NATIONAL HEADQUARTERS CIVIL AIR PATROL

CAP REGULATION 52-16

21 DECEMBER 2012

Cadet Programs

CADET PROGRAM MANAGEMENT

This regulation defines the purposes of the Civil Air Patrol Cadet Program and identifies policies that govern its administration.

SUMMARY OF CHANGES. Includes clarification of the Spaatz waiver process. Also, updates material associated with the changes in CAP governance. **Note: Shaded areas identify new or revised material.**

Table of Contents **Page**

Chapter 1 – Introduction to the CAP Cadet Program 2
Chapter 2 – Adult Leadership & the Safety Culture 6
Chapter 3 – Orientation & Administration 11
Chapter 4 – Cadet Operations 13
Chapter 5 – Cadet Advancement 17
Chapter 6 – Cadet Program Awards 31
Chapter 7 – Cadet Advisory Councils 33
Chapter 8 – Cadet Activities 35
Chapter 9 – Encampments 38
Chapter 10 – JROTC & Boy Scouts of America 41

Supersedes CAPR 52-16 (Corrected Copy), 1 February 2011. OPR: CP
Distribution: National CAP website. Pages: 42

Notice: CAP publications and forms are available digitally on the National CAP website at: http://www.capmembers.com/forms_publications__regulations/

CHAPTER 1 – INTRODUCTION TO THE CAP CADET PROGRAM

1-1. Supplements and Waivers. Supplements and waivers are not authorized, except as specifically noted, or when approved by National Headquarters. To request waivers to this regulation, submit requests through the wing commander to NHQ CAP/CP.

1-2. Mission. The Cadet Program transforms youth into dynamic Americans and aerospace leaders. CAP accomplishes its Congressionally-mandated Cadet Program (Title 36, U.S.C. § 40302) through a curriculum of leadership, aerospace, fitness and character. The program follows a military model and emphasizes Air Force traditions and values. Today's cadets are tomorrow's aerospace leaders.

1-3. Key Traits of Cadet Life. Five key traits of cadet life inform commanders on the desired look and feel of cadet activities and how they should conduct the Cadet Program.

a. The Uniform. CAP promotes teamwork and high standards of personal conduct by granting cadets the privilege of wearing an Air Force-style uniform. The uniform and the related traditions of rendering military customs and courtesies distinguish cadets from ordinary youth. These military aspects of cadet life are important motivators. Every activity should allow cadets to wear their uniform and properly render military customs and courtesies.

b. Aerospace Theme. CAP members often hold in common a love of flying. Aviation is the thread that runs through all three CAP missions, and CAP's affiliation with the Air Force underscores its identity as an air-minded organization. Whenever possible, every cadet activity should further cadets' enthusiasm for aerospace, as "aerospace" is broadly understood. With a little imagination, even fitness and character activities can be shown to have an aerospace connection.

c. Opportunity to Lead. CAP develops leadership skills in cadets by giving them opportunities to lead. This includes planning events, making decisions, and teaching and mentoring junior-ranking cadets, depending on how far the cadet-leaders have advanced in their program. The cadets' grade structure and military-style chain of command reinforces this leadership concept. Every activity should allow cadets opportunities to lead, under senior supervision.

d. Challenge. CAP challenges youth. It might be the physical challenge of conquering an obstacle course, an academic challenge to master aerospace and leadership concepts, a moral challenge to live the Core Values or a personal challenge to know oneself better and gain self-confidence. Because of these challenges, the Cadet Program is intended for *young adults*, not *children*. Every activity should challenge cadets in one way or another.

e. Fun. CAP is supposed to be fun. New friends and great opportunities are the hallmarks of cadet life. The cadets who work hard in CAP reap the most benefits, but the program ought not be another form of school – it needs to be fun, hands-on, rewarding and exciting. Proper adult supervision, a pro-safety attitude, and teamwork built upon mutual respect keep the cadet experience enjoyable. Every activity should be fun, for cadets and their adult leaders alike.

1-4. Cadet Oath. A cadet oath serves as a training aid and states how cadets pledge to approach the challenges of cadet life. The CAP Cadet Oath is as follows:

"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."

1-5. Program Setting. Cadets experience the Cadet Program through a community- or school-based unit. A community-based unit has no formal connection to a school, relying upon the community at large to support it. A school-based unit is formally affiliated with a public or private school and has been assigned an 800-series unit charter number. Regardless of setting, there is only one Cadet Program; all cadet units use the same curriculum and operate in accordance with this regulation.

1-6. Cadets Temporarily Living Abroad. Cadets who will be living overseas and wish to remain active in CAP may join an overseas unit. 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. Independent study is available only to cadets who will be living abroad.

1-7. Program Elements. To fulfill its mission, the Cadet Program is organized around four main program elements: leadership, aerospace, fitness and character. A fifth element – activities – offers cadets a venue for putting the four main elements into practice. Generally speaking, to advance in their program and earn awards, cadets must complete one task for each program element per achievement. See chapter 5 for details.

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. Senior members, acting as mentors and instructors, help the cadets develop their leadership potential. Cadets use the *Learn to Lead* or *Leadership for the 21st Century* textbook series and AFMAN 36-2203, *Drill and Ceremonies*, as their main resources for completing promotion requirements. Furthermore, cadets must wear the uniform properly (see CAPM 39-1, *Civil Air Patrol Uniform Manual).*

(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 and the Eaker Award include a speech and essay assignment. Cadets' achievements in the Staff Duty Analysis program are measured through reports and staff service, as explained in paragraphs 5-11b and 5-12b and in CAPP 52-14, *Staff Duty Analysis Guide*. See paragraph 1-9 for additional details.

b. Aerospace.

(1) Goal. The goals of the Cadet Program's aerospace 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.

(a) *Textbook Instruction.* Cadets study the *Aerospace Dimensions* modules (1st or 2nd edition) during Phases I and II of the Cadet Program and the *Aerospace: The Journey of Flight* text (1st or 2nd edition) during Phases III and IV. Senior members and experienced cadets act as aerospace instructors and mentors.

(b) ***Hands-On Learning.*** Cadets also have opportunities for hands-on learning through the model rocketry, Satellite Tool-Kit and Aerospace Excellence (AEX) programs (see capmembers.com/library for links to these resources). AEX provides local leaders with a hands-on aerospace activity program that is educational, fun and gives cadets the opportunity to learn more about aerospace and STEM-related subjects (Science, Technology, Engineering and Math). Each unit that has cadet members will conduct at least one AEX activity per quarter. Local leaders can order a copy of the AEX modules free through eServices. For details on the AEX program and the related AEX Awards Program, please see CAPP 15, *Aerospace Education Officers' Handbook.* Additionally, cadets may experience flight through orientation flights (see paragraph 8-5).

(3) Test Instruments. Cadets must pass a multiple-choice test of their aerospace knowledge for most achievements (see CAPVA 52-100, *Cadet Super Chart*). The Mitchell, Earhart and Spaatz Award exams also test cadets' aerospace knowledge. See paragraph 1-9 for additional details.

c. Fitness.

(1) Goal. The goal of the Cadet Program's 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 Instruments. As new cadets join CAP, unit commanders assign them to the appropriate physical fitness category, as explained in paragraph 2-12. CAP expects each cadet to exercise regularly and participate in the unit's physical fitness program. For details on the Cadet Physical Fitness test, see paragraph 5-8.

d. Character.

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

(2) Methods. CAP develops character in cadets through mentoring, character development and activities that promote a drug free ethic.

(a) ***Mentoring.*** Through formal and informal mentoring, cadets have opportunities to learn from close, trusted, experienced advisors. The cadet chain of command reinforces the concept that ranking cadets have a responsibility to mentor their juniors, as senior members have a responsibility to mentor the ranking cadets. Mentoring and character development are ongoing, open-ended facets of the Cadet Program.

(b) ***Character Forums.*** Unit commanders will provide a character development program for cadets, using the resources found at capmembers.com/character. A CAP chaplain or character development instructor (CDI) should coordinate the program. In units without a chaplain or CDI, the commander may temporarily lead character forums, but should endeavor to recruit a chaplain or CDI as soon as possible. During character forums, cadets examine moral and ethical issues, but the forums are not religious meetings.

(c) ***Drug-Free Activities.*** CAP challenges all cadets to become ambassadors of the drug-free ethic. See CAPR 51-1, *Drug Demand Reduction Program*, for details.

(3) Evaluation Instruments. Cadets are evaluated informally, as the senior member conducting character forums monitors the degree to which each cadet is participating in the activity. More importantly, leaders observe cadets' overall conduct and outward signs of moral character. The cadets' adherence to the Core Values is discussed during leadership feedback meetings (see paragraph 5-2c).

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 unit 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. All activities must emphasize safety (see chapter 2) and require planning to succeed (see paragraph 4-3). 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 in a continuity file to aid in the planning of future activities.

1-8. System of Achievements. Through study and performance, cadets work through a series of sixteen achievements and five milestone awards. Generally, cadets must complete one task in each program element to complete each achievement or award (this principle varies – see chapter 5). Further, each achievement and award is grouped into one of four phases. As cadets progress, they advance in grade, increase the scope of their leadership responsibilities, earn awards and become eligible for nationally-sponsored activities and scholarships. CAPVA 52-100 illustrates the Cadet Program's system of achievements.

1-9. A Note Regarding Cadet Achievement Tests: Cadet achievement tests are transitioning from a hard copy to an online format. This change affects the minimum passing scores and the conditions under which cadets test.

a. The information on the passing score and test conditions (timed or untimed, closed book or open book) is no longer included in Chapter 5. For hard copy tests, that information is found on the inside front cover of the test booklets (i.e.: CAPT 68, Leadership Achievement Tests; CAPT 61, Aerospace Dimension Achievement Tests; and CAPT 63, Aerospace: Journey of Flight Achievement Tests).

b. The passing score for online achievement tests is 80%, as indicated by the on-screen test instructions in eServices.

c. The Wright Brothers, Mitchell and Earhart Award exams are remaining in hard copy format only. Information on the passing score and test conditions for those exams is found on the inside front cover of the test booklets.

d. The Testing Officer's Quick Reference, available at capmembers.com/cadettests, outlines the basic requirements for all cadet tests and exams.

CHAPTER 2 – ADULT LEADERSHIP & THE SAFETY CULTURE

2-1. Adult Supervision. Adult CAP members support cadets as mentors, instructors, supervisors, chaperones and in countless other roles. The success of a cadet unit is largely a function of the quality of the adult leadership.

a. Role of Adult Leaders. A critical duty of adult leaders is to keep cadets safe by monitoring their conduct, following operational risk management (ORM) principles and exercising sound judgment. 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. Detailed position descriptions for the senior staff are suggested in CAPP 216, *Cadet Program Officers' Handbook and Specialty Track Study Guide*. CAPP 52-15, *Cadet Staff Handbook*, also discusses the senior / cadet leadership relationship. For guidance on the Cadet Protection Policy, see CAPR 52-10, *CAP Cadet Protection Policy*, and the cadet protection training materials available at capmembers.com/cppt.

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, help with transportation and perform other tasks in support of the Cadet Program at the discretion of the unit commander. For further details, see CAPR 39-2, *Civil Air Patrol Membership*.

c. Standard of Training. Because no cadet unit can succeed without adult leadership, every cadet unit should have at least two graduates of the Training Leaders of Cadets course assigned (see paragraph 2-2a). If a unit does not meet this requirement, the commander must develop a plan for doing so.

2-2. Adult Professional Development. The principal way for senior members to become effective leaders of cadets is via the Cadet Programs Officer specialty track in the Senior Member Professional Development Program. See CAPP 216, *Cadet Program Officers' Handbook & Specialty Track Guide*, and CAPR 50-17, *CAP Senior Member Professional Development Program*, for details.

a. Training Leaders of Cadets. The centerpiece of the Cadet Programs Officers' specialty track is the Training Leaders of Cadets (TLC) course. It prepares seniors to lead cadets at the unit level. TLC is administered at the group level or higher and should be conducted at least once per year in each wing. 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 eServices. For course materials, see capmembers.com/tlc.

b. Required Staff Training. The Required Staff Training (RST) course is a program for senior members and ranking cadets that focuses on leadership challenges at lengthy cadet activities. Cadets and seniors who serve on the staff of an encampment, national cadet special activity, region cadet leadership school or 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 RST in accordance with CAPP 52-12, *Required Staff Training*.

2-3. Respect for Others. To learn and grow as leaders, cadets require an environment of mutual respect and courtesy. Accordingly, CAP cadets must treat each other, their senior member leaders and all CAP members 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.

a. Decorum. Cadets will conduct themselves in a professional and appropriate manner at all times while 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.

b. 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 grades, or between cadets within the same 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.

2-4. Policy on Abuse. Adult leaders will be alert to situations of potential abuse of cadet members.

a. Expectations. CAP expects its members to avoid even the appearance of impropriety involving cadets and to report suspected abuse immediately as directed by CAPR 52-10, paragraph 1. CAP is committed to doing everything reasonably possible to combat the potential for child abuse within the organization.

b. Screening and Training. All senior members must complete the screening process outlined in CAPR 39-2 and complete Cadet Protection Program Training (CPPT) before working with cadets (see CAPR 50-17). Members who have not completed CPPT, as recorded in eServices, 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).

c. Cadets and CPPT. Completion of CPPT is required of all cadets within 6 months following their 18th birthday, or if a promotion is due during that period, prior to the promotion. Cadets become eligible to participate in CPPT upon turning 17 years of age.

d. Age Separation. Activity directors should be aware that there are differences in the physical and emotional development of the youth aged 12 to 20 who comprise the cadet corps. Those differences 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.

2-5. Policy on Controlled Substances.

a. Drug-Free Cadet Ethic. Regardless of age, cadets will not possess or consume tobacco products, alcoholic beverages or illegal drugs in any form while participating in a CAP activity.

b. Prescription Medication. The administration of both legal prescription and legal non-prescription medication(s) is the responsibility of the CAP member and not the CAP Corporation. The authority for members who have reached the age of majority to bring legal medications to CAP activities is vested with that member. The authority for members who have **not** reached the age of majority to bring legal medications to CAP activities is vested with that member's parent or legal guardian.

c. Adult Conduct. 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 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. Commanders may establish designated smoking and non-smoking areas and designate areas as "off-limits" to cadets.

2-6. Operational Risk Management. All adults who work directly with cadets are expected to apply operational risk management (ORM) principles during cadet activities. Typically, special ORM requirements apply to activities that are 2 days in duration or longer. See CAPR 62-1, *CAP Safety Responsibilities and Procedures*, and capmembers.com/orm for guidance.

2-7. Training in Hot Environments. For all cadet activities, commanders will adhere to the fluid replacement and work load limitations described in CAPP 52-18.

2-8. Operational Missions. Cadets may participate in emergency services missions, provided that they meet the criteria outlined in CAPR 60-3, *CAP Emergency Services Training and Operational Missions.*

2-9. Flight Safety.

a. Flight Safety Training. For cadet activities that involve formal flight instruction, operational flying or intensive flight line work (but not CAP or military orientation flights), special safety requirements may apply. See CAPR 60-1 and CAPR 62-1 for details.

b. Parachuting and Ultralight Vehicles. Cadets may not fly ultralights, aerolights, para-sail or engage in similar activities at CAP activities. Parachuting is also prohibited as a cadet activity. However, indoor skydiving (i.e.: using a vertical wind tunnel) is permitted.

2-10. High Adventure Activities. With "challenge" being one of the key traits of cadet life (see paragraph 1-2), commanders are encouraged to offer cadets youth-scaled, high adventure activities (HAA). HAAs include rappelling, obstacle courses, low-ropes courses, water survival courses and similar endeavors. Short day hikes, compass courses and bivouacs are routine aspects of cadet life and therefore are not considered HAAs. Unit commanders and activity directors will submit CAPF 54, *Civil Patrol High Adventure Activity Request*, to the wing commander for approval. Also, the unit commander or activity director will use the CAPF 54 to inform the wing commander on the safety precautions that will be in place. HAAs will be conducted only with the wing commander's approval using CAPF 54. Cadets must obtain written permission from their parent or legal guardian via a completed CAPF 31, *Application for CAP Encampment or Special Activity*, to participate in HAAs.

a. Safety Precautions. Activity directors must take the safety precautions shown below when conducting HAAs. They are also encouraged to review the Operational Risk Management pages at capmembers.com/orm.

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

(2) *Staff Walk-Through.* Before cadets participate in HAAs, a senior member and a representative from the organization that manages the facility or program must walk-through the course together and discuss the challenges and safety issues presented by each obstacle or activity. They will decide together which obstacles or activities 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 course or activity with the cadets, explaining the proper methods for completing the various challenges presented. (For leadership reaction courses, instructors provide a general safety but do not reveal the puzzle's solution.)

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

(5) ***Safety and Accommodations.*** Activity directors will make reasonable accommodations so that cadets who have special needs or physical limitations can safely participate in HAAs (e.g.: provide an extra spotter, provide a boost over obstacles, etc.). However, if the nature of the HAA makes the activity inappropriate for a cadet's particular abilities, the activity director may limit that cadet's participation.

b. Scouting. CAP units that are dual-chartered with a Scouting program will conduct HAAs within this regulation or unmistakably conduct itself under the auspices of the Scouting program only (see paragraph 10-2).

c. Rappelling. Rappel training is a HAA encouraged as a confidence-building event. Cadets will rappel during CAP activities only under the following conditions:

(1) ***Personnel and Facility.*** Cadets will rappel only on DoD / National Guard / Fire Department installations and under the supervision of DoD / National Guard / Fire Department personnel qualified to teach rappelling safely; or on DoD / National Guard / Fire Department installations and under the supervision of CAP senior members trained and qualified on a DoD/ National Guard-approved Rappel Instructor Syllabus; or under the supervision of current and qualified DoD rappel-masters.

(2) ***Safety Equipment.*** Cadets must wear protective equipment, to include, at minimum, helmets and gloves during rappel training. Cadets will use equipment that has been properly inspected and approved for use by qualified DoD / National Guard / Fire Department rappel-masters or by CAP senior members trained and qualified on a DoD/ National Guard-approved Rappel Instructor Syllabus.

(3) ***Waivers.*** Wing commanders may authorize use of commercial or CAP instructors, facilities and/or equipment by granting a waiver in advance and in writing. The wing 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.

d. Rock Climbing. Simulated rock climbing (ie: rock walls or indoor climbing) is permitted as a cadet activity when conducted at a commercial or government facility. It is not considered a HAA.

2-11. Weapons. There will be no firearms, air guns, paint guns or any devices that could be used as weapons at cadet activities. The only exceptions to this policy are:

a. 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.

b. Firearm Training. 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 military personnel qualified as range officers or range safety officers; local law enforcement officers qualified as firearms instructors; or National Rifle Association, National Skeet Shooting Association or Amateur Trap Shooting Association firearms instructors.

c. Paint Ball and Simunitions. Due to liability, public image and safety considerations, paintball is not authorized as a stand-alone CAP activity. However, to maximize career orientation opportunities, cadets may participate in paint ball or simunition-type (force-on-force marking cartridge) training activities only with the written permission of the wing commander, and only under the supervision of a law enforcement agency or military unit. During these activities, cadets must wear protective equipment to include, at a minimum, head and face protection, plus any additional gear required by the host agency. Throughout the event, cadets must be under the direct supervision of a non-participating senior member. Cadets must also obtain written permission from their parent or legal guardian via a completed CAPF 31, *Application for CAP Encampment or Special Activity*, to participate in paint ball or simunition-type activities.

2-12. Physical Fitness Categories. Commanders must be aware that some cadets' participation in physically strenuous activities will be limited by their abilities or medical conditions.

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 or her CAPF 15, *Application for Cadet Membership in Civil Air Patrol.*

(2) ***Subsequent Assignments.*** If the cadet's medical condition changes, the squadron commander confers with the cadet's parents and/or physician and reassigns the cadet to the appropriate fitness category. See CAPP 52-18 for a suggested fitness category assignment form.

(3) ***Spaatz Award Exam.*** Cadets assigned to Category III or IV must provide documentation supporting their restricted status, endorsed by their physician and unit 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 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 Cadet Physical Fitness Training (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 5-8). 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.

CHAPTER 3 – ORIENTATION & ADMINISTRATION

3-1. Initiation Into the Cadet Program.

a. Cadet Recruitment. All cadet units are expected to strive for positive growth, as measured from year to year. All cadet units must conduct at least one recruiting campaign or open house each year. Units that conduct an open house similar to what is suggested in CAPP 52-9, *Cadet Great Start*, satisfy this requirement. The group or wing must provide mentoring to leaders whose units are not showing positive annual growth.

b. Cadet Orientation. All units that have cadet members must follow a detailed, systematic plan for introducing prospective cadets to CAP and transforming those young people into cadet airmen within 60 days. Units should match each newcomer with a mentor who accompanies them during meetings, introduces them to the squadron, assists in their orientation and generally makes them feel welcome. The orientation must also include a parents' introduction to CAP. Units that use the *Cadet Great Start* curriculum and *Parents' Guide to CAP* satisfy this requirement.

c. Membership. Prospective cadets apply to join CAP according to the procedures found in CAPR 39-2. Upon joining CAP, new cadets receive the "New Cadet Kit," which includes cadet texts, a *Parents' Guide to CAP*, and other resources. Prospective cadets officially become members of CAP when National Headquarters adds their name to the unit roster in eServices. See paragraph 3-2 for information on how to establish cadet records.

d. 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 feature in eServices. 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 at capmembers.com/newcadet.

3-2. Managing Cadet Records.

a. Master Record. The unit establishes and maintains an electronic or hard copy master record for each cadet upon their joining CAP. Units are encouraged to use the online Cadet Promotions Application (available through eServices) for tracking Cadet Program accomplishments. Alternatively, the hard copy CAPF 66, *Cadet Master Record*, may be used in lieu of the Cadet Promotions Application. Units also may augment the Cadet Promotions Application or CAPF 66 with spreadsheets or databases to track the cadets' accomplishments.

b. Phase Certification Forms. If the unit is **not** using the online Cadet Promotions Application to track cadet advancement, each cadet's personnel file 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 or she forwards the completed CAPF 52 to National Headquarters for validation and processing of the milestone award. In contrast, the Cadet Promotions Application software automatically processes milestone awards, negating the need for maintaining and transmitting a hard copy CAPF 52.

c. Inspecting and Transmitting Cadet Records. Cadets and their parents may inspect their personnel files at any time. Personnel files 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*, CAPR 39-2, *Civil Air Patrol Membership*, and CAPR 1-2, *Personally Identifiable Information*. If the unit has been using the Cadet Promotions Application, the cadet's new commander will automatically receive access to that data when National Headquarters processes the transfer. However, those units still need to forward the CAPF 15 membership application signed by the cadet's parent or guardian, plus any other records that have been kept in hard copy.

d. Problem Records. Occasionally, cadet records are found to be incomplete, especially if a cadet transfers units or new leaders take charge of a squadron. In such instances, the new commander should attempt to contact the cadet's previous leaders to obtain help in clarifying the record. If that option is not available, the new commander may exercise discretion in reconstructing the cadet's record as best as possible, recording approximate dates for completing tests, achievements and the like. Cadets are not to be penalized for a senior staff's poor recordkeeping, but commanders must take reasonable steps to uphold the integrity of cadet awards. In no circumstance may a unit commander backdate a Mitchell, Earhart, Eaker or Spaatz Award.

CHAPTER 4 – CADET OPERATIONS

4-1. Cadet Organization and Staff. The unit commander assigns ranking cadets to the unit's cadet staff so they may put into practice the abstract leadership concepts they study in their textbooks. As discussed in paragraph 1-2, the opportunity to lead and challenge are key traits of cadet life. Commanders should encourage the maximum use of their cadets both in planning and conducting the Cadet Program. See CAPP 52-15 for guidance on cadet staff term limits, cadet staff selection procedures and how the role of seniors changes as cadets advance.

a. Design Considerations. There is no standard organizational structure for a cadet staff. Each unit should design a staff structure that is appropriate for its mix of cadets, be the unit big or small, top-heavy or bottom heavy. See CAPP 52-15 for suggested cadet staff organizational structures, duty assignments appropriate for each cadet grade and detailed position descriptions.

b. Advanced Positions. Cadets may not serve in any of the senior member staff positions listed in CAPR 20-1, *Organization of Civil Air Patrol*, but may serve as assistants to those officers. Phase I and II cadets who serve as staff assistants may not use that service to fulfill staff duty analysis requirements.

4-2. Unit Goals. Every cadet unit will establish annual goals that describe the activities, projects and new endeavors the unit plans to accomplish in support of its cadets during the coming year. Goals are to be specific and measurable. The unit's leadership team should revisit their annual goals quarterly. For suggestions on how to create "SMART Goals," see CAPP 52-15 and Figure 4-1, below.

4-3. Cadet Activities. Most squadrons meet weekly for approximately 2 to 2½ hours. Some school-based squadrons meet more frequently and other schedule paradigms are allowed, provided cadets receive approximately 8 contact hours per month, at a minimum. The cadet staff, with senior member guidance, plans the program.

a. Weekly Squadron Meetings.

(1) ***Content Requirements.*** Commanders should program their unit's weekly meetings such that cadets receive the training content outlined in Figure 4-2. The unit may deviate from those guidelines if holidays, inclement weather, special activities or the like interfere with the unit's normal schedule.

(2) ***The Cadet Syllabus.*** Unit meetings should be planned well and sequenced such that the activities of one meeting lay a foundation for the activities of succeeding meetings, whenever possible. See the *Cadet Programs Resource & Planning Guide* at capmembers.com/library for a suggested plan.

(3) ***Scheduling Requirements.*** Approximately 1 week before each weekly unit meeting, the commander should ensure that a detailed schedule is developed, coordinated among the staff and published. This schedule should identify what the unit aims to accomplish during its next meeting. No particular format is mandated, but CAPP 52-15, *Cadet Staff Handbook*, includes a suggested template.

b. Special Weekend Activities. Once per month, on average, every community-based cadet unit should offer its cadets an opportunity to participate in at least one special event beyond the weekly meeting. Events conducted with a neighboring unit or higher headquarters satisfy this requirement. See Figure 4-3 for suggestions on how to meet this goal without overwhelming local resources.

(1) ***Activity Calendars.*** Each cadet unit should maintain a calendar listing all cadet events the unit plans to host or participate in during the coming year, updating the calendar throughout the year as necessary. At a minimum, all special events (except events that are small in scope and involve only a small portion of the unit) should be announced at least 2 weeks in advance to allow cadets time to plan accordingly. Unit commanders will establish a means for sharing the activity calendar with cadets and their parents (e.g.: via a website or e-mail bulletin).

(2) ***Wing and Group Support.*** Wings or groups should host at least one cadet activity per quarter.

(3) ***Special Activity Schedules.*** Any time the unit conducts a special event beyond the weekly squadron meeting, the unit commander should ensure that a written schedule is created in advance, outlining what the unit aims to accomplish at that event.

"SMART" Goals

"SMART" goals are Specific, Measurable, Attainable, Realistic and Tangible. In simple, but direct language, they explain what a unit aims to do. They are "dreams with deadlines," and answer the question, "Where do we want to take our unit?" Some examples of SMART goals that a cadet unit might adopt include:

- *Form, outfit and train a cadet color guard proficient in all standard color guard maneuvers. March in our town's Memorial Day and Veterans' Day parades and compete in the wing color guard competition.*
  OPR*: Leadership Education Officer & Cadet First Sergeant*
- *Participate in the model rocketry program. Provide classroom training leading to the squadron building and launching model rockets, using the CAP Model Rocketry handbook as a guide. Have 15 cadets earn their rocketry badges. Investigate the possibility of inviting local Cub Scouts to attend a rocket launch.*
  OPR: *Aerospace Education Officer*
- *Conduct a Cadet Open House in May and September, targeted at the 7th and 8th grade students in our local area. Orientate cadets using the Cadet Great Start program. By year's end, have increased cadet membership by 10%.*
  OPR: *Deputy Commander for Cadets & Cadet Commander*

***** OPR: Office of Primary Responsibility – the staff officer(s) tasked with leading the unit's efforts on a project

---

Figure 4-1. Sample Annual "SMART" Goals

Minimum Monthly Contact Hours

Leadership: 1.5 hours
Includes classroom instruction, drill and ceremonies, team leadership problems and similar activities.

Aerospace: 1.5 hours
Includes classroom instruction, "AEX" activities, tours, rocketry, Satellite Tool Kit and similar activities.

Fitness: 1 hour
Includes fitness games, drills, orienteering, classroom instruction, fitness testing and similar activities.

Character: 1 hour
Includes character forums, DDR programs, mentoring, guest speakers and similar activities.

These guidelines provide a baseline for cadet training, expressing CAP's desire for units to offer activities relating to each of the four main program elements over the course of each month. Units may exceed these guidelines and fill any remaining contact hours with electives (e.g. special projects, emergency services training, community service, etc.). Units may be required to conduct safety training (see CAPR 62-1, *CAP Safety Responsibilities and Procedures*).

Figure 4-2. Minimum Monthly Contact Hours

Weekend Activities

The Goal: To ensure cadets have an opportunity to attend at least one weekend event (something beyond the weekly unit meeting) per month. This goal can be met without overwhelming local resources by working with wing and/or group headquarters and neighboring squadrons. In the example below, the local squadron is hosting about one activity per quarter, on average, and yet still provides its cadets with at least one special event per month.

Month	Sponsored by Our Squadron	Sponsored by Wing, Group or Another Squadron
January	Field trip to state aviation museum	
February		Wing Cadet NCO Academy
March		Spring bivouac with XYZ Squadron
April	Cadet Orientation Flights	
May	Memorial Day Parade	
June		Model Rocketry Day with XYZ Squadron
July		Summer Encampment
August	Day Hike: Mt. Curry	
September		Airshow at Curry AFB, coordinated by Wing
October	Cadet Orientation Flights	
November		Wing Color Guard Competition
December		Wing Cadet Ball

Figure 4-3. Sample Plan for Offering at Least One Special Activity Per Month

4-4. Attendance and Retention.

a. Expectations of Cadets. 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 informing their leaders in advance if they expect to be absent. School-related absences do not excuse cadets from promotion requirements.

b. Cadet Retention. All cadet and composite squadrons will maintain attendance rosters and monitor their cadet membership retention rate, especially for first-year cadets. When first-year cadets do not attend any cadet activities within the previous 30 days, the unit commander will ensure someone contacts them to invite them to participate more actively or learn why they have not been attending CAP events. Any unit that can show it actively reaches out to absent cadets satisfies the intent of this rule.

c. Cadet Morale. During unit visits, officers may casually meet with cadets to gauge their morale and check the quality of cadet life.

4-5. Cadet Flying. Surveys show that the desire to fly is the most common reason youth join CAP. Units are responsible for coordinating their flying needs with the wing. Wings are responsible for developing plans to maximize flying opportunities for cadets in every unit within the wing. Working with their units, the wing should provide each cadet with a flight in CAP or military aircraft within 90 days of joining, as budgets and mission tempo allow. Furthermore, wings will strive to provide each cadet with at least one flight per year, if funds are available. See chapter 4 and CAPP 52-7, *Cadet Orientation Flight Syllabus*, for details. Regions and Wings are authorized to issue a supplement to this paragraph.

CHAPTER 5 – CADET ADVANCEMENT

5-1. Progression.

a. Sequence and Spacing. Cadets complete achievements and milestone awards sequentially. See CAPVA 52-100 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 5-13). All other achievements require a minimum separation of 8 weeks (56 days) between each achievement and milestone award (except as noted for JROTC in chapter 10).

b. Milestone Awards. There are five milestone awards in the Cadet Program: the Wright Brothers Award (Phase I), the Billy Mitchell Award (Phase II), the Amelia Earhart Award (Phase III), the Ira Eaker Award (Phase IV) and the Carl A. Spaatz Award, which is the highest award in the CAP Cadet Program. Milestone awards 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.

5-2. Cadet Promotions.

a. Eligibility. To become eligible for advancement in the Cadet Program, cadets typically must complete one task in each program element. This principle sometimes varies; see paragraphs 5-9 through 5-12 and CAPVA 52-100. The unit commander is the approving authority for all achievements and awards. To be eligible for a promotion, the cadet must:

(1) Be a current cadet member of CAP.

(2) Possess a CAP uniform and wear it properly.

(3) Be capable of reciting the Cadet Oath from memory (see paragraph 1-3).

b. Significance of Promotions. By approving a promotion, the commander is attesting to the cadet's ability to accept the increased responsibilities that accompany the promotion.

c. 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" shown in CAPVA 52-100 outlines in broad terms what level of leadership skill cadets should be demonstrating during each phase of the Cadet Program. Commanders will use those goals as a guideline (not a definitive, absolute list of required skills) when making promotion decisions and mentoring cadets.

d. Promotion Boards. Although not required, squadrons may hold promotion boards (sometimes called 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) A completed CAPF 50 must serve as the promotion board's basis for discussion.

(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. 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.

f. Promotions in Grade. Advancement, and the promotions in grade that accompany it, becomes official when the squadron commander (or designee) endorses the cadet's record in the Cadet Promotions Application in eServices or, alternatively, endorses the CAPF 52-series form. However, milestone awards requested using the paper-based CAPF 52-series forms do not become official until processed by National Headquarters and posted in eServices. In most instances, cadets receive a promotion in grade when completing a new achievement or award. However, this is not the case with achievements 8, 9, 11, 12, 13, 15 or 16, which confer no promotion in grade.

g. 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 CAPVA 52-100.

h. Delayed Requests for Milestone Awards. National Headquarters will refuse to process a milestone award requested more than 4 months after the date that the cadet purportedly qualified for the award, unless the cadet's wing commander authorizes the award despite the delay.

5-3. Transition to Online Achievement Testing. CAP is transitioning to online cadet achievement tests, while simultaneously transitioning to a new leadership textbook. Cadets who have been studying the *Leadership for the 21st Century* text may remain in that text or transition to the new *Learn to Lead* curriculum. Cadets need to be mindful that if they do switch to the new *Learn to Lead* textbook, their milestone award exams will be based on *Learn to Lead* – there is no option for cadets to attempt milestone award exams whose questions are a mix-and-match of the "old" and "new" textbook.

a. "Old Textbook" Cadets. Cadets who decide to remain in Leadership for the 21st Century will continue to use the respective hard copy tests. Online tests are not available for that textbook.

b. "New Textbook" Cadets. Cadets who transition to the Learn to Lead text, and all cadets joining after 1 July 2010, will use the online tests created for that curriculum.

c. Aerospace Impact. All cadets are eligible to attempt their aerospace achievement tests online, as Aerospace Dimensions and Aerospace: The Journey of Flight continue to serve as the cadet textbooks.

d. 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. The software used for the online achievement tests will automatically prevent test banking, but local leaders need to ensure "old textbook" cadets do not take hard copy tests beyond their next achievement.

5-4. Protocols for Online Achievement Tests. Cadets are permitted to attempt leadership and aerospace achievement tests online at a time and place of their convenience, via eServices. Before beginning an online achievement test, the test software requires cadets to attest to an honor statement. **Note:** This section applies **only** to achievement tests, **not** milestone award exams.

a. Test Conditions. Tests are timed and open-book.

b. Test Format. Tests will have 25 multiple-choice questions that are randomly selected from a question bank.

c. Passing Score. Online achievement tests require a grade of 80% or higher to pass. Upon passing, cadets will use the test software to review all questions that they answered incorrectly.

d. Retesting. Cadets who fail an online achievement test must wait at least 7 days before reattempting the test. Furthermore, the software will lock-out cadets who fail the same test twice, prompting those cadets to see their local leaders for mentoring, before a senior member restores their testing privileges in eServices.

e. Hard Copy Accommodations. Testing officers may print hard copies of cadet achievement tests and administer them in writing to those cadets who lack Internet access or have special needs (see paragraph 5-6). Tests remain open-book and timed with an 80% passing score as described above. Units may keep these hard copy tests or destroy them immediately after use. All test material printed will be documented on the test control log at the time of printing in accordance with CAPR 50-4, *Test Administration and Security*. Destruction of test material will also be documented on the test control log.

5-5. Protocols for Paper-Based Tests & Exams. As explained in paragraph 5-3, cadets who choose to remain in the "old" *Leadership for the 21st Century* curriculum will continue to take their leadership achievement tests via hard copy. Moreover, all cadet milestone award exams, except the Spaatz Award exam, (see paragraph 5-13) are available in hard copy format only.

a. Test Conditions. Paper-based achievement tests are untimed and closed-book. Milestone award exams are always closed book, but their test conditions vary, as shown in Figure 5-1.

b. Family Members as Test Proctors. Members will not proctor or score tests for cadets who are related to them unless no other senior member is available to do so.

Test	Award & Subject Matter	Questions	Time Limit	Passing Score
CAPT 60 *L21C cadets** CAPT 70 *L2L cadets*✦	Wright Brothers Award	30 multiple choice 20 drill commands	Untimed	80%
CAPT 64-1 *L21C cadets* CAPT 74-1 *L2L cadets*	Mitchell Award - Leadership	50 multiple choice	60 minutes	80%
CAPT 64-2	Mitchell Award – Aerospace	50 multiple choice	60 minutes	80%
CAPT 65-1 *L21C cadets*	Earhart Award – Leadership	50 multiple choice	60 minutes	80%
CAPT 65-2	Earhart Award – Aerospace	50 multiple choice	60 minutes	80%

* L21C *Leadership for the 21st Century* ✦ L2L *Learn to Lead*

Figure 5-1. Test Conditions for Milestone Award Exams

c. Test Format. Paper-based achievement tests will have 25 multiple-choice questions. See figure 5-1 for milestone award exam specifications.

d. Passing Score. Paper-based achievement tests require a grade of 70% or higher to pass. Milestone award exams require a grade of 80% or higher to pass. Upon passing, cadets will correct their tests and exams to 100%, open book.

e. Frequency. Commanders will provide cadets an opportunity to test at least once every 30 days. Cadets who fail tests or exams may not retest on the same date.

f. Inventory and Security. Hard copy test and exam materials must be inventoried and secured in accordance with CAPR 50-4.

g. Ordering Test Materials. Any senior member may order hard copy tests and exams for their unit's Cadet Program, via e-mail, fax or telephone. See capmembers.com/cadettests for details.

5-6. Cadets With Special Needs. CAP will make reasonable accommodations for cadets who have special educational needs. Unit commanders may authorize testing accommodations at their discretion. Examples of accommodations include testing orally, extending time limits, dividing the test into segments and reducing the choices on a multiple-choice test. Before authorizing an accommodation, the unit commander should discuss the cadet's needs with the cadet's parents. Most schools use an Individualized Educational Program (IEP) to support special needs students. If a parent chooses to share the IEP information with CAP, the unit commander will adhere to all reasonable accommodations set forth in the IEP. If the commander and the cadet's parents disagree about the need for reasonable accommodations, wing headquarters will mediate and is authorized to mandate testing accommodations, if warranted.

5-7. Drill Tests. Some leadership tests require cadets to perform drill and ceremonies. Cadets may help proctor drill tests under senior member supervision. 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 Physical Fitness Category II, III or IV cadets (see paragraph 2-12).

5-8. Protocols for the Cadet Physical Fitness Test. The Cadet Program's physical fitness element is evaluated through a performance test based on the President's Challenge program. Cadets assigned to Physical Fitness Categories I, II and III (see paragraph 2-12) must pass the Cadet Physical Fitness Test (CPFT), as required by 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 test standards and instructions on how to perform each event, see CAPP 52-18.

b. Test Administration. CAP-USAF members, CAP senior members (who need not be assigned as test control officers) and physical education teachers are authorized to administer the CPFT. 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, the cadet must reattempt all CPFT events, including events passed previously. The "run plus 2 out of 3" rule of paragraph 5-8d remains in effect.

g. Records. When a cadet passes the CPFT, a senior member will record that accomplishment in the Cadet Promotions Application in eServices or on the cadet's CAPF 66, *Cadet Master Record*.

5-9. 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 the Cadet Promotions Application in eServices, or on CAPF 52-1 and CAPF 66. Each achievement 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. Each test is based on one chapter of the leadership textbook, with cadets completing chapters and tests sequentially (see CAPVA 52-100). Cadets who choose the *Learn to Lead* textbook use the Online Achievement Test System. *Leadership for the 21st Century* cadets use CAPT 68.

(2) *Performance Tests.* Some tests include sections that test a cadet's ability to perform drill and ceremonies. For cadets choosing to use *Leadership for the 21st Century*, drill performance tests are found in the master test booklets. For cadets choosing to use *Learn to Lead*, drill performance tests are found in CAPT 78 at capmembers.com/cadettests.

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 (there is no test required for Achievement 1). Test materials are found in the Online Achievement Test System. Cadets may take the module tests in any order, passing a different test for each achievement.

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 described in paragraph 5-8.

e. Character Development. The primary goal of the character development program in Phase I is for cadets to comprehend CAP's Core Values and safety culture and begin to demonstrate a commitment to those values through their actions.

(1) *Introductory Lessons*. To complete Achievement 1, cadets must complete introductory character and safety lessons. Lesson materials are located at capmembers.com/character.

(2) *Participation in Forums.* To complete Achievements 2 and 3, cadets must participate actively in at least one character development forum per achievement, using materials available at capmembers.com/character.

f. Activities. Cadets must participate actively in unit activities during this phase. See paragraph 4-4a.

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 a comprehensive exam on all leadership knowledge taught during Phase I. *Leadership for the 21st Century* cadets will use CAP Test 60, *Wright Brothers Award Exam,* while *Learn to Lead* cadets will use CAP Test 60-2, *Wright Brothers Exam – Learn to Lead.* See the exam booklet and capmembers.com/wrightbrothers for additional instructions.

(2) *Cadet Physical Fitness Test.* Cadets must pass the CPFT, as described in paragraph 5-8.

(3) *Award Certificate*. When the cadet's Wright Brothers Award is posted on eServices, the unit presents the award certificate (CAPC 29) and the cadet is promoted to cadet staff sergeant. Units 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 from eServices.

5-10. 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 eServices. Commanders record cadets' progress in the Cadet Promotions Application in eServices, or on CAPF 52-2 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, 7 and 8, cadets must pass a test of their knowledge of leadership. (Note: There is no written test required of *Leadership for the 21st Century* cadets at achievement 8.) Each test is based on one chapter of the leadership textbook, with cadets completing chapters and tests sequentially (see Figure 2-1). Cadets who choose the *Learn to Lead* textbook use the Online Achievement Test System. *Leadership for the 21st Century* cadets use CAPT 68.

(2) *Performance Tests*. Some tests include sections that test a cadet's ability to perform drill and ceremonies. For cadets choosing to use *Leadership for the 21st Century,* drill performance tests are found in the master test booklets. For cadets choosing to use *Learn to Lead,* drill performance tests are found in CAPT 78 at capmembers.com/cadettests.

(3) *Essay & Speech Assignment.* To complete Achievement 8, cadets must write a 300-500 word essay and present a 5 to 7 minute speech on one of the topics found at capmembers.com/armstrong. A senior member will evaluate the essay and speech using scorecards found at that same webpage.

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 (there is no test required for Achievement 8). Test materials are found in the Online Achievement Test System. Cadets may take the module tests in any order, passing a different test for each achievement.

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, as described in paragraph 5-8.

e. Character Development. 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 character development forum per achievement, using materials found at capmembers.com/character.

f. Activities. Cadets must participate actively in unit activities during this phase. See paragraph 4-4a.

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,* if studying the *Leadership for the 21st Century* text or CAP Test 64-3, if studying the *Learn to Lead* text. More information is available in the test booklet and at capmembers.com/mitchell.

(2) *Comprehensive Aerospace Exam.* To earn the Mitchell Award, cadets must pass CAP Test 64-2, *Mitchell Award Aerospace Exam*. More information is available in the test booklet and at capmembers.com/mitchell.

(3) *Cadet Physical Fitness Test.* Cadets must pass the CPFT, as described in paragraph 5-8.

(4) *Encampment*. Cadets must complete an encampment to earn the Mitchell Award. This requirement will not be waived, except as described in paragraph 10-1.

5-11. 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 eServices. Commanders record cadets' progress in the Cadet Promotions Application in eServices, or on CAPF 52-3 and CAPF 66. Achievements are named for the staff positions cadets study in the Staff Duty Analysis (SDA) 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 SDA program.

(1) *Achievement Tests.* To complete Achievements 9, 10 and 11, cadets must pass a test of their knowledge of leadership. Each test is based on one chapter of the leadership textbook, with cadets completing chapters and tests sequentially (see Figure 2-1). Cadets who choose the *Learn to Lead* textbook use the Online Achievement Test System. *Leadership for the 21st Century* cadets use CAPT 68. **Note:** Until the *Learn to Lead* curriculum for cadet officers becomes available, all cadets will use *Leadership for the 21st Century*.

(2) *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 CAPVA 52-100; 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. Test materials are found in the Online Achievement Test System. Each test is based on selected chapters of *Aerospace: The Journey of Flight* (see Figure 5-1). 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 match the *Aerospace Dimensions* module being studied by the cadets they are mentoring or instructing.

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, as described in paragraph 5-8.

e. Character Development. 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 character development forum per achievement, using materials available at capmembers.com/character.

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 4-4a). For suggestions on mentoring, see CAPP 52-6, *Cadet Programs-Mentoring*.

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*, if studying the *Leadership for the 21st Century* text, or CAP Test 65-3, if studying the *Learn to Lead* text. More information is available in the test booklet and at capmembers.com/earhart. **Note:** Until the *Learn to Lead* curriculum for cadet officers becomes available, all cadets will use CAP Test 65-1.

(2) *Comprehensive Aerospace Exam.* To earn the Earhart Award, cadets must pass CAP Test 65-2, *Earhart Award Aerospace Exam*. Exam questions are drawn from *Aerospace Dimensions*, modules 1-6. More information is available in the test booklet and at capmembers.com/earhart.

(3) *Cadet Physical Fitness Test.* Cadets must pass the CPFT, as described in paragraph 5-8.

(4) *SDA Staff Service.* See paragraph 5-11b(2).

(5) *Special Benefits.* Earhart Award recipients who are age 17 or older are eligible to apply for the International Air Cadet Exchange. See chapter 8 for details.

5-12. 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 eServices. Commanders record cadets' progress in the Cadet Promotions Application in eServices, or on CAPF 52-4 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. Each test is based on one chapter of the leadership textbook, with cadets completing chapters and tests sequentially (see CAPVA 52-100). Cadets who choose the *Learn to Lead* textbook use the Online Achievement Test System. *Leadership for the 21st Century* cadets use CAPT 68. **Note:** Until the *Learn to Lead* curriculum for cadet officers becomes available, all cadets will use *Leadership for the 21st Century*.

(2) *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 CAPVA 52-100; 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, 15 and 16, cadets must pass a test of their aerospace knowledge. Test materials are found in the Online Achievement Test System. Each test is based on selected chapters of *Aerospace: The Journey of Flight* (see CAPVA 52-100). Cadets may take the tests in any order, passing a different test for each achievement. 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.

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 5-8.

e. Character Development. 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 character development forum per achievement, using materials available at capmembers.com/character.

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 4-4a.

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 on one of the topics found at capmembers.com/eaker. A senior member will evaluate the essay and speech using scorecards found at that same webpage.

(2) *Leadership Academy*. To earn the Eaker Award, cadets must complete Cadet Officer School (COS) or a Region Cadet Leadership School (RCLS).

(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 5-8.

(5) *SDA Staff Service*. See paragraph 5-12b(2).

(6) *Spaatz Award Exam.* Cadets may request the Spaatz Award Exam once their Eaker Award is posted on eServices. See paragraph 5-13 and capmembers.com/spaatz for more information.

5-13. 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 wing commander will designate a test administrator when a cadet requests to take the Gen. Carl A. Spaatz Award Exam. The individual administering the test is considered a "trusted agent" and cannot be related to the cadet nor can he or she be in the same squadron as the cadet. This individual should have experience in the Cadet Physical Fitness Training program. Examples of a trusted agent are past wing commanders, wing Inspector General, senior members that have received the Spaatz award, military officers, etc.

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. When submitting their request to the wing commander, cadets will copy the wing director of cadet programs. The wing commander will ensure the cadet's parents are informed of the request and thoroughly briefed on the procedures necessary for successful testing. After receiving approval from the wing commander (or region commander, on appeal – see below), the cadet may make an appointment with the test administrator 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 test administrator. 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, within 30 days of being denied permission to test. The region commander 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 eServices or by contacting National Headquarters, the test administrator verifies that the requestor is a current cadet and Eaker Award recipient. See capmembers.com/spaatz for the test administrators' point of contact at National Headquarters.

b. Subject Matter. The exam's subject matter is described below. No testing accommodations will be made for special needs cadets (reference: paragraph 5-6) without approval from NHQ/CP.

(1) *Aerospace.* Cadets must successfully complete 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 5-1). The passing score is 80%.

(2) *Leadership.* Cadets must successfully complete a 60-question, multiple-choice, closed-book leadership test, with a 60-minute time limit. The passing score is 80%. For more information, see capmembers.com/spaatz. **Note:** Until the *Learn to Lead* curriculum for cadet officers becomes available, this test will be based on *Leadership for the 21st Century*. Thereafter, cadets may study either textbook and will use a test based on that textbook.

(3) *Character Development.* Cadets must successfully complete an essay written from a selection of character development topics. National Headquarters evaluates the essay's grammar, organization and content using the grading critique found at capmembers.com/spaatz. 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.* Cadets must successfully complete a Cadet Physical Fitness Test (CPFT) following the guidelines found in paragraph 5-8. 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 and 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 and Award Certification.

(1) *Procedures for test administrators.* Within 3 business days after the exam is completed, the *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 test administrator maintains copies of these documents for 1 year. Because cadets complete the aerospace and leadership tests through a website, National Headquarters receives those scores automatically.

(2) *Role of Cadet Registrar.* The cadet registrar at National Headquarters collects exam materials from the test administrator, 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 cadet registrar notifies the test administrator, the wing headquarters, the unit commander and the cadet. 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 5-13a to request permission to retake the exams. Cadets who wish to take issue with the exam process must report their concerns to NHQ/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 eServices, at which time the cadet is promoted to cadet colonel. Additionally, the registrar forwards the awards package to the wing headquarters and notifies the region, wing and unit commanders that the cadet has earned the Spaatz Award. The wing and unit commanders will make arrangements for an appropriate award ceremony.

f. Additional Guidance. See CAPP 52-13, *Gen Carl A. Spaatz Award Exam - Test Administrator's Guide,* and capmembers.com/spaatz for more information.

g. Special Circumstances & Waivers. CAP's policy is to award the Cadet Program's highest honor to those eligible cadets who can demonstrate excellence by passing all four portions of the Spaatz exam.

(1) *Waiver Process.* This regulation's normal waiver provisions (see paragraph 1-1) do not apply to Spaatz Award matters. Instead, cadets who believe they have faced or will face exceptional circumstances warranting relief from the normal Spaatz testing procedures outlined in paragraph 5-13 must submit their waiver request in writing and through channels to the National Commander (copied to NHQ/CP) for approval.

(2) *Common Sense Flexibility.* Waivers need be requested only when this regulation would otherwise prevent a normal test or retest. Minor changes in the exam date, location or proctor(s) do not require a waiver.

(3) *Benefit of the Doubt.* Commanders will construe reasonable waiver requests favorably. When confronted with ambiguous scenarios, commanders will choose from among the possible interpretations that are prima facie reasonable the one that is most advantageous to the cadet.

(4) *Examples.* Exceptional circumstances that may prompt a waiver of one or more provisions include:

- exam proctors being unavailable in a timely manner
- technical or other difficulties with the exam software, building evacuations, severe weather, etc.
- hospitalization, severe health emergency or family tragedy
- school obligations (i.e.: waiving a retest waiting period by up to 14 days so as not to conflict with school exams)
- a short-term injury that ordinarily would trigger a Physical Fitness Category II assignment (i.e.: a broken bone) and ineligibility to test being regarded as a Category III assignment so that the injury does not cause the cadet to lose a final opportunity to attempt the exam

- a change in military or college-related obligations that affects the ability of the cadet to retest after the normal 60 and/or 120 day waiting period and before turning 21 or before a major life event that as a practical matter will likely end the cadet's ability to test for the award.

(5) *Age 21* Rule. Under no circumstance will a cadet be permitted to test after reaching age 21, unless the cadet's wing commander denied him or her permission to test and that decision was overturned on appeal per paragraph 15-3a(2). In those situations, if the cadet's 21st birthday occurs before the cadet can reasonably schedule the exam, that 21 year-old former cadet may attempt the exam within 30 days of the appeal decision. Only one test or retest is permitted under this provision after the cadet's 21st birthday. (Exam proctors: please coordinate with NHQ/CP so the software can be reset to allow the 21 year old to access the exam.)

5-14. Demotions and 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 and 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 (For example, a cadet who had been insubordinate would need to show a willingness to follow directions and CAP rules). 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.

(3) In evaluating an appeal, the commander reviews the facts of the situation, whether demotion was the appropriate punishment and whether the demotion was carried out in accordance with this regulation.

d. Effect on Ribbons and 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 5-15.

5-15. 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. Any unit commander may request the wing commander to revoke a milestone award. Wing commanders forward their recommendations to their region commander for approval. If approved, the region commander notifies National Headquarters to complete the administrative action.

d. Appeals. Cadets may appeal their milestone award revocation to the National Commander, whose decision is final. Appeals to the Membership Action Review Panel are not authorized.

***Aerospace: The Journey of Flight* Test Number**	**Corresponding Module in *Aerospace Dimensions***	**Study Chapters in *Aerospace: The Journey of Flight***
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 5-1. Phase III & IV Aerospace Requirements.

CHAPTER 6 – CADET PROGRAM AWARDS

6-1. Award Presentations. As soon as possible after a cadet earns an award, the commander should coordinate with the cadet to arrange an appropriate award ceremony. Three overall principles will guide commanders in organizing award ceremonies. First, the ceremony must be meaningful, bringing appropriate honor to the cadet. Second, commanders should take into account the cadet's preferences for the ceremony. Third, a CAP, military, government or other notable dignitary as explained below should present the award:

INDIVIDUAL ACHIEVEMENTS	Cadet commander, unit commander or dignitary of similar stature
WRIGHT BROS. AWARD	Unit commander or dignitary of similar stature
MITCHELL AWARD	Group commander, wing official, community leader or dignitary of similar stature
EARHART AWARD	Wing commander, notable community leader or dignitary of similar stature
EAKER AWARD	Region commander, senior government official or dignitary of similar stature
SPAATZ AWARD	Flag officer, governor, congressman, senator or dignitary of similar stature

6-2. Cadet of the Month (or Quarter) Award. Units are encouraged to use the Cadet of the Month Award (or Cadet of the Quarter Award) to motivate cadets (especially Phase I "in-ranks" cadets) to excel in CAP. This program uses an objective point system to track cadet participation, achievement and CAP service. For detailed guidance, see capmembers.com/specialcadetawards.

6-3. Other Cadet-Related Awards. In addition to achievements and milestone awards, cadets may qualify for other honors in CAP. For more information, see CAPR 39-3, *Award of CAP Medals, Ribbons, and Certificates*, and capmembers.com/specialcadetawards.

6-4. 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.

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

b. 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 submit their nomination to the region for the region-level award.

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

By 15 April - National Headquarters coordinates the selection of the national-level award winner with the appropriate individual(s) or committee, as designated by the National Commander. The National Commander is the approving authority for the award.

6-5. Cadet Programs Mission Award. This award recognizes the wing with the most outstanding Cadet Program in each region.

a. 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.

b. Award and Recognition. The National Cadet Programs Special Advisor (or National Commander's designee) coordinates the award with each region. The eight winning wings (one from each region) are recognized at the CAP Annual Conference each summer.

CHAPTER 7 – CADET ADVISORY COUNCILS

7-1. Purpose. Cadet Advisory Councils (CAC) will be established at the national, region and wing levels. Group commanders may establish CACs, with the wing commander's approval. 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*.

7-2. 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. Unit commanders should appoint only cadet officers from their unit. However, if the unit 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 a 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 and vice chairperson. All Eaker Award recipients who are not yet 20 years old are eligible to apply for the chair and vice chair positions, upon approval of their unit, wing and region commanders.

(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 should convene as specified by the respective echelon commander. However, councils will convene at least twice annually. Councils may conduct meetings electronically.

7-3. 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 echelon commander or appointing commander may remove the cadet from the council.

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.

7-4. 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 2 years at each echelon.

b. Dates of Term. The beginning and termination of the term of office will coincide with the beginning of the Commander's Call and Annual Conference.

c. Appointment Dates. Commanders will appoint their CAC representatives for the next CAC term no later than 1 July.

7-5. 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 in accordance with CAPR 52-10, *CAP Cadet Protection Policy*. The advisor helps guide and counsel the CAC while allowing it to function as a forum for cadets.

7-6. 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.

7-7. 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).

7-8. Awards. During their term of office, primary representatives CAC chairs and CAC vice chairs may wear a shoulder cord (see Figure 7-1). Shoulder cords must be of the same style and shade as that stocked for CAP by Vanguard Industries. 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 commander.

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

Figure 7-1. Awards & Identification for CAC Primary Representatives.

CHAPTER 8 – CADET ACTIVITIES

8-1. Career Familiarization Opportunities. Commanders are encouraged to provide cadets with opportunities to explore careers in aerospace, the military and public service in general. Examples of career familiarization opportunities include job shadowing, ride-alongs, behind-the-scenes tours, role-playing, guest speakers and similar activities. For guidance on high adventure activities, see paragraph 2-10.

8-2. 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 pre-requisites and application procedures each fall, online at ncsas.com. 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.

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 ncsas.com will receive a CAPC 16, *Certificate of Completion – National Cadet Special Activities,* and become eligible for the NCSA ribbon (see CAPR 39-3).

d. Activity Directors. The National Commander appoints NCSA directors, on the recommendation of National Headquarters. Activity Directors must comply with the guidelines set forth in the *NCSA Activity Director Guide* published by National Headquarters.

e. Vehicles. Cadets who drive privately-owned vehicles (POV) to a NCSA will not operate the POV during the activity and will turn in all vehicle 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 International Air Cadet Exchange (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, unit commanders should reiterate this requirement to parents upon receiving CAPF 31 applications.

8-3. The International Air Cadet Exchange. The IACE fosters international understanding, goodwill and friendship among young people who have a common interest in aviation. CAP represents the United States in the International Air Cadet Exchange Association.

a. 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.

b. Eligibility Rules and Application Process. To travel abroad through IACE, cadets and senior members must meet the criteria below. Some host countries may impose additional eligibility rules. See capmembers.com/iace for information about the application and selection process.

(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.

c. 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 capmembers.com/iace.

8-4. National Cadet Competition. The National Cadet Competition (NCC) is an opportunity for cadets to display their commitment to the Core Values through academics, drill, fitness and other events.

a. Competition Programs. The NCC includes the National Drill Team Competition and the National Color Guard Competition. For more information, see capmembers.com/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 (vanguardmil.com). Senior members will not wear NCC shoulder cords.

8-5. 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 aircraft's capability. 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 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, or the person designated by the wing commander, must record the flight in eServices within 10 days of the flight date. Wings have 30 days to validate the data. See CAPP 52-7 or capmembers.com/cadetflying for more details.

(2) 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 and Use of Military Facilities and Vehicles*.

8-6. Academic and Flight Scholarships. National Headquarters makes academic and flight scholarships available to CAP members on a competitive basis. Scholarships are announced each fall online. The number of scholarships and their value is based on the total amount of scholarship funds available each year. See capmembers.com/scholarships for information about eligibility requirements and application procedures.

8-7. Region Cadet Leadership Schools. A region cadet leadership school (RCLS) is a course in officership, indirect leadership and other themes consistent with CAP's leadership expectations for Phase III cadets, as shown in CAPVA 52-100.

a. Curriculum. Minimum curricula standards are found at capmembers.com/rcls.

b. Eligibility. To participate, cadets must have completed an encampment and hold the grade of C/MSgt or above.

c. Course Frequency. Each region must offer at least one RCLS per year or conduct a school in cooperation with a neighboring region. Wings may host RCLS, with approval from region headquarters.

d. Graduation Credit. To receive graduation credit, cadets must participate actively in 80% of the school, in the judgment of the activity director. Within 30 days of the school's conclusion, the activity director will submit a roster of graduates to National Headquarters, with a copy to the region headquarters.

8-8. 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. Units 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 (vanguardmil.com). Senior members will not wear honor guard shoulder cords.

CHAPTER 9 – ENCAMPMENTS

9-1. 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.

9-2. 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 select and begin coordinating for use of an encampment site. Encampments may be held on military installations or at civilian facilities, such as college campuses.

d. Cooperation With Installation Authorities. If a military installation hosts the encampment, 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. The CAP wing commander or encampment commander will select one person to be the focal point for all contact and coordination with the installation commander and his/her staff.

9-3. Personnel Policies.

a. Eligibility for Encampment.

(1) *Senior Members* who are current members of CAP and have completed Level I of the Senior Member Professional Development Program, including the Cadet Protection Program Training (CPPT), 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 and Early Release. The encampment commander may, at his or her discretion, authorize cadets to arrive late or depart early from encampment. See paragraph 9-6c 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 possible further disciplinary action.

9-4. Activities Required At All Encampments.

a. Cadets. The required minimum course content for cadets participating at any encampment is found at capmembers.com/encampment.

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 2-2b.

9-5. Transportation Policies.

a. 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 CAP Owned Vehicles*).

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

9-6. 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 wing commander the necessary data to complete the CAPF 20, *Encampment Report*. Within 60 days of the conclusion of the encampment, the wing commander submits the completed CAPF 20 to National Headquarters (see capmembers.com/encampment for contact information). For regional or joint encampments, the host wing commander submits the completed CAPF 20 to National Headquarters. When National Headquarters develops an online encampment report in eServices, that system will supersede the CAPF 20 process described above.

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 at capmembers.com/encampment, in the judgment of the encampment commander, to receive graduation credit.

(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 eServices, 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.

CHAPTER 10 – JROTC and BOY SCOUTS OF AMERICA

10-1. CAP Policy For Junior Reserve Officers' Training Corps (JROTC) 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 2 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 5) 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. See capmembers.com/encampment for more information.

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-l, *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 programs may wear the CAP wing patch on the right shoulder and the AFJROTC patch on the left shoulder (for those uniforms that require a wing patch). See CAPM 39-1 for details. Other JROTC patches are not authorized.

10-2. 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 unit 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 unit 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.

CHARLES L. CARR, JR.
Major General, CAP
Commander