

Cadet Programs Officer

Specialty Track Study Guide



CIVIL AIR PATROL

CAPP 216 | June 2003

CADET PROGRAMS OFFICER

SPECIALTY TRACK STUDY GUIDE

PREFACE

Senior members use this study guide to complete training and attain ratings in the Cadet Programs Officer specialty track.

This study guide outlines the requirements for attaining ratings in the Cadet Programs Officer specialty track of the Senior Member Professional Development Program. Training in the Cadet Programs Officer specialty track is self-paced and intended to take place on-the-job and through self-study. This pamphlet guides senior members through that training and is designed to help them learn to effectively manage the Cadet Program.

Specialty tracks are governed by CAPR 50-17, *Senior Member Professional Development Program*.

This pamphlet supersedes CAPP 216 dated 30 November 1984. New features introduced in this edition include:

- ▶ Clearer program goals, including a more thorough overview, enabling students, trainers, and commanders to comprehend the intent of the training program
- ▶ A more graduated approach to the subject matter, with training being delivered when students are likely to be serving in positions that require that level of knowledge
- ▶ Simplified instructions that help students succeed with their self-study
- ▶ A concise reading list, pointing students and trainers to the relevant sections of CAP publications that correspond to the training requirements
- ▶ Practical advice for the trainer on mentoring and implementing the OJT program
- ▶ Revised objectives that are more specific and easier for trainers to measure
- ▶ Tests to ensure students achieve the training objectives, thereby promoting confidence in the leaders who achieve specialty track ratings
- ▶ Optional discussion topics to help students better understand the relevance of their training
- ▶ An attractive, easy to follow layout that includes more visual aids and numbered lists.

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Cover Photo: National Flight Academy

Cadet Programs Officer Specialty Track Study Guide

OVERVIEW

This specialty track is divided into three ratings: technician, senior, and master. Students enrolled in this specialty track complete each in succession and at their own pace.

The program is designed to be completed under the guidance of a mentor who has attained a higher rating in the specialty track than the student has, but if necessary, the student may complete the training independently.

While not limiting the role students may take as Cadet Program leaders in their unit, this study guide presumes that students' levels of responsibility will begin modestly and increase as they advance in the program by attaining higher ratings (see Figure 1).

TRAINING OBJECTIVES

Each rating contains both knowledge requirements and service requirements that must be completed in order to attain the rating.

Knowledge Requirements are objectives describing what each student is expected to know and be able to demonstrate before attaining the rating.

Service Requirements are objectives describing what each student is expected to complete through active participation before attaining the rating.

Discussion Topics (optional) are comprehension-level questions intended to help students better understand the material. Trainers should review these topics with each student to help them interpret and value their training.

Rating	Training Topics	Suggested Duty Assignment	
		During Training	Upon Completion
Technician	Fundamental Cadet Programs Goals, Polices & Procedures	Asst Leadership, Aerospace, or Activities Officer	Leadership, Aerospace, or Activities Officer
Senior	Squadron Operations	Leadership, Aerospace, or Activities Officer	Squadron Deputy Commander
Master	Wing Operations	Squadron Deputy Commander	Squadron Commander or Wing Director of Cadet Programs

Figure 1. Training topics and suggested duty assignments

Reading Lists

To help students fulfill the knowledge requirements, reading lists are included for each rating. All publications are available on-line or at the CAP Bookstore. Always research the knowledge requirements in the pertinent CAP publications.

The reading lists are current as of the date of this publication. However, CAP publications are always evolving; therefore, references might not be completely accurate. Use common sense and good judgment to research the answers to the knowledge requirements.

RECORDING RATINGS AND EARNING AWARDS

Recording Ratings. Specialty track ratings are recorded locally and at HQ CAP. Locally, the CAPF 45b, *Senior Member Professional Development Record*, documents progression through specialty tracks. Members' progress is also listed on the *Professional Development Report (PDR)*, which HQ CAP mails to units bi-monthly and is also available at www.cap.gov.

After a student satisfies all requirements for a specialty track rating, the professional development officer will annotate the PDR and return it to HQ CAP, as well as update the member's CAPF 45b (see CAPR 50-17 for details).

Earning Awards. When students complete all knowledge and service requirements, as certified by their unit commander (or designee), they attain a new Cadet Programs Officer specialty track rating. In addition, they become eligible for the Leadership Award and the Cadet Programs Specialty Badge (see Figure 2). For more information, see CAPR 39-3, *Award of CAP Medals, Ribbons and Certificates*, and CAPM 39-1, *CAP Uniform Manual*.

Rating	Leadership Award	Cadet Programs Specialty Badge
Technician	Basic ribbon	Blue star
Senior	Bronze star	Bronze star
Master	Silver star	Silver star

Figure 2. Cadet Programs Officer specialty track awards

Instructions for Students

SELF-STUDY & OJT PROCEDURES

Read
Discuss
Shadow
Perform
Review

Training in the Cadet Programs Officer specialty track may formally begin once Level I of the Senior Member Professional Development Program is completed. You will complete on-the-job training (OJT) at your own pace and through self-study. If at all possible, you should be assigned a trainer to help you fulfill the knowledge and service requirements and also serve as your mentor.

Follow the simple procedures listed below and in Figure 3 to ensure your training is successful:

1. **Read** the publications listed on the reading list. Focus on the sections pertaining to the knowledge requirements. Pay special attention to passages that affect the Cadet Program at the squadron level.

2. **Discuss** the readings with your trainer to ensure your general understanding of them is accurate.

3. **Shadow** the trainer and watch how he or she performs tasks related to the knowledge requirements.

4. **Perform** tasks that are related to the knowledge and service requirements, under the trainer's guidance.

5. **Review** the knowledge and service requirements with your trainer to ensure that you have fulfilled each. Especially make sure you fully understand the emphasis items listed in the knowledge requirements section.

Tests

Once the trainer or unit commander is satisfied that you have met all knowledge requirements, you may take the specialty track test corresponding to the rating you are pursuing.

Tests are open-book and not timed. The passing score is 80%, correctable to 100%.

Tests are available only on-line in the E-services section at www.capf.gov. If you do not personally have Internet access, visit your local library or contact a friend who has an Internet connection.

Process Summary for Earning Specialty Track Ratings

1. Complete the self study: Read, Discuss, Shadow, Perform, and Review, as described above
 2. Fulfill the rating's service requirements
 3. Score 80% or higher on the rating's open-book test (correct to 100%)
 4. Record the new rating on the CAPF 45b and PDR (see page 2)
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Figure 3. Process Summary

Instructions for Trainers and Commanders

INTRODUCTION

It is you, the OJT trainer, who makes the specialty track training program work best. Think of yourself as a mentor, ready to guide your senior member student(s) through the duties of their position, always relating the job to the knowledge requirements corresponding to the rating the student is pursuing. CAPP 52-6, *Mentoring*, provides an excellent overview of how to be an effective mentor.

THE OJT ENVIRONMENT

Familiarize yourself with the five-step self-study and OJT procedures suggested to students on the previous page. Use the demonstration/performance method described below to teach students how to complete job duties.

During the demonstration phase of this technique, allow the student to shadow you as you perform job duties related to the student's knowledge requirements. Point out the task's sequence of events and standards of performance.

During the performance phase, have the student complete job duties related to the knowledge and service requirements of the rating they are pursuing. Provide constructive feedback to let them know what they did correctly and what areas they need to improve upon.

Students pursuing the senior and master ratings will likely hold staff positions of their own. In such instances, explain how the subject matter relates to the student's current position as well as your own.

Student / Trainer Ratio

OJT is best conducted with a low student to trainer ratio (3:1 or better is recommended).

Levels of Training

Familiarize yourself with the knowledge and service requirements throughout this guide. This will help you provide the right training at the right time, versus overwhelming the student with knowledge that may be valuable but is not yet needed by them.

Training Accuracy

Take steps to avoid the easy tendency of always relying on your memory when explaining job procedures to students. By reviewing the applicable CAP publications before beginning an OJT program, you will be sure to teach the current policies and procedures. In the process, you will benefit from refreshing your own knowledge.

Technician Rating

INTRODUCTION

Scope. Senior members pursuing a technician rating in the Cadet Programs Officer specialty track begin their training possessing little to no knowledge about the Cadet Program.

Outcomes. Senior members who attain the technician rating will be prepared to serve with minimal supervision as a Cadet Programs staff officer at squadron level in the areas of leadership, aerospace education, or activities. They will be knowledgeable in fundamental Cadet Program goals, policies, and procedures.

Reading List

Regulations

CAPR 50-4, *Test Administration and Security*, Chapter 1

CAPR 52-10, *CAP Cadet Protection Policy*

CAPR 52-16, *Cadet Program Management*, Chapters 1 and 2

Pamphlets

CAPP 52-6, *Mentoring*

CAPP 52-14, *Staff Duty Analysis*, "Instructions for Commanders & Leadership Officers"

CAPP 52-18, *Cadet Physical Fitness Program*, Chapters 1 and 2

CAPP 265-2, *CAP Values for Living*, Preface and Attachments A and C

Textbooks Become familiar with the following cadet texts:

Leadership: 2000 and Beyond

The CAP Drill and Ceremonies Manual (AFMAN 36-2203)

Aerospace Dimensions (6 modules)

Aerospace: The Journey of Flight

Additionally, CAPP 52-9, *Cadet Orientation Course* (3 vols.) is an optional but highly recommended introduction to the Cadet Program.

KNOWLEDGE REQUIREMENTS

Emphasis Items

- (1) Identify the five program elements of the CAP Cadet Program; describe the basic goals of each.
- (2) Identify the minimum requirements needed to progress in the Cadet Program and complete achievements and milestone awards.
- (3) Describe the CAP Cadet Protection Policy as it relates to adult supervision of cadet activities.

Supervision & Safety

- (4) Outline safety policies related to the Cadet Program.
- (5) Define “mentoring” and describe appropriate and inappropriate behaviors used by mentors.

Administration & Membership

- (6) Describe the basic requirements and procedures used to order, administer, and safeguard cadet tests.
- (7) Outline the requirements for cadet membership in CAP.

Activities & Curriculum

- (8) Describe at least five activities cadets may participate in at the local, wing, or national level.
- (9) State the primary goal of the cadet physical fitness program; identify the events of the cadet physical fitness test (CPFT).
- (10) State the primary goal of the staff duty analysis (SDA) program.
- (11) Describe the basic goals of cadet encampments and the opportunities they afford cadets.
- (12) Identify the main elements that comprise a squadron’s weekly meeting.
- (13) Identify the requirements for cadets to wear the Air Force style CAP uniform; describe how the uniform is properly worn (ie: placement of common accoutrements, press, shoe shine, etc.) .

SERVICE REQUIREMENTS

- (1) After completing Level I of the Senior Member Professional Development program, serve for 9 months as a staff officer intern at squadron level. Suggested positions include assistant leadership officer, assistant aerospace education officer, or assistant activities officer.
- (2) Participate as a staff officer assistant at any Cadet Program activity beyond routine weekly squadron meetings (ie: model rocketry competition, bivouacs, etc.).
- (3) Successfully complete the open-book, un-timed Cadet Programs Officer Technician Rating Test with a grade of 80% or higher, corrected to 100%.

DISCUSSION TOPICS

(Optional)

- (1) How do the five program elements interrelate? For example, in what way does leadership affect aerospace education, etc.?
- (2) Is adequate supervision at cadet activities merely a matter of satisfying legal obligations or are there other reasons why senior members should be involved in cadet activities?
- (3) Should leaders always uphold cadet promotion requirements, or should they sometimes bend the rules to fit the situation and accommodate a “good” cadet?

Senior Rating

INTRODUCTION

Scope. Senior members pursuing a senior rating in the Cadet Programs specialty track possess a general understanding of Cadet Program goals and routine procedures used when implementing the program at squadron level. They have completed an internship under the guidance of an experienced Cadet Programs leader in their squadron and have begun to serve on a staff, working with little supervision as a leadership, aerospace education, or activities officer.

Outcomes. Once attaining the senior rating, the staff officer is considered proficient in Cadet Program areas pertaining to the squadron level and is ready to serve as a squadron deputy commander or as an assistant on the group or wing Cadet Programs staff.

Reading List

Regulations

CAPR 39-3, *Award of CAP Medals, Ribbons, and Certificates*, Sections F and G
CAPR 52-10, *CAP Cadet Protection Policy*
CAPR 52-16, *Cadet Program Management*, Chapters 1, 2, 4 and 6
CAPR 60-3, *CAP Emergency Services Training & Operational Missions*, Chapter 2
CAPR 62-2, *Mishap Reporting and Investigation*

Pamphlets

CAPP 52-5, *The Congressional Award*
CAPP 52-7, *Cadet Orientation Flight Syllabus*, Sections 1 and 4
CAPP 52-9, Volume 1, *CAP Cadet Orientation Course*, "Introduction"
CAPP 52-14, *Staff Duty Analysis*
CAPP 52-18, *Cadet Physical Fitness Program*, Chapter 5
CAPP 55, *CAP Drug Demand Reduction Program*, Section 1

**KNOWLEDGE
REQUIREMENTS****Emphasis Items**

- (1) Outline the procedures used to record cadet progression, including how milestone awards are processed; identify the forms used.
- (2) Describe the unit commander's role in ensuring compliance with the Cadet Protection Policy; outline the procedures to be followed if cadet abuse is alleged.
- (3) Describe the unit commander's role in deciding to promote or retain a cadet in grade; identify counseling requirements and the form used to evaluate cadet performance.
- (4) Outline the eligibility requirements to participate in the cadet orientation flight (COF) program and how cadet flying is reported.
- (5) Identify senior member's obligations to cadets' parents at initial orientation and with respect to cadet activities.

Supervision & Safety

- (6) Describe the role of senior members in ensuring cadet safety during activities; outline the procedures for reporting a mishap.

Administration & Membership

- (7) Outline the procedures used to request the Gen Carl A Spatz Exam.
- (8) Outline the procedures used for new cadets to take advantage of the Free Cadet Uniform (FCU) program.
- (9) Describe how the cadet physical fitness test (CPFT) is administered; identify how each event is scored.
- (10) Outline the procedures cadets follow to apply for a National Cadet Special Activity (NCSA); state the role of the unit commander in the NCSA application process.
- (11) Identify the eligibility requirements and nomination procedures for the Cadet of the Year award (nationally, and locally if applicable); identify the eligibility requirements to earn related cadet awards sponsored by the Air Force Association, Air Force Sergeants' Association, and Veterans of Foreign Wars.

(12) Identify the requirements for JROTC cadets to be eligible to advance in the Cadet Program at an accelerated rate.

(13) Identify the minimum eligibility requirements for CAP scholarships; outline the basic application procedures.

(14) Identify the eligibility requirements for the Community Service Ribbon.

(15) Identify the eligibility requirements and the role of cadet sponsor members (CSMs).

Activities & Curriculum

(16) Describe the major goals of the CAP Drug Demand Reduction program.

(17) Describe the goals of the Congressional Award; outline the procedures used by cadets who want to participate.

(18) Describe how senior members mentor cadets in the staff duty analysis (SDA) program; identify how commanders and leadership officers evaluate SDA reports and staff service.

(19) Describe the overall goals of cadet competition; identify the drill team and color guard competition events.

(20) Identify the main goals of the Cadet Orientation Course, as described in CAPP 52-9; describe how the course is implemented.

(21) Describe how unit meetings may be organized according to a quarterly schedule.

(22) Describe opportunities cadets have to participate in CAP emergency services training and missions; outline the basic procedures cadets follow to become eligible to participate.

**SERVICE
REQUIREMENTS**

- (1) Actively serve for 1 year as a technician-rated Cadet Programs staff officer, performing duties with minimal supervision. Suggested positions include leadership officer, aerospace education officer, and activities officer.
- (2) Complete Level II of the Senior Member Professional Development program.
- (3) Serve as a staff officer responsible for planning or conducting a significant portion of a cadet activity beyond routine weekly squadron meetings.
- (4) Complete the Training Leaders of Cadets (TLC) seminar.
- (5) Successfully complete the open-book, un-timed Cadet Programs Officer Senior Rating Test with a grade of 80% or higher, corrected to 100%.

**DISCUSSION
TOPICS**
(Optional)

- (1) Should every cadet be promoted immediately upon fulfilling the minimum requirements for promotion eligibility? Why or why not?
- (2) How can CAP leaders ensure that federally appropriated dollars are used responsibly in support of the FCU and COF programs?
- (3) What can leaders do to develop a rapport with cadets' parents? What may result from good or bad relations with parents?

Master Rating

INTRODUCTION

Scope. Senior members pursuing a master rating in the Cadet Programs specialty track are seasoned cadet leaders proficient in Cadet Program operations at the squadron level. They began their training as interns, then completed at least 1 year's service as a staff officer. Most pursue the master rating while serving as a squadron deputy commander or an assistant on the group or wing cadet programs staff.

Outcomes. Upon attaining this rating, the staff officer will have demonstrated mastery in Cadet Program operations and be capable of commanding a cadet unit, directing the Cadet Program at the wing level, and providing expert Cadet Programs advice to new members and senior CAP leaders.

Reading List

Regulations

CAPR 39-3, *Award of CAP Medals, Ribbons, & Certificates*, Section G
CAPR 52-16, *Cadet Program Management*, Chapters 1, 2, 4 and 6

Pamphlets

CAPP 52-7, *Cadet Orientation Flight Syllabus*, Sections 1 and 4
CAPP 52-12, Volume 1, *Required Staff Training*, "Instructor Guide"
CAPP 52-18, *Cadet Physical Fitness Program*, Attachment 2
CAPP 55, *CAP Drug Demand Reduction Program*, Sections 2 and 3

**KNOWLEDGE
REQUIREMENTS****Emphasis Items**

- (1) Describe the goals of the Cadet Advisory Council; identify the eligibility requirements for cadet representatives and the role of the senior member advisor.
- (2) Describe the curriculum required at cadet encampments; summarize senior members' administrative and supervisory responsibilities in conducting the encampment program.
- (3) Describe the main goals of the Required Staff Training (RST) program; identify the activities affected by RST and the participation and reporting requirements.
- (4) Identify the role of wing headquarters in evaluating and processing cadet applications for National Cadet Special Activities.
- (5) Identify the role of wing headquarters and outline the procedures used to administer the Cadet Orientation Flight program.

Supervision & Safety

- (6) State the CAP safety policies regarding cadet firearms training, rappelling, hot weather, and tobacco use.

Administration & Membership

- (7) Identify eligibility requirements and outline the procedures used to participate in the Drug Demand Reduction initiatives program.
- (8) Outline the procedures used to demote a cadet or revoke a cadet milestone award.
- (9) Identify the eligibility requirements and outline the procedures used by cadets seeking to participate in Air Force Institute of Advanced Distributed Learning (AFIADL) courses.
- (10) Identify CAP policies and procedures related to dual-chartering with Boy Scouts of America programs.
- (11) Describe the goals of the Squadron of Merit and Squadron of Distinction programs; identify the role of wing and region headquarters in administering the programs.

**SERVICE
REQUIREMENTS****Activities & Curriculum**

(12) Describe the goals of the Region Cadet Leadership School (RCLS) and the guidelines followed when conducting RCLSs.

(13) Describe the overall goals of the International Air Cadet Exchange; identify the role of wing headquarters in processing IACE cadet and escort applications and when hosting international participants.

(1) Actively serve for 1 year in a supervisory capacity as a senior-rated Cadet Programs staff officer. Suggested positions include deputy squadron commander or an assistant on the group or wing Cadet Programs staff.

(2) Complete Level III of the Senior Member Professional Development program.

(3) Serve as a staff officer responsible for planning and conducting a significant portion of the Training Leaders of Cadets (TLC) seminar.

(4) Serve as a staff officer responsible for planning and conducting a significant portion of the Required Staff Training (RST).

(5) Serve as a staff officer at an encampment, Region Cadet Leadership School, or National Cadet Special Activity.

(6) Successfully complete the requirements for earning the Gen. Chuck Yeager Award.

(7) Successfully complete the open-book, un-timed Cadet Programs Officer Master Rating Test with a grade of 80% or higher, corrected to 100%.

**DISCUSSION
TOPICS**

(Optional)

(1) How can leaders advise the CAC while allowing it to remain a forum for cadets?

(2) What encampment experiences are cadets likely to value most 10 years after participating? Why should parents support the encampment program?

(3) In what ways does cadet flying contribute to American air and space supremacy?