit commander will obtain Scout liability insurance protection for CAP and the members of the unit from the Scouting Council or Scouting National Headquarters before proceeding.

SUMMARY OF POLICY CHANGES

READER-FRIENDLY IMPROVEMENTS

Office symbols, e-mail addresses, and website addresses have been updated as necessary. This version also includes editorial changes made to improve readability, grammar, and how the regulation is organized in general.

CHAPTER 1

Defines the goals of each program element. Clarifies that the title of the leadership text has been changed. Revises the method of scoring the Cadet Physical Fitness Test. Allows cadets to assist senior staff officers, but prohibits commanders from assigning cadets with the formal duties of senior staff officers. Refers members to CAPR 51-1 for Drug Demand Reduction program guidance. Introduces the Training Leaders of Cadets program. Relaxes requirements for completing part 1 of Required Staff Training. Establishes guidelines for cadet participation in obstacle courses. Introduces guidelines for personal conduct. Introduces the CAP School Program. Allows overseas cadets to advance in the Cadet Program through independent study. Clarifies how cadets are assigned to physical fitness categories, and clarifies procedures for Category III and IV cadets when requesting milestone awards other than the Spaatz Award.

CHAPTER 2

Allows units to use a spreadsheet or database in lieu of a CAPF 66. Allows commanders to waive drill tests for cadets who have an injury or disability. Requires 2 months (8 weeks) separation between each achievement and milestone award except the Spaatz; deletes the minimum time for completing milestone awards that go beyond the 60-day separation rule. Defines the primary goals of each program element during each Phase. Requires cadets to complete an introductory module for moral leadership during Achievement 1. Mandates use of the case studies found in CAPP 265-2 during moral leadership forums. Simplifies the moral leadership requirements, using active participation in one forum per achievement as the standard. Deletes requirement for cadets to serve as recorders and discussion leaders. Revises the Phase III and IV mentoring and instructing requirements. Slightly modifies the scope and format of the Mitchell Award and Earhart Award exams. Revises the essay and speech topics for the Eaker Award exam. Clarifies that CAP-USAF Reservists may administer the Spaatz Award exams. Limits to 30 days the time cadets may take issue with the Spaatz Award exam or how it was administered to them. Explains that Spaatz Award exams are administered on-line. Introduces CAPP 52-13. Introduces the Jack Sorenson Cadet Programs Officer of the Year Award and the Cadet Programs Mission Award. Clarifies rules regarding demotions and milestone award revocations.

CHAPTER 3

Allows commanders to appoint cadets to the CAC via e-mail. Clarifies that commanders may remove cadets from CAC due to poor conduct. Introduces CAPP 52-19. Clarifies that squadrons have the option of appointing a representative to the CAC or not.

CHAPTER 4

Clarifies that cadets must complete an encampment before attending a NCSA. Revises the reporting and reimbursement process for cadet orientation flights. Deletes the requirement that cadets physically possess a CAP ID card to fly. Allows drill team, color guard, and honor guard cadets to wear distinctive shoulder cords. Defines the purpose of honor guards and introduces CAPP 52-8. Clarifies the purpose and scope of the IACE program.

CHAPTER 5

Deletes references to national encampments. Amends schedule requirements for weekend encampments. Simplifies the process of reporting encampments.

CHAPTER 6

No substantive changes.