



# Region Staff College

Director's Handbook



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## Foreword

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Being a Region Staff College director is one of the most demanding jobs in Civil Air Patrol. It is also one of the most rewarding in Civil Air Patrol.

This handbook was developed to assist Civil Air Patrol members charged with operating region staff colleges. Although it carries the title, "Director's Handbook," it is in fact an invaluable tool for all Region Staff College (RSC) staff members.

One of our goals is to achieve some standardization in resident courses, both in terms of curriculum and in general procedures. This handbook, which incorporates successful procedures from past staff colleges, is a tool for standardization. Obviously, conditions in each region will dictate some deviations, but careful adherence to these guidelines will help ensure a successful college.

The National Headquarters Professional Development Division (PD) welcomes your comments and recommendations to improve this handbook. Please write, call, or fax us at the addresses below:

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## **Site Selection, Date Selection, and Staff Selection**

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### ***Site Selection***

A Region Staff College requires a substantial physical plant with features such as office space, classrooms, dormitories or residence halls, auditorium, and audiovisual capability. Additionally, the various facilities should be reasonably close to permit the students and staff to walk to and from classes and dining facilities.

The first major decision affecting site selection is geographic, i.e., in which city or locale within the region should the college be held? In some instances the availability of a superb facility, such as Maxwell AFB or other military base, is an overriding consideration. But in far-flung regions such as North Central Region, the commander may elect to move the staff college yearly to provide access for the widely dispersed student population. Accessibility to the geographic area must also be a consideration. For instance, an inherently attractive site such as Hawaii or Puerto Rico may be rejected simply because of its remoteness from other major population centers.

Assuming the geographic area is satisfactory, what types of civilian and military institutions or facilities are located within the selected geographic area? The director and staff should evaluate all potential sites.

### ***Site Acceptability***

There are four types of institutions which meet the general criteria for suitable physical facilities. These are:

- Military bases.
- Colleges and universities.
- Industrial and conference centers.
- Camps and convention centers.

Military bases, if available in the geographic area, are an excellent source for staff college locations because of their relatively low cost. However, depending on the base, billeting may vary significantly in quality, from austere to comfortable. The same is true in dining halls and classrooms. Classrooms on some military bases may be austere and located away from

the billeting area. And, some bases are often remote from population centers, making accessibility a problem for those journeying to the staff college by commercial transportation.

On the plus side, military bases, particularly United States Air Force (USAF) bases, provide students with a strong, visible reminder of CAP's role as the Auxiliary of the US Air Force. Most CAP members enjoy the surroundings and atmosphere of a military installation.

Another plus for a military location is cost. Because of lower overhead, the per capita cost of room and board is usually less than any other comparable facility. Also, the use of the other facilities on base, such as classrooms and auditorium, are free. Since bases are self-sustaining communities, other desirable facilities such as swimming pools, tennis courts, libraries, service clubs, snack bars, etc., may be available for CAP use. When fees are charged for the use of these facilities, the charges are usually nominal.

If the director and the staff desire to hold the staff college on a military base and no existing relationship has previously been established, the Region Liaison Commander's Office, or State Director's Office should be used to seek permission to use the facility. If the base commander is unfamiliar with CAP, its mission, and its role as the auxiliary of the USAF, it may be necessary to make a formal presentation to explain CAP and the purpose of Region Staff College. If the commander agrees to host the college, s/he will usually designate a USAF project officer to provide assistance with facilities and services. The director and staff must cultivate a close working relationship with base personnel.

Regardless of the type of facility chosen, accommodations must meet an acceptable level of comfort and convenience. The director or designated representative should personally check the office, housing, dining, classrooms, and auditorium facilities, and look critically at such details as distances to and from the academic areas, parking facilities, restrooms, and snack bars or refreshment machines. Are there telephones in the office, housing, and academic areas and is audiovisual equipment available? Is there Internet access, and if so, is there a fee to use it? Are there "hot" power outlets, adequate lighting, curtains or shutters to darken the auditorium, etc? Remember, the operation of a successful staff college depends in large measure on the personal attention of the RSC director and staff.

If the director and staff decide to use a civilian facility, the choice is usually either a college campus, conference center, or recreational camp. Of the three, the conference center, which caters primarily to corporate clients, probably offers the most comfortable surroundings. However, these facilities may be fairly remote and the recreational facilities limited. Another drawback is cost; typically the per capita cost at a conference center is substantially higher than at either a military base or a college.

Another potential facility is a recreational camp. Usually these camps function similar to conference centers but place more emphasis on recreation. Classes and auditorium facilities may be limited. Housing tends to be austere, and these camps also tend to be remote from population centers, resulting in possible transportation problems. Usually the per capita cost at a camp is less than at a conference center but may be competitive with a college campus. Again, a very careful check of every detail of the camp facilities is necessary before any decision is made about whether to use the facility.

The college or university campus with residence halls usually provides adequate accommodations for a Region Staff College. Typically, the colleges are set up to host various community functions such as seminars and workshops. Most can easily handle groups of 100 or more without difficulty. Usually there is ample residential housing, although the rooms may tend to be austere. Usually the residence halls are fairly close to the dining areas and within walking distance of the classrooms. The academic/auditorium facilities are excellent and audiovisual equipment is not a problem, but there may be a labor charge for any audiovisual staff. You may also have to pay for maintenance staff and cleaning. Formal office space may be lacking but a classroom can usually be converted for the purpose. Telephones are usually available in the residence halls but not in the classrooms or the improvised office space. Consequently, a radio or cell phone net may be helpful if the staff college is held on a campus. Parking space is usually not a problem, and the college campus usually has recreational facilities, such as a swimming pool and tennis courts. The potential college sites are usually closer to population centers than military bases.

## ***Date Selection***

Scheduling a staff college is a critical decision, and two other crucial variables must be considered – site and faculty availability. Once the director has selected a site, they must check its availability for several potential dates. The dates which appear to be most acceptable to most students are between Memorial Day and Labor Day. In general, periods which begin or end on the holidays are not favorable for scheduling a staff college. These periods tend to coincide with family vacations and will reduce the pool of potential students. Thus, the month of June, the last three weeks in July, and the first four weeks of August are good candidates for a Region Staff College. There are strong arguments for using these periods because usually the sites are available and so are the potential faculty members. However, potential students and staff with children in school may not be able to participate if the course is run either early or late in this period varying from region to region.

Staff colleges must be scheduled with host facilities as early as possible to ensure acceptance and support. Many military bases for example, set next years' calendar as early as the previous December or January. Most ask for a year's notice. A good way to make sure the next year's college is scheduled is to make the arrangements while at this year's staff college, at least getting the dates set. Remember, staff colleges compete with all other military activities on base, so cooperation with base leadership is essential.

## ***Staff Selection***

Perceptive directors recognize that selection of a highly motivated and skilled faculty is crucial to the success of the college. Usually faculty members will agree to participate if it doesn't interfere with their summer plans. Experience has shown that many teachers are available immediately after the close of regular school terms, usually the first or second week in June. But, obtaining their cooperation depends on early solicitation. Site selection, date selection, and faculty planning must occur as far in advance as possible. Usually such talent exists on college campuses, on-base hosting Airman Leadership Schools, NCO Academies, or other formal training activity; it must be identified and solicited.

In making arrangements for a staff college, it is imperative that as many details as possible be put in writing and formally agreed upon by all parties concerned.

Office, housing, dining, classroom, auditorium arrangements, and cost agreements should be analyzed with site representatives for the selected calendar period. Be sure to get the contact information not only of the person in charge, but also the person with whom you'll be working. Formal letters of invitation should be sent to the faculty members who have agreed to participate. Letters to the prospective faculty should explicitly state the subject to be taught, the classroom hours to be dedicated to the subject, the location of the classroom, the date, and the time. Keep in touch with faculty members. Inform them of the nature of CAP, its missions, and describe the types of students they will be teaching. Also, tell them about other subjects in the curriculum and how their presentation relates to other topics taught at RSC. You may have to recruit staff members from the community-at-large. These people may not be familiar with the site selected for the college, and thus will need a "walk-through" to acquaint them with the facilities they will be using. Good public relations work is best accomplished by thorough, efficient, and courteous treatment of all faculty members. Remember to invite the faculty members and their spouses to the banquet and other social functions and appoint staff members to be their official hosts for the evening.

## **Budget Items**

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Once a site is selected and confirmed and a date is approved, it is time to formulate a budget. Staff members who might be involved in this financial planning include: the director, curriculum coordinator, deputy director, director of administration, finance officer, logistics officer and public affairs officer

Decisions and variables to consider when formulating a budget include, but are not limited to:

Determine if there is a facility charge. Sometimes the college/university will waive this charge.

Determine what supplies are needed for your students and support. Items to consider – notebooks, pencils, notebook paper, etc.



Certain things must be printed, i.e., schedules and outlines. Sometimes this printing and copying can be done at a military installation. If not, shop around for a price.

It is very important that your staff public affairs officer (PAO) prepares a budget. Expenses should include developing charges and everything needed to tell the story of CAP to members at the college. Also include the cost of developing and mailing promotional materials to prospective students. With the PAO, coordinate any additional awards and certificates needed besides college diplomas which are available from NHQ CAP/PD. Do this early. If items must be purchased, set a price range and stick to it. Don't forget to include any engraving costs.

Decide on an amount to cover telephone expenses and mailings. Place calls at the least expensive times and estimate your mail outs as closely as possible.

Determine an allowance for gasoline used for official business.

Determine the cost for any honoraria or gifts to be purchased for speakers.

Social activities often include a mixer for the staff before the college begins and the student ice-breaker the evening of the first day.

To assist your staff, explore the possibility of renting a copier. Ensure adequate computer support.

Estimate the amount of money you'll receive from NHQ CAP/PD to help support your college. PD may provide seed money to help you offset expenses. Refer to CAPR 50-17, Chapter 6 for specific details.

Estimate the amount of money you'll receive from your region to offset costs.

Decide what each student must pay. This should cover only necessary costs.

Once the budget is developed, review it with your region commander. Remember that this budget is to be spent for the benefit of the students. Money returned to the treasury may indicate good planning and efficient administration, but it could also mean that the cost for each student was too high.

## Enrollment Procedures

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Enrollment procedures for all CAP senior activities, including Region Staff College, are prescribed in CAPR 50-17, *Senior Member Professional Development Program*. Applications must be submitted on a CAP Form 17, *Application for Senior Member Activities*, which provides information required to determine student eligibility and to assist in seminar configuration. Only complete applications should be accepted. Block (23) requests medical information which is essential should the student become ill while attending the staff college.

A reasonable deadline must be set (see checklist) for acceptance of applications to enable you to plan for facilities, food service, seminar site, and number. A registration fee accompanying the application helps ensure attendance.

## Application Follow-up

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### Confirmations

Qualified applicants should be confirmed in writing immediately upon receipt of their approved application forms and advance fees. E-mail responses are very cost-effective if the applicant has given this information on the application, with phone numbers. This confirmation should also tell the student that an information packet will follow at a later date.

### Advance material mailings

The advance information packet serves not only to provide staff college information, but also to motivate the student to expect a useful and enjoyable learning experience. Since reproduction and mailings is expensive, use e-mail as your communications method. This packet must be designed to provide maximum information. Be sure to include information on such items as uniform requirements, total costs of the course, and advance assignments. This packet should be e-mailed not less than 45 days prior to the course start date.

As a minimum, the advance information packet should include:

1. A welcome and motivational statement concerning the staff college.

2. A comprehensive statement of the staff college objectives and curriculum. Describe the facility, list well-known instructors, and emphasize their capabilities.
3. If academic credit is available, give complete details.
4. Provide a tentative schedule, details on how the staff college will be conducted, e.g., lectures with seminar follow-up, special academic and social activities, and advance assignments such as readings and speech preparation.
5. Uniform and civilian clothing requirements. Staff colleges usually encourage wear of US Air force-style or CAP distinctive uniforms during the academic day. Students may wear civilian clothes after class hours only or when participating in physical activities. Specific information is required, e.g., if no laundry facility is readily available, students will need to bring additional clothing. Uniform requirements for each activity should be specified.
6. Transportation information should include airlines serving the area and schedules. Request the student's arrival time so pickup can be arranged. Identify highways leading to the staff college facility, and provide a map, if possible.
7. Information on food service and room accommodations, including anticipated minimum costs.
8. Expected climate conditions.
9. Maps of the area, brochures detailing recreation opportunities, and general information (Chambers of Commerce will generally provide these free of charge).
10. Registration information. Provide specific detail on dates, time, and place of registration, and forms and information required of the student.
11. News release for the student's local newspaper.
12. Student biographical sheet (to be submitted to the director by return mail.)
13. Specific details concerning:
  - Student's staff college address.
  - Emergency telephone numbers.
  - CAP customs and courtesies.
  - Required credentials.

## Recruiting students

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The earlier you can establish the date and site for the staff college the better. This affords more time to launch an advertising campaign to attract students. NHQ CAP/PD will post your school information on the NHQ CAP web site. You should also announce your college at the CAP Volunteer Now homepage run by NHQ/PA.

Get with your staff early and plan your approach for advertising your staff colleges. During region and wing-level activities, don't miss any opportunity to recruit students. Also, the radio net has proven to be quite effective in some regions, as well as posting the information on region and wing web pages.

Assign staff members to be available as resource persons to promote the staff college in squadron, group, and wing meetings and conferences.

It is important to brief region and wing commanders periodically on the status of your college. You must have command support to run a successful staff college. Consider also working with region and wing Directors of Professional Development to solicit their support.

Use innovative salesmanship to attract students. One idea is to collect photos of previous staff colleges and display them during region/wing conferences or on the web pages. Another idea is to construct a professional and visually dynamic pamphlet about RSC. The pamphlet should provide all the essential information in a ways that will appeal to prospective students.

A very important method of reaching prospective students is by word-of-mouth. Members will not apply just because the staff college is announced on a web page or in a regulation. Eligible members should be invited to attend.

Ask students of former years to pass the word.

Suggest prospective students check with their employers since many employers grant professional leave for this type of training. Be prepared to provide students with a course outline for their employers. Also be ready to give students an official letter certifying attendance at the staff college.

## Curriculum Content and Instructors

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Once the staff college curriculum is outlined, determine the specific course content and assign instructors. This is an interactive procedure, with the overall course content established by the objectives found in CAPR 50-17, Chapter 6. The curriculum coordinator must present the general objectives to the instructors with supporting information to explain the goals, missions, and philosophy of CAP. This allows instructors to tailor course content to the objectives. This procedure takes time and should be included in the staff college planning sequence.

The logical source of instructors for the staff college is from the pool of qualified experts within the USAF and CAP. Potential instructors should possess the following minimum qualifications:

- Understanding that Region Staff College is a student-centered activity.
- Expert knowledge of the subject matter.
- Instructors must provide an outline of the lecture, and adhere to the content and time requirements.
- Highly motivated to teach.
- Available for the required instructional periods.
- Willing to serve as an instructor.
- Highly capable teacher.

From the list of available candidates, the curriculum coordinator and the director will select the most qualified individual for each subject in the curriculum. Formal invitations should be extended to those selected as instructors.

Active duty and Reserve US Air Force members may be recruited as staff college instructors. The same criteria used to select CAP personnel applies. Qualified Air Force personnel may be solicited from the Region Reserve Forces Advisor, Liaison Region Office, and/or training personnel from local military installations, such as those from an NCO Academy or Airman Leadership School.

In the event qualified instructors are not found within CAP or the Air Force, solicit help from other military services, the academic, and civilian communities. Some highly-qualified

instructors can usually be found among the faculties of local colleges and universities. A limitation of using these instructors is that they may not be familiar with CAP, its philosophies and missions. It is the responsibility of the curriculum coordinator to brief the non-CAP instructors all relevant details of the CAP program, the purposes of the staff college, the overall curriculum and course content, and the characteristics of the average CAP student attending the college.

In addition to academic personnel, other potential instructors exist in the community. Instructors may be found among the staffs of the state and local departments of education, professional management consultants, and leaders in business and industry.

The director and college staff should explore the community for resources to increase the educational value of the staff college. Such solicitation also provides an opportunity to acquaint community leaders with CAP. Very often professors will help by teaching at no cost. A thank you letter to the university president gives proper recognition for their contribution.

## Curriculum

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The major academic objectives for region staff colleges are presented in CAPR 50-17, Chapter 6. To the extent local circumstances permit, these objectives should constitute the “core” of the staff college curriculum.

- Deliver a CAP-oriented oral presentation (speech, lecture, briefing) lasting at least 10 minutes using a clear organizational pattern and adequate supporting material.
- Demonstrate effective writing skills and use proper written formats.
- Perform effectively as a group member in the problems-solving process.
- Apply current management theory to human relations situations.
- Recognize leadership problems and determine solutions through group discussions.
- Demonstrate the ability to plan, conduct, and direct meetings, conferences, and training courses.
- Demonstrate a personal and professional commitment to the core values strategy.

The basic RSC curriculum will include:

### **Interpersonal communications**

- Organizing to communicate
- Supporting ideas
- Logical thinking
- Preparing and presenting a 10-minute speech
- Effective listening
- Group communications
- Group problem solving
- Group dynamics (process)
- Human relations and discrimination
- Written communications
- Effective writing skills

- Familiarity with correspondence formats used by CAP and the USAF

### **Management**

- Functions of management
- Principles of organization
- Study of current theories of management
- Leadership
- Theory
- Problem solving

**How the CAP mission is accomplished within the region i.e., emergency services/counterdrug, aerospace education, and cadet programs.**

### **Conference/Training techniques**

- Teaching members to plan and conduct meetings
- Setting up wing/region conferences
- Directing an SLS,CLC,TLC, or UCC course

In order to make the course content more meaningful to the students, the instructors should be encouraged to use examples and illustrations based on CAP programs, missions, and practices. Listed below are some suggested curriculum subjects:

### **Professional Development**

- Executive speaking/writing
- Goals and objectives
- Leadership theory and practice
- Current moral issues
- Character development
- Time management
- Life transition
- Core Values
- Small group processes
- Large group processes



- Developmental psychology
- Stress management
- Diversity and Equal Opportunity

### **Aerospace Education and Professional Development**

- Managing aerospace education programs
- Aerospace as a major mission element of CAP
- Internal aerospace education
- External aerospace education
- Professional Development
- Air University (AU A4/6) programs

### **CAP Administration**

- Forms and publications
- CAP organization
- Customs
- Uniforms
- Drill and ceremonies
- Legal issues
- Insurance programs
- Personnel issues
- Resource management
- Logistics/Finance
- Public affairs

### **Cadet Program**

- Managing the Cadet Program
- Family relationships
- Cross generation communications
- Cadet encampments
- Cadet protection
- Hazing/Physical abuse
- Cadet aerospace education

- Moral leadership lab
- Recruiting for CAP
- International Air cadet Exchange (IACE) program
- National Cadet Special Activities (NCSA)
- Phases of progress and cadet achievements

### **Emergency Services**

- Managing Emergency Services programs
- Support to Civil and Military Authorities
- How SAR is conducted
- Counterdrug operations
- Dealing with trauma (Critical Incident Stress Management)
- General EMS overview
- Emergency first-aid (blood borne pathogen prevention)
- Disaster relief program
- Homeland Security Operations
- Operational Risk Management
- Safety Culture
- Disaster Relief Operations

### ***Printed materials***

Assembling and reproducing instructional materials is normally the responsibility of the curriculum coordinator. As a rule of thumb, some type of handout in the form of an outline or note-taking sheet should be provided for each lecture period. In addition, many instructors require advance readings to prepare students for instruction.

To avoid last-minute problems, the curriculum coordinator should set a deadline for receiving these materials from instructors. For example, when an instructor is confirmed for your staff college, either request handouts at that time or ask that the speaker bring enough handouts for all when they arrive.

Although printed instructional materials are essential to a successful staff college, they can be very costly unless you shop for free or inexpensive printing. Many instructors who present essentially the same lecture to a number of groups will have sufficient quantities of handouts and/or required readings to fulfill your needs. Those who cannot supply handouts or readings can, in most cases, provide a copier-friendly copy. In some instances, your State Director or region liaison office can have printing done free at a military installation.

If free printing is not available, there are inexpensive sources. Many high schools and vocational schools have graphics art classes and print shops and welcome printing jobs as class projects. They will generally do the work for the cost of materials only. Also, in your region or wing there is probably a print shop owner or employer who is either a member of CAP or who will help by giving you a discount on your printing needs. The message here is, don't be bashful. If you look hard enough you will find printing at a price you can afford.

### ***Additional Curriculum Assistance Tools***

It is not unusual for curriculum coordinators to have trouble filling at least one period of instruction (lecture or seminar). Some region staff colleges also have an easier time finding qualified instructors than others. While each region staff college is quite rightly tailored to the needs of the region in which it is given; there are some additional outside resources which directors and curriculum coordinators can use to strengthen weak areas.

#### **CAP Professional Development Library Lending Catalog**

NHQ CAP/PD produces a catalog containing a list of lesson titles and lesson plans ideally suited for Region Staff College. Lessons are arranged according to the PD level to which they are best suited. These titles cover management, leadership, communications, and other topics, with most lessons ranging from 60 – 90 minutes. PD will lend the DVDs for up to three weeks to support training activities.

### **RSC Director Cross Talk**

RSC Directors sometimes talk among themselves to share ideas, lesson plans, and provide other assistance to their fellow directors. This assistance is informal and can be facilitated by NHQ/PD on request. E-mail is often used, but conference calls can also be arranged.

## **Housing, Dining, and Transportation**

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Housing, food services, classrooms, auditorium space, and a command post (administrative office) are essential. The director and key staff should inspect facilities to insure classrooms are large enough and tables and chairs are available. Food services and housing must be within easy walking distance.

If practical, in-coming students should be met at the airport. If not, post signs and directions so students can find their way to the college. The director or other staff should greet students upon arrival so they feel welcome.

Provide transportation for students for college events. The best way to do this is to ask the region LGT to coordinate with the wing to loan the school vehicles from local units. The Region LGT can also arrange for staff to pick up vehicles from their home wings and take them to the College. Don't hesitate to ask assistance from attendees who own vans, etc. Consider reimbursing fuel costs if private vehicles are used.

## Job Descriptions

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### ***Director***

Before initiating any Region Staff College action, the director must review CAPR 50-17 for procedures relating to the RSC curriculum, funding, update of training records, etc.

Approximately 11 months before the staff college, and in coordination with the region commander, set a date for the college. Forward the dates to NHQ CAP/PD for publication CAP University's RSC schedule page.

Search for an acceptable site. When you think you have a possible location, verify accessibility by air and ground transportation. Look for classrooms, lecture hall, and comfortable sleeping rooms. If the price is right, and the dates are available, you're on your way.

As director you have responsibility for staff selection. Once the list of nominees is prepared, submit an information copy to the region commander prior to actually inviting the proposed staff members.

It is important for the director and seminar leaders/key staff to be on site at least one day before the staff. Take time for a walk-through of all facilities. When the staff arrives, don't waste their time. Schedule your staff training to begin promptly. Seminar advisors must be brought up-to-date on seminar operations and details of the curriculum. Brief other key staff on aspects of their jobs which affect the rest of the staff and students.

When students arrive, try to greet them if possible. You should be prepared to preside at the opening ceremonies.

At graduation you should present the graduates to the guest of honor for presentation of diplomas (See recommended graduation exercises in Attachment 3).

After the students depart, conduct an oral critique with your staff. Be certain to express appreciation to your hosts and to leave the facilities used in better shape than when the College found them.

Your job isn't over:

1. Thank you notes to the staff and instructors.
2. Student Roster, CAP Form 11, *Director's Report* forwarded directly to NHQ CAP/PD. This may be accomplished during the week.
3. Has the finance report been filed with the region commander within 60 days of course completion?
4. Has the Director's Report been submitted to the region commander?

A list of school administration pitfalls and suggested solutions is found in Attachment 13 for your planning. These pitfalls and solutions have evolved over many years of staff college experience.

### ***Deputy Director***

The staff college Deputy Director is a key staff member and must be chosen with extreme care. This officer is responsible for all student affairs, ranging from proper wear of the CAP uniform to assuring medical support is available. Because the Deputy Director must also handle disciplinary matters, the individual should be a senior CAP officer with considerable knowledge of CAP customs and courtesies and corporate policies. S/he must be equipped to deal with disciplinary matters diplomatically and impartially. Although disciplinary hearing procedures are included in this handbook (Attachment 1), the successful deputy director will be able to resolve most problems informally. Excessive absences from lecture or seminar, improper uniform wear, and misconduct can probably be handled through interviews and counseling with the student involved.

The Deputy Director serves as liaison to staff college officers and servicing institutions to resolve student problems and counsels/assists students regarding personal problems which may arise. Under the direction of the staff college director, the deputy director:

1. Administers policies regarding student infractions of rules or regulations.
2. Coordinates with the following in relation to infractions:
  - Staff college director.
  - Installation commander or college/university authorities, if appropriate.

- Security Forces/Military Police (if the college is held on a military installation).
  - Civil authorities.
  - CAP echelon commanders.
3. Reviews and recommends changes to policies and procedures related to infractions of rules and regulations.
  4. Selects and briefs seminar representatives the evening prior to the first day's programs.
  5. Recommends actions to the director in relation to student infractions of rules or regulations.

### ***Curriculum Coordinator***

The curriculum coordinator is responsible for the selection and sequencing of topics for the staff college. This officer also serves as Chair for the Academic Council (optional), an advisory board established by the director of the college to assist in this work.

The curriculum coordinator will select and recruit the instructors for the staff college in concert with the director and assure they are fully briefed on what to teach, the purpose of the staff college, the missions of CAP, and the characteristics of prospective students. The coordinator will also ensure the instructors know when and where they are to teach, what their audiovisual requirements are.

The curriculum coordinator is also responsible for training seminar advisors.

The curriculum coordinator will, with the advice of the Academic Council, select curriculum materials and ensure they are on hand in sufficient quantity to meet the needs of the students.

### ***Seminar Advisor***

Seminar advisors ensure students have the maximum opportunity for self-improvement through participation in leadership positions. They designate seminar leaders, brief students on selection and rotation of seminar duties, distribute materials, and make administrative announcements. They supervise the activities of the seminar room. Also, they must be continually available to assist students when problems arise in areas such as housing, illness, emergencies, etc. Seminar



advisors are responsible for reporting absences and problem areas to the Deputy Director.

### ***Public Affairs Officer (PAO)***

The CAP officer selected for this position needs to be versatile and creative.

- Internal information. Monitoring all in-house activities. A good way to keep students informed is a bulletin board. Use it for notices, tasteful puns, photos, etc.
- External information. Get the story to the outside! Publish press releases for the local newspaper or base newspaper. Send press releases to the local newspapers of students as well as one to CAP Volunteer Now.
- Newsletter. Publish a daily newsletter with announcements, stories from the college, and photos.
- Yearbook. Survey the students and determine their interest in having a college yearbook.

Develop a slide presentation or video of college activities to show at region and wing conferences and other CAP meetings to recruit students and build interest in staff colleges.

### ***Finance Officer***

The finance officer reports directly to the staff college director.

The finance officer is responsible for all financial matters affecting the college. Records must be kept of all incoming cash from the students, from NHQ CAP/PD, and from the region headquarters (if applicable).

Funds will be maintained in a checking account and all checks must have two signatures.

The finance officer will establish a petty cash fund for use during the staff college. Keep receipts on expenditures.

The finance officer will provide the director with a daily update on the status of all funds.

Within 60 days after the conclusion of the RSC and when all bills are paid, the finance officer will forward the financial report to the director. The director will review and submit the report to the Region Commander.

## ***Program Evaluation Officer***

The program evaluation officer should not be an academic instructor. This officer manages the entire evaluation program, compiles the results of the student end-of-course critiques, and conducts a staff debriefing to solicit suggestions for program improvements. These reports are provided to the director, who in turn forwards a copy to the region commander.

### **Specific Duties**

- Briefs seminar staff on the critique program.
- Establishes procedures for distribution and collection of critique sheets.
- Tabulates results for student critiques.
- Conducts a staff debriefing at the end of the staff college to solicit suggestions for program improvements.
- Submits a summary of student critiques and staff recommendations to the director (Time permitting, the summary of student critiques should be completed and discussed at the staff debriefing).
- Distributes and collects seminar advisor evaluation forms, and submits a summary to the director.

## ***Director of Administration***

The director of administration is a very important staff officer and must function effectively for the college to be successful. This person is responsible for in-and-out processing of students. The students' initial impressions of the college are largely determined by the manner in which the in-processing is conducted. Therefore, be helpful, courteous, and friendly toward the students when they arrive. Make them feel welcome.

Typists, computer operators, runners, and other support staff (the need of which will be determined by the director) are under the direct supervision of the director of administration.

## ***Medical Officer***

Ideally, this position should be filled by a medical doctor, physician's assistant, registered nurse, or licensed practical nurse. However, a paramedic or EMT-qualified member can

be utilized. Upon arrival of the students, the administrative officer should collect a CAP Form 60, *Emergency Notification Data*, from each student. The medical officer must have these available for reference during the college.

The medical officer can render first-aid on the spot and make arrangements for further treatment.

The medical officer must be thoroughly familiar with CAPR 35-2, *Notification Procedures in Case of Death, Injury, or Serious Illness*.

### ***Transportation Officer***

Transportation should be available for students who arrive at local airports, local rail stations and bus terminal, if possible.

The transportation officer must ensure a vehicle is available for pickup of material and transportation of distinguished visitors (DVs).

### ***Logistics Officer***

The logistics officer is responsible for housing and dining accommodations, office and classroom space, and auditorium facilities. S/he also provides tables, chairs, computers, typewriters, and other equipment for the administrative staff, and provides the podium, chairs, and other non-audiovisual aids needed by the lecturers. The logistics officer plans and implements the recreational program for the students and staff and is responsible for the cleanup and return of borrowed material after the college is completed.

### ***Protocol Officer***

The protocol officer arranges the social mixer and banquet after coordinating with the director of the staff college and the information officer. Also, the protocol officer ensures proper reception and escort of DVs.

### ***Communications Officer***

The communications officer is responsible for all radio communications during the staff college, including coordinating the use of frequencies with base communications (note: this coordination should begin several months ahead of time and through the Region Communications Officer).

- Three months before the staff college, the Region Director of Communications should be contacted to establish a call sign for the staff college. This information should be announced on all nets to the wings involved.
- On the day of arrival, the frequencies should be monitored to assist students.
- The Region Control Station should be advised of the times the staff college station will be picking up traffic.
- Radio logs should be filed in the records of the staff college.

### ***Safety Officer***

The Safety officer is responsible to the RSC Director for the overall safety of the College.

- Develops a safety plan in conjunction with the RSC Director.
- Completes an ORM assessment and makes recommendations to reduce risk to staff and students to the RSC Director.
- Develops required safety briefings for presentation to staff and students before and during the college.
- Conducts a safety survey of all sites, vehicles, and events. Works with staff and students to take action to reduce or eliminate risk/hazards if and when they are identified.
- Develops positive working relationship with facilities' safety staff, if one exists.
- Encourages staff and students to promote a culture of safety at the College.
- Works with staff and students to report safety mishaps and eliminate immediate danger of reoccurrence in the event a mishap has occurred.

## Staff College Checklist

NOT LATER THAN	TASK
270 days prior	Request Staff college approval Course date approved
180 days prior	Key staff selected <ul style="list-style-type: none"> <li>• Deputy Director</li> <li>• Curriculum Coordinator</li> <li>• Director of Administration</li> <li>• Finance Officer</li> <li>• Public Affairs Officer</li> <li>• Evaluation Officer</li> <li>• Safety Officer</li> </ul>
150 days prior	First staff meeting <ul style="list-style-type: none"> <li>• Select additional staff <ul style="list-style-type: none"> <li>○ Seminar advisors</li> <li>○ Administrative assistants</li> </ul> </li> <li>• Review plans of staff and approve</li> <li>• Select geographic area</li> <li>• Inventory sites</li> <li>• Select site based on <ul style="list-style-type: none"> <li>○ Facility quality <ul style="list-style-type: none"> <li>▪ Safety</li> <li>▪ Cleanliness</li> <li>▪ Cooperation of facility staff</li> <li>▪ Room size</li> <li>▪ Bed comfort</li> <li>▪ Desks and chairs</li> <li>▪ Lighting</li> <li>▪ Ventilation</li> <li>▪ Restrooms and bathing facilities</li> <li>▪ Lounges</li> <li>▪ Access to dining</li> <li>▪ Telephones/Internet</li> <li>▪ 24-hour message center</li> <li>▪ Mailboxes</li> <li>▪ Parking</li> </ul> </li> <li>○ Office space <ul style="list-style-type: none"> <li>▪ Desks/tables/chairs</li> <li>▪ Telephones/Internet</li> <li>▪ Lighting</li> <li>▪ Ventilation</li> <li>▪ Locking closets/doors</li> <li>▪ Classroom proximity /accessibility</li> </ul> </li> <li>○ Classrooms <ul style="list-style-type: none"> <li>▪ Proximity to dorm/dining</li> <li>▪ Desks/chairs</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ Whiteboard</li> <li>▪ Audiovisual capability</li> <li>▪ Lighting</li> <li>▪ Restrooms</li> <li>▪ Refreshments</li> <li>○ Auditorium <ul style="list-style-type: none"> <li>▪ Proximity to classrooms</li> <li>▪ Stage and podium</li> <li>▪ Audiovisual capability</li> <li>▪ Lighting</li> <li>▪ Seat comfort</li> <li>▪ Ventilation</li> <li>▪ Restrooms</li> <li>▪ Refreshments</li> <li>▪ Telephones/internet</li> </ul> </li> <li>○ Dining facilities <ul style="list-style-type: none"> <li>▪ Cleanliness</li> <li>▪ Quality of food</li> <li>▪ Customer capacity</li> <li>▪ Meal hours</li> <li>▪ Proximity to dorm /classrooms</li> <li>▪ Cost</li> <li>▪ Eye appeal</li> <li>▪ Convenience of service</li> <li>▪ Restrooms</li> </ul> </li> <li>○ Facility Access <ul style="list-style-type: none"> <li>▪ Commercial airport</li> <li>▪ Public transportation</li> <li>▪ Base entry</li> <li>▪ Stores, food, medical, library, fuel, etc.</li> <li>▪ Population center</li> <li>▪ Proximity to highways</li> </ul> </li> <li>○ Cost of site <ul style="list-style-type: none"> <li>▪ Lodging</li> <li>▪ Food</li> <li>▪ Classrooms/auditorium</li> <li>▪ Parking</li> <li>▪ Additional (if any)</li> </ul> </li> </ul>
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Upon selection of a site, negotiate a contract with the facility if necessary. Get all agreements and details in writing, signed by the responsible supervisor of the facility or base commander. Get a copy of this signed agreement or order (Remember to include a clause to allow cancellation of the staff college and/or reduction of the number of students attending in the event enrollment is low).

At 120 days out, submit curriculum plan to NHQ CAP/PD for approval (This package must be a clear picture of the type of

course you plan to conduct). When this plan is approved by NHQ CAP/PD any seed money available for distribution that year will be sent to the region. Establish student application cut-off date (Usually 30 days prior to the start of the college).

NOT LATER THAN	TASK
120 days prior	Curriculum plan submitted to and approved by NHQ CAP/PD Second staff meeting Set tuition rate/banquet fee for guests Begin advertising/accepting applications
As needed	Further staff meetings as appropriate
60 days prior	Produce student materials Complete ORM Mail confirmations to students Produce student information packets, including: <ul style="list-style-type: none"> <li>• Motivational greetings</li> <li>• Tentative curriculum outline</li> <li>• Tentative class schedule</li> <li>• Maps. Mark exact location of site</li> <li>• Tentative list of instructors</li> <li>• Description of seminar work</li> <li>• Academic credit (if any)</li> <li>• Uniform requirements (by event)</li> <li>• Description of facilities (room, classrooms, dining, etc)</li> <li>• Address of facility for incoming mail</li> <li>• Description of restroom/bathing facilities</li> <li>• Laundry facilities</li> <li>• Dining/snack bar hours</li> <li>• Expected student expenses</li> <li>• Arrival processing procedures</li> <li>• Customs and courtesies</li> <li>• CAPF 60 <i>Emergency Notification Data</i></li> <li>• Policy on guests (discourage students from bringing family because of heavy schedule unless they too are enrolled.</li> <li>• Banquet info (guest pricing, dress code, overnight guest policy, if any)</li> <li>• "Stay on" privileges after completion of college</li> <li>• Expected weather conditions</li> <li>• Uniform/casual clothing required</li> <li>• Commercial airlines/airport serving location</li> <li>• Ground transportation serving facility</li> <li>• Capability for students to fly private /corporate aircraft to site</li> </ul>

	<ul style="list-style-type: none"> <li>• Recreational facilities/cost</li> <li>• Check cashing policy</li> <li>• Social function details</li> <li>• Other</li> </ul>
30 days prior	Review status with region commander and liaison region commander
25 days prior	Student follow-up mailing
14 days prior	Staff meeting with final status check
7 days prior	Final check of instructors
Day of Staff Arrival	Inspect vehicles Inspect facilities Meet: <ul style="list-style-type: none"> <li>• Dining Mgr</li> <li>• Lodging Mgr</li> <li>• Local Commander</li> <li>• Security Forces</li> </ul> Conduct safety orientation for staff Seminar advisor training Learn A/V system Prep materials/in-processing procedures Other
DURING STAFF COLLEGE	Evaluate the staff college <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Student critiques</li> <li>• Staff critiques</li> <li>• Staff/instructor performance</li> <li>• Student potential for staff duty</li> <li>• Facilities</li> </ul>
Not later than 30 days after RSC	Staff college evaluations completed Review evaluations Send Director's Report (CAPF 11) to NHQ CAP/DP for input into master record Begin next year planning
Not later than 60 days after RSC	Send copies of financial statement, course evaluation, and Director's Report to region commander



## Attachments

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The following attachments provide guidance for developing materials required to operate a staff college. As often as possible we have made these “camera ready” so you need only type in the appropriate data and reproduce them.

**A-1 Member Conduct and Discipline.** The Deputy Director will adhere to the procedures described if disciplinary problems cannot be handled informally. These procedures assure fair treatment to all staff and students.

**A-2 Graduation Banquet and Dining Out exercise.** Included are cue sheets for introductions and certain other functions. Cue Sheets 1 and 2 are samples only and will have to be customized to show your head table and honored guests.

**A-3 Staff College Graduation Ceremony.** *Provide all students and staff a copy.*

**A-4 Application for Duty Assignment.** This optional form can provide important information from your potential staff members. Be selective! This form can be distributed to students interested in staffing future staff colleges.

**A-5 Biographical Data.** Include this in the early mailing to your students. It provides important information on your students and helps in seminar assignments.

**A-6 News release.** Free advertising helps Civil Air Patrol. Ensure each student fills in the blanks and sends it to his/her local newspaper(s) for possible publication.

**A-7 Evaluations.** This is a vital part of the staff college curriculum.

**A-8 Topic/lecturer critiques.** Each presentation must be critiqued for future improvement of instruction and curriculum. Topic/Lecturer critique forms are to be completed each day by students. The seminar advisor collects them and gives them to the curriculum coordinator.

**A-9 Combined topic/lecture evaluation.** This is a shorter critique form that may be used as an alternative to the topic/lecturer critique. This form combines all the presentations for each class day onto one form.

## **A-10 Social Event Critique**

**A-11 Critique of Seminar Advisor.** Students use this form to evaluate the seminar advisor. These should be collected by the curriculum coordinator.

**A-12 Overall Course Evaluation.** Students should have access to their daily critiques in completing the overall critique. Also, students must have adequate time to do this to avoid the “halo effect” (hurriedly marking everything “good” and running for the door).

**A-13 Pitfalls of School Administration.** A checklist of common problems and solutions.

**A-14 Job Description Evaluation.** One way to smooth out an operation is to ensure each worker knows their function and has the opportunity to improve their job. A copy of this form should be provided to each staff member along with the job description, to be collected later and considered in setting up future staff colleges.

**A-15 Seminar Advisor’s Guide.** A document similar to this should be mailed to each advisor well in advance of the staff college. Support staff members will also find this helpful.

**A-15 Sequence of events.** This checklist provides a last-minute check of things to do. It is not complete, but it does reflect the countless details to remember.

**A-17 Student Information Package.** Include area maps and brochures (usually available from the Chamber of Commerce) and any other information unique to your staff college.

## **Member Conduct and Discipline**

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### ***Procedures***

#### **Purpose:**

To establish policy and procedure for recommending action regarding a student accused of a serious infraction of rules or regulations.

#### **Related Personnel:**

Course Director

Deputy Director

Three-Member Hearing Committee

Investigating Officer

Senior Member, each student seminar (Seminar Representatives Committee)

#### **Materials:**

Written, signed accusation of the infraction.

Written standards and rules against which to evaluate the infraction.

Written statements from witnesses (if applicable).

Written statement of policies and procedures.

Notes of Hearing Committee.

Notes from Investigating Officer.

#### **Policy:**

Infractions judged serious by the Deputy Director shall be staffed and submitted by him/her to a Three-Member Hearing Committee appointed from the Seminar Representatives Committee. The Hearing Committee investigates, considers evidence, and recommends action to the Deputy Director. In the event a student has committed an offense against local law, including base regulations, and it is apparent that the alleged offender will be brought to trial or a hearing by other agencies, the committee should NOT conduct a hearing on

such offenses but merely request the final determination and present it to the Deputy Director.

## **Procedures:**

At the beginning of each college the Deputy Director shall form two committees:

### **Seminar Representative Committee**

The Seminar Representatives Committee, chaired by the Deputy Director, shall consist of the senior CAP student officer from each staff college seminar.

The purpose of the Seminar Representatives Committee is to:

- Receive and relay to each seminar pertinent information regarding standards of dress and conduct for students of the staff college.
- Resolve and/or report infractions of standards of dress and conduct to the Deputy Director. Serious infractions must be reported promptly and in writing.
- Form a body of members from which three can be selected to comprise a Hearing Committee if needed.
- Consider other matters as requested.

### **Hearing Committee**

Purpose: The Hearing Committee receives, considers, and makes recommendations to the Deputy Director regarding serious infractions of standards of conduct and /or dress.

General Procedures: If necessary, the Deputy Director appoints three members of the Seminar Representatives Committee to serve on a Hearing Committee. Persons directly concerned in a case are disqualified from serving on a Hearing Committee.

The Deputy Director or designated representative provides the hearing Committee with a written statement of the charges and provides the committee with any other related evidence available.

#### *Hearing Committee Procedures:*

The committee selects a chairperson (the senior member of the Hearing Committee) and recorder (the junior member) from

its membership. If available and deemed necessary, a professional secretary and/or recording device may be used by the committee to record the minutes of its hearing.

The committee determines whether additional investigation is required. If so, the Deputy Director appoints an investigating officer, charging the officer with the task of expeditiously gathering, without expressing judgment, all data necessary for a fair and informed decision by the committee. The investigating officer will have no vote in the final determination. If no additional investigation is deemed necessary, the committee proceeds.

The committee privately informs the student of the charges made.

The committee invites the following to an open hearing:

- The person making the charge.
- The student charged with an infraction (A representative of the student's choice should be afforded an opportunity to be present and speak on behalf of the student at all hearings).
- One witness at a time may be invited to the hearing, either through personal appearance or written statement; by either the person making the charge or by the student charged, and as approved by the committee, to provide additional relevant evidence.

At the hearing:

- The committee convenes in the presence of both the person making the charge and the student being charged (except where the committee has received a written, signed waiver from the student charged).
- The investigating officer presents the charge and the evidence obtained relating to the charge.
- The person making the charge presents, as desired, additional information, through written statements or witnesses, within the rules of the committee.
- The student against whom the charge is made, or their representative, answers the charge, providing additional information through written statements or witnesses, as desired, within the rules of the committee.

- Acting through the committee chair, the two parties to the charge may ask questions of one another relevant to the charge.
- The committee asks questions of either or both parties to further the committee's opportunity to provide a fair, informed, decision.
- The committee adjourns to a private meeting and considers the case. It develops a written recommendation to the Deputy Director concerning the charges (The committee will give a brief recitation of the facts on which the decision of guilt or innocence is decided. The recommendation of the committee will be in the form of whether the student is found to have committed the offense, and an additional statement regarding what the final determination should be, i.e., the student remains in the course or is dismissed). The committee discloses its considerations and findings to the Deputy Director only.

The Hearing Committee meets with the Deputy Director to provide him/her with a written recommendation signed by each member. A minority recommendation may be submitted, if desired.

Upon receipt of the hearing Committee's recommendation, the Deputy Director:

- May elect to return it for further consideration, stating the reasons for refusal.
- May accept the committee's decision, and then notify the student of the outcome.

The student may appeal the decision to the college director, whose decision shall be final.

If there is no appeal, the committee's decision stands and is carried out by the Deputy Director. A copy of the decision shall be sent to the student's unit commander.

(STAFF COLLEGE NAME AND DATE)

### **SEMINAR REPRESENTATIVES AND COMMITTEE APPOINTMENT**

The Seminar Representatives Committee (SRC) is an ad hoc committee with three primary functions:

1. Communicate between the Deputy Director and attendees of the staff college.
2. Report infractions of all codes, standards, and conduct which might interfere with the staff college objectives or compromise the CAP image.
3. Form a body of members from which three can be selected to comprise a Hearing Committee if needed.
4. Consider other matters as deemed necessary by the Deputy Director.

The SRC is composed of:

1. Deputy Director, Chair
2. Senior representatives from each seminar

The tenure of the SRC will be the duration of the staff college. If for any reason an original SRC member cannot continue to represent their seminar, the student should immediately notify the Deputy Director who will appoint a replacement.

Following an initial meeting, the SRC will meet upon notification of the Deputy Director. Contact between individual SRC members and the Deputy Director is encouraged at any time.

Additional items, details, and examples of possible SRC actions will be discussed at the organization meeting.

(Signature)

Deputy Director, XXXXX Region Staff College

(STAFF COLLEGE NAME AND DATE)

**HEARING COMMITTEE APPOINTMENT**

TO: \_\_\_\_\_

You have been selected to act as part of a three-member Hearing Committee. Your function will be to receive and consider charges and make recommendations to the undersigned regarding serious alleged infractions of code, conduct, and standards by staff college students. You will be provided with such allegations and further instructions upon the need to convene the Hearing Committee. Of the three appointed officers, the senior officer will serve as chair and the junior officer will serve as recorder.

(Signature)

Deputy Director, XXXXX Region Staff College



## **Graduation Banquet And Dining Out Exercise**

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***The 20\_\_\_\_ Region Staff College***

***Civil Air Patrol***

***Presents***

***A Training Exercise***

***CONSISTING OF A TRADITIONAL AIR FORCE DINING-OUT COMBINED  
WITH A CLASS GRADUATION BANQUET***

## Information

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The Air Force Dining-In is believed to have originated with General Henry “Hap” Arnold at March Air force Base in 1930, but its origins are deeper than that. He was impressed with the British traditions of Mess rules, out of which evolved the formal Dining-In. Some of these customs were clearly intended to have a restraining influence upon the conduct of young and junior officers. It might have even been said that they were integrated as part of the “grooming” process for positions of responsibility in later years.

In Britain, the formal Dining-In was a required function for officers of a given unit. While the dinner function follows prescribed rules, the latter part of the evening is designed to further comradeship and esprit-de-corps. One of the prime rules of the Dining-In is that no matter what occurs, no word of it is spoken outside of the Dining-In.

The Dining-In became an integral part of US Air Force tradition after World War II. It provides an occasion for officers to meet socially at a formal military function, as well as serve as an excellent way to say “farewell” and “hello.” It also provides a vehicle to recognize individual and unit achievement. Traditionally, it is a formal evening for Air Force officers designed to build and maintain esprit-de-corps. The Air Force further refined the tradition to include “Dining-Out.” This function opens up the Mess dinner to spouses and other non-unit members and allows them to be drawn into the inner circle of the group.

### ***Reception lines***

The reception line, if used, is arranged according to the physical placement of the senior officer or distinguished visitor. Members of the receiving line form on the left of the senior or distinguished visitor in order of rank, with their spouses on the left. An aide, or officer acting in that capacity, usually greets the guests and introduces them to the honored person in the receiving line. The husband precedes the wife in passing through the receiving line. This is so he can avoid embarrassment and confusion by announcing his and her name very clearly to the aide, so the aide may present accurately to the receiving line. Greet each person in the receiving line before proceeding to the main area of the

reception. In greeting members of the receiving line, repeat their names.

### **Listen**

Listen to what people have to say. You may learn something.

### **Handshaking**

A host or hostess should greet all guests by shaking their hands, and all guests should make a point to shake the host or hostess' hand.

### **Introductions**

Assume people do not know each other and introduce them. Remember this rule: introduce a younger person to older or more distinguished person, but regardless of age, always present the gentleman to a lady. Though someone might introduce you to a person of higher rank or higher position by first name, DO NOT USE IT unless you are given permission by the higher ranking person.

When introducing your spouse to a person of the opposite gender (except Chiefs of State and very high Church dignitaries), say, Tom (Jennie), this is Colonel Jones. Introducing one lady to another: "Mrs. Allen, may I present Mrs. Smith," or "Carol, this is Mrs. Smith." Introducing one officer to another: (Present junior to senior) "Major Smith, this is Captain Jones." Introducing yourself to an officer of equal or lesser rank: I am Captain Smith." (Extend your hand.) Introducing yourself to an officer senior to you, "Sir, may I present myself? I am Captain Dover." Wait for the officer to extend their hand.

## **Graduation Banquet/Dining out – (date) *Minute-by Minute Schedule***

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<b><u>TIME</u></b>	<b><u>FUNCTIONS AND PARTICIPANTS</u></b>
1830	Lounge opens – cash bar  Members of the staff college and guests should have arrived
1925	Lounge closes  Mr/Madam Vice rings dinner chimes – class members and guests assemble in the dining area (ALL PERSONS REMAIN STANDING BEHIND CHAIRS)  <b>NOTE: NO COCKTAILS IN THE DINING AREA!</b>
1930	Mess is formally opened by the President with one rap of the gavel and the announcement: “The Mess is opened.”
1931	Invocation
1933	Toasts (All members and their guests remain standing)  President of the Mess: “To our Commander-in-Chief, the President of the United States”  Members response: “To the President!”  Mr/Madam Vice: “To the Chief of Staff, United States Air Force”  Members response: “To General _____!”  Mr/Madam Vice: “To our National Commander”  Members response: “To General _____!”  Mr/Madam Vice: “To the Executive Director”  Members response: “To Mr./Ms. _____!”
1935	President seats the Mess
1937	Welcoming remarks – Mess President
1940	Mess President: Introductions – Head Table

-- Honored Guests

(See Cue Sheets 1 and 2 attached)

Mess President: “Will the Honored guests from headquarters staff please rise and be recognized?”

**APPLAUSE**

- 1945      Poll for additional introductions (See Cue Sheet #2 attached)
- Mess President: "Mr/Madam Vice, will you poll the members for additional introductions of guests and very important persons?"
- Mr/Madam Vice: "I propose that Seminar Advisors be introduced."
- Mess President: "Have our Seminar Advisors introduced." (A designee from each seminar group introduces their advisor beginning with Seminar 1 and continuing through the last seminar.)
- Mess President:                 "Mr/Madam Vice"
- Mr/Madam Vice: "Yes, Mr./Madam President"
- Mess President:    "A toast to our distinguished guests and Seminar Advisors." (Members rise, announced guests remain seated.)
- Mr/Madam Vice: "To out honored guests!"
- Members response: "HEAR, HEAR!"
- 1955      Mess President directs members to be seated: "The Mess is seated." (Including main course and coffee.)
- Mr/Madam Vice: "Ladies and gentlemen, this meat is fit for human consumption." (The Mess can now begin to eat.)
- 2015      Mr/Madam Vice:   Controls the program. All members remain seated and continue eating unless called upon by Mr/Madam Vice.
- 2030\*     Mess President: Adjourns the Mess for 15 minutes.
- \*Time assumes the members have finished eating.
- 2045      Mess President: Reopens the Mess with one rap of the gavel. (Announcement, if appropriate.)
- 2047      Mess President: Announcements concerning the remainder of the program. Introduce \_\_\_\_\_, CAP, Director of the 20\_\_ Civil Air Patrol \_\_\_\_\_ Region Staff College.
- Director: Remarks
- Mess president: Remarks and introduction of guest speaker.
- Guest Speaker:                 (Name)
- STANDING OVATION at the end of the address.
- Mess president: Thanks to the speaker and proposes toast to the guest speaker.

## Attachment 2

Mess President: "Mr/Madam Vice:"

Mr/Madam Vice: "Yes, Mr/Madam President."

Mess President: "A toast to our distinguished speaker" (members and guests, except speaker, rise).

Mr/Madam Vice: "To our distinguished speaker, \_\_\_\_\_."

Members response: "HEAR, HEAR!"

Additional toasts proposed by the Mess President are executed.

Mess President: Closing remarks

Benediction

Adjourns the Mess with two raps of the gavel.

ALL MEMBERS REMAIN SEATED UNTIL THE HEAD TABLE HAVE  
DEPARTED

NOTE: DURING THE EVENING, EACH MEMBER SHOULD PAY RESPECTS TO THE GUEST OF HONOR.

(Sample)

## **Region Staff College Banquet/Dining Out *Introduction of Head Table***

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Mess President: "I will introduce the persons at the head table beginning on my extreme right.

1. Chaplain, Lieutenant Colonel James E. Clifford, Civil Air Patrol
2. Mr. Paul Harris
3. Colonel Lee McCormack, Civil Air Patrol, Pacific Region Commander
4. Mrs. Ruth W. Stevens
5. Major General Jonathon W. Maxwell, United States Air Force, Commander, 23 Air Force
6. I am Major Robert A. Andrew, Civil Air Patrol, your Mess President. (Introduce last if Mess President was at the lectern to make introductions. See "Head Table Arrangement.")
7. Mrs. Jonathon W. Maxwell
8. Colonel Ruth Stevens, Civil Air Patrol, Pacific Region Vice Commander
9. Mrs. Lee McCormack
10. Commodore Thomas R. Cook, United States Coast Guard Auxiliary, Chief of Air Operations Division
11. Lieutenant Colonel Patricia L. Harris, Civil Air Patrol, Director, 20\_\_\_\_ Region Staff College, Civil Air Patrol."

### ***Audience***

Lectern (1)      (2)      (3)      (4)      (5)      (6)      (7)      (8)      (9)      (10)

### ***Head Table Arrangement***

(Sample)

## **Introduction of Honored Guests and Staff**

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Mess President: "I will introduce our Honored Guests beginning with Table 1. (Please rise to be recognized, then you may be seated.)"

Table 1: Lieutenant Colonel Walter J. Riley, Jr., United States Air Force, and Mrs. Riley. Colonel Riley is Commander, Pacific Liaison Region, CAP-USAF.

Colonel John A. Votano, Civil Air Patrol, Vice Commander, Pacific Region, Civil Air Patrol.

Table 2: Mr. James Smith, Civil Air Patrol, and Mrs. Smith. Mr. Smith serves as Executive Director, Civil Air Patrol.

Mr. Michael W. Brown, Chief of Professional Development, Headquarters, Civil Air Patrol.

(INTRODUCE ALL HONORED GUESTS IN THIS MANNER)

Mess President: "Mr/Madam Vice, will you poll the members for introductions of other guests and Very Important Persons?"

Mr/Madam Vice: "I propose that the Seminar Advisors be introduced."

Mess President: "Have our Seminar Advisors introduced."

A designee from each seminar group introduces his Seminar Advisor beginning with Seminar No. 1 and continuing until all advisors are introduced.

Mr/Madam Vice: "I propose that the remainder of the Civil Air Patrol Region Staff College Staff rise and be introduced."

Mess President: "Region Staff College Staff, please rise as I call your names. I would like to introduce the following persons of the Support Staff:

Lt Col Herbert W. Hopper

Lt Col Janice R. McGill

Major Ronald S. Baxter

Major Lisa J. Baxter

Captain Edward R. Murphy

APPLAUSE.

BACK TO PRINTED OUTLINE STARTING:



## Attachment 2

Mess President: "Mr/Madam Vice."

Mr/Madam Vice: "Yes, Mr/Madam President."

## **Instructions for Greeters (Dining Out)**

---

You will station yourself at the Main Entrance doors not later than 30 minutes before start. Any person who appears to be attending a formal function should be asked, "Are you attending the Civil Air Patrol Region Staff College Dining-Out, Sir (Madam)?" If you receive a negative reply ask them if they need assistance. Hopefully they will say no – but if not, give whatever assistance they need. If they reply that they are attending the dining out ask their names and check your copy of the guest list for the person. Introduce yourself, "Sir (Madam), I am (Grade) \_\_\_\_\_." If they have an assigned escort, introduce them to their escort and s/he will take charge. If there is no assigned escort follow these steps:

1. Take care of any wraps/coats belonging to the lady.
2. If there is a formal receiving line, introduce the guest(s) to the line.
3. After the introductions, tell them where they will be sitting (check the guest list).
4. Introduce them to some members of the student body, excuse yourself, and return to your assigned door.

## **Instructions for Seminar Advisors**

---

You will be introduced by the “senior” member of your seminar. Seminar 1 will begin and the introductions will proceed in numerical sequence 2,3,4, etc., without regard to where you are seated. The introduction will begin without cue after Mr/Madam President says, “Have our seminar advisors introduced.” Your “senior” member will say: “Sir/Madam, I would like to introduce (rank, name, seminar advisor of Seminar No \_\_\_\_\_.”

The next seminar will follow without command, waiting only for the applause to subside.

## **Region Staff College Graduation Ceremony**

---

Certificates of appreciation and/or diplomas for staff other than seminar advisors are placed in the rostrum on stage. Assure proper lighting, stage seating, and audiovisual support for graduation.

### ***Audience***

**CURRICULUM  
COORDINATOR  
(CHAIR)  
(1)**

**SPEAKER  
  
(CHAIR)  
(2)**

**DIRECTOR  
  
(CHAIR)  
(3)**

### ***Back of Stage***

---

Place students in their seats in alphabetical order according to usual seminar seating and seminar advisor's directions. Seminar advisors hold seminar's copies of diplomas in alphabetical order, plus their own certificate of appreciation and/or diploma at the end of the alphabetical order.

All staff, other than seminar advisors and platform group take seats in the front row of the auditorium.

Director, curriculum coordinator, speaker, and distinguished visitor(s) meet backstage.

Director, curriculum coordinator, speaker, and distinguished visitor(s) enter stage right.

**CALLS GROUP TO ATTENTION**

**(THERE WILL BE NO SALUTE OR INVOCATION.)**

Director *Introduces speaker and distinguished visitors on stage.*

Director *Introduces curriculum coordinator.*

Curriculum Coordinator *Steps forward to left rostrum behind table.*

(The following assumes that the speaker is a National Commander, Executive Director, Senior Air Force Advisor, or other Corporate officer. Otherwise, the director presents the diplomas.)

Seminar Advisor *As curriculum coordinator moves to the left rostrum, leads seminar (\*) to a position on the floor below the stage left steps. Moves up*

	<i>behind the rostrum. Begin with the highest numbered seminar – end with Seminar 1.</i>
Speaker	<i>Steps to position to right of table by the rostrum.</i>
Director	<i>Steps to position 10 feet to the right of speaker.</i>
Seminar Advisor	<i>Places certificates on rostrum with their own at the bottom, the remainder in alphabetical order, as the students are lined up. States, “(Addresses speaker), MAY I PRESENT SEMINAR _____ FOR GRADUATION.: S/He then reads the student’s name from the top of the pile of diplomas – clearly, slowly, and hands the certificate to the speaker. Student moves forward to the speaker.</i>
Speaker	<i>Shakes the student’s hand (no saluting by the student), hands student the certificate. Student shakes hands with the DIRECTOR.</i>
Seminar Advisor	<i>Reads the next name, etc.</i>
Seminar Advisor	<i>Steps to the left and by the front of the rostrum.</i>
Curriculum Coordinator	<i>Steps to the rostrum and says: “(Addresses speaker), I PRESENT (rank, name) TO YOU FOR HIS/HER SERVICE TO THE STAFF COLLEGE.”</i>
Seminar Advisor	<i>Proceeds to the front of the rostrum to SPEAKER, shakes their hand, receives diploma and/or certificates, shakes hands with DIRECTOR, then proceeds back to seat.</i>
<b>EACH OTHER ADVISOR IN TURN, leads their seminar to foot of the left side of the stage, proceeds to rostrum and follows the above instructions.</b>	
Other Staff	<i>Without further instruction, after the final seminar has crossed the stage, other staff are led by the Deputy Director, in rank order, to the foot of the platform.</i>
Director	<i>Takes the certificates for the remainder of the staff from under the rostrum. Presents each by RANK, NAME, IN APPRECIATION FOR HIS/HER SERVICES and hands the certificate to the speaker.</i>

### Attachment 3

Each staff member, in turn, comes up to the platform, shakes hands with the platform group.

Speaker *Gives the charge to the graduates.*

GROUP IS CALLED TO ATTENTION.

Platform group, except for curriculum coordinator, exits stage right.

GROUP DISPURSES WHEN INSTRUCTED.

**XXXXX Region Staff College**

**Application for Duty Assignment**

---

NAME \_\_\_\_\_ CAP Grade \_\_\_\_\_ CAPID \_\_\_\_\_

ADDRESS \_\_\_\_\_

---

PHONE NUMBER: Home/Cell \_\_\_\_\_ Work \_\_\_\_\_

E-MAIL \_\_\_\_\_

NEXT OF KIN'S NAME, ADDRESS, PHONE NUMBER

\_\_\_\_\_  
\_\_\_\_\_

HIGHEST SCHOOL LEVEL ATTAINED/DATE/MAJOR

\_\_\_\_\_

PRESENT OCCUPATION

\_\_\_\_\_

PRESENT CAP ASSIGNMENT

\_\_\_\_\_

WHAT ASSIGNMENT ARE YOU APPLYING FOR (LIST IN ORDER OF PREFERENCE)?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

State briefly why you are qualified; giving examples civilian and CAP schooling, occupational background, staff positions held, etc., (CAP resumes may be used in addition to this question. If used, staple to the application).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What do you feel is the role of staff colleges to the CAP organization?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Attachment 4

List past Region Staff College attendance:

College/Year\_\_\_\_\_ Advisor\_\_\_\_\_

College/Year\_\_\_\_\_ Advisor\_\_\_\_\_

College/Year\_\_\_\_\_ Advisor\_\_\_\_\_

REMARKS, OTHER QUALIFICATIONS, ETC:

---

---

---

SEMINAR ADVISOR'S COMMENTS AND RECOMMENDATIONS (if available):

---

---

**I UNDERSTAND THAT MY ACCEPTANCE MUST BE APPROVED BY MY UNIT, WING  
AND REGION COMMANDER, IF SELECTED.**

STUDENT'S SIGNATURE\_\_\_\_\_ DATE\_\_\_\_\_



***XXXXX Region Staff College***

**STUDENT/STAFF BIOGRAPHICAL DATA**

---

\_\_\_\_\_  
Name (Last, First, MI)

\_\_\_\_\_  
CAP Grade

\_\_\_\_\_  
CAPID

\_\_\_\_\_  
Unit Charter

\_\_\_\_\_  
Home Address and Zip Code

\_\_\_\_\_  
E-mail address

\_\_\_\_\_  
Work Phone

\_\_\_\_\_  
Home/Cell Phone

\_\_\_\_\_  
Name of Spouse

\_\_\_\_\_  
Unit Position Title

List other present  
duties/responsibilities: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List awards or activities as a CAP member: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List National and Regional special activities attended: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Employer's  
Name/Address: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Your Civilian Position/Title: \_\_\_\_\_

## Attachment 5

Elected-Civil

Positions/Organizations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Previous Significant Civilian Positions: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Military Background (if any): \_\_\_\_\_

\_\_\_\_\_

High School/Colleges Attended/Degrees Awarded: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Additional Information of Interest: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Press Release

---

OFFICE OF PUBLIC AFFAIRS

\_\_\_\_\_ REGION, CIVIL AIR PATROL

\_\_\_\_\_  
(ADDRESS)  
\_\_\_\_\_

### ***For Immediate Release***

MAXWELL AFB, AL \_\_\_\_\_ of  
\_\_\_\_\_ has been selected to participate in  
\_\_\_\_\_ days of intensive management training with approximately \_\_\_\_\_ other  
Civil Air Patrol (CAP) officers from all parts of CAP's \_\_\_\_\_ Region  
at the 20\_\_\_\_\_ Region Staff College (RSC) held from \_\_\_\_\_ to  
\_\_\_\_\_ at \_\_\_\_\_ (location).  
\_\_\_\_\_ has been a member of Civil Air Patrol for  
\_\_\_\_\_ years, currently serving as a member of \_\_\_\_\_  
as their \_\_\_\_\_ Officer.

Executive-level leadership, communications, and management training make comprise the Region Staff College curriculum. RSC curriculum offers a wide range of instruction to develop leadership and management skills to assist CAP members (who receive no pay) carry out the duties and responsibilities required in their CAP jobs.

Agenda activities include lectures on predetermined leadership/management topics, followed by seminars in which participants discuss specific points from the lectures and relate them to their experiences in their home units. Guest speakers offer insights into topics generally related to, or interest to, Civil Air Patrol and its more than 60,000 members.

Civil Air Patrol, the official U. S. Air Force Auxiliary, is a civilian, volunteer, nonprofit, service organization. The unpaid members perform more than 90 percent of inland search and rescue missions as tasked by the Air Force Rescue and Coordination Center. Volunteers also take a leading role in aerospace education and conduct one of America's finest youth programs, the CAP Cadets. For more information about Civil Air Patrol, call 1-877-227-9142.

## Course Evaluation

---

The process of evaluation is a vital part of the Region Staff College curriculum. There are two major benefits from obtaining students' evaluations:

- The students are asked to reflect on the sequencing, content, and method of presentation of the subject matter, and the overall quality of the staff college. Suggest that you ask the students to evaluate each topic and speaker immediately after each class. Directors should decide whether students should either pass their topic/speaker forms to the seminar advisor daily until the end of the college, and returning them to the students to be incorporated into the final evaluation form, or retained by the student until the college's conclusion. This gives timely feedback to the curriculum coordinator and instructors.
- Another benefit is the obvious feedback the final evaluations provide for the director and staff. Staff colleges have been continuously improved based on the STUDENTS' diagnosis of college weaknesses. Directors and planners, in turn, find ways to strengthen presentations and blocks of instruction.

One type of evaluation is the topic/lecture long form which divides the evaluations into individual lectures, seminars, and activities. The advantage of this form is the level of detail that can be achieved in student feedback. Another type of evaluation is the combined topic evaluation, or short form. The advantage to this form is its concise nature and ease of use, in addition, the topics are grouped by day, cutting down on the volume of paper generated. Both of these types of forms are used to provide feedback on individual subjects.

Other evaluations include the social event evaluation, measuring the quality of the planned social events of the college; and the seminar advisor critique, which measures the students' impressions of the seminar advisor.

The purpose of the Overall Course Evaluation is to give students the opportunity to evaluate the Region Staff College as a total experience.

The next few pages contain suggested evaluations forms. RSC directors may either use these forms, or tailor them to better fit the needs of their individual staff college.

**20\_\_\_\_ XXXXX REGION STAFF COLLEGE**

**Topic/Lecturer Critique Form**

---

Your Name and Seminar Number (Optional) \_\_\_\_\_

NOTE: Your name is required so your seminar advisor can return daily critiques to you for the final critique (Your name is optional on the final critique).

Topic:

Speaker:

For the first five items below, please evaluate the topic.

1. Was the amount of information presented appropriate for the topic?

- (a) Much more than needed
- (b) Somewhat more than needed
- (c) Okay
- (d) Barely covered the subject
- (e) Far too little to cover the subject

Comments:

2. What do you think of the amount of time devoted to the topic?

- (a) Much too long
- (b) Somewhat lengthy
- (c) About right
- (d) A little short
- (e) Much too short

Comments:

3. How applicable was this topic to the goal of helping CAP achieve its objectives?

- (a) Very helpful
- (b) Helpful
- (c) Neither helpful or unhelpful
- (d) Not very helpful
- (e) Not helpful

Comments:

4. How applicable would you say this topic was to your CAP assignment?

- (a) Very applicable
- (b) Somewhat applicable
- (c) Not sure
- (d) Not very applicable
- (e) Not at all applicable

Comments:

## Attachment 8

5. How applicable was this topic to your role in civilian life?

- (a) Very applicable
  - (b) Somewhat applicable
  - (c) Not sure
  - (d) Not very applicable
  - (e) Not at all applicable
- Comments:

6. If the topic was presented in a seminar, how would you rate the instruction period?

- (a) Outstanding
  - (b) Excellent
  - (c) Satisfactory
  - (d) Marginal
  - (e) Unsatisfactory
- Comments:

Now, please evaluate your **instructor** (if used to present the topic).

1) Did your instructor introduce the topic and establish the objectives of the presentation? Yes\_\_\_\_\_ No\_\_\_\_\_ Not Sure\_\_\_\_\_

2) Did your instructor's manner of presentation of the material hold your attention? Yes\_\_\_\_\_ No\_\_\_\_\_ Not Sure\_\_\_\_\_

3) Do you feel the speaker made their major points effectively?

Yes\_\_\_\_\_ No\_\_\_\_\_ Not Sure\_\_\_\_\_

4) Did the speaker have distracting mannerisms that detracted from the presentation? Yes\_\_\_\_\_ No\_\_\_\_\_ Not Sure\_\_\_\_\_

5) On the following scale, please check the response which best describes this speaker. Try to consider the speaker apart from the topic.

- a) Excellent
  - b) Good
  - c) Okay
  - d) Poor
  - e) Very Poor
- Comments:

**20\_\_\_\_ XXXXX REGION STAFF COLLEGE**

## **Combined Topic/Lecture Evaluation**

---

Your Name and Seminar Number (Optional)\_\_\_\_\_

NOTE: Your name is required on this form so your seminar advisor can return daily critiques to you for the final critique. (Your name is optional on the final critique.) Please evaluate the following topics for day \_\_\_\_:

Please give us some candid feedback on these topics. Your feedback will help us improve the usefulness of Region Staff College for future students. Below is a listing of presentations given this day. Circle your response for each item using the following scale: This information was:

5= Very useful

4=Useful

3=Of some use

2=Of little use

1= Of no use to me

Note: Written comments are encouraged. Please include the item number (i.e. A1) for reference purposes. We would appreciate written feedback on any items found especially useful or of little or no use.

### A. Staff Presentations

	<u>Leadership</u>				
1	2	3	4	5	

	<u>Effective Communications</u>				
1	2	3	4	5	

	<u>Core Values</u>				
1	2	3	4	5	

	<u>Managing People and Resources</u>				
1	2	3	4	5	

	<u>CAP Correspondence</u>				
1	2	3	4	5	

	<u>Cadet Programs Management</u>				
1	2	3	4	5	

Additional Comments:

**20\_\_\_\_ XXXXX REGION STAFF COLLEGE**

**Social Event Evaluation**

---

Please give your candid comments on this social event as part of your staff college curriculum.

Event:\_\_\_\_\_

Date:\_\_\_\_\_

1. Were you properly informed about the social event? (Were you told what the social event would be, where and when it would be held, and what would be the options for dress?)

Yes\_\_\_\_\_ No\_\_\_\_\_ Not Sure\_\_\_\_\_

Comments:

2. Did you enjoy the social event? (If no, please tell us why)

Yes\_\_\_\_\_ No\_\_\_\_\_ Not Sure\_\_\_\_\_

Comments:

3. Reflecting upon this social event, how would you rate it overall?

- a) Outstanding
- b) Excellent
- c) Good
- d) Fair
- e) A bore

4. What improvements, if any, would you recommend?

---

---

---

---



**20\_\_\_\_ XXXXX REGION STAFF COLLEGE**

**Seminar Advisor Critique**

---

Please use this form to evaluate the performance of your seminar advisor.

Seminar Advisor's Name:\_\_\_\_\_ Sem #:\_\_\_\_\_

1. Do you feel your advisor took a sincere interest in you and other members of this seminar?

Yes\_\_\_\_\_ No\_\_\_\_\_ Not Sure\_\_\_\_\_

2. Was your advisor enthusiastic and cheerful throughout your seminar experience?

Yes\_\_\_\_\_ No\_\_\_\_\_ Not Sure\_\_\_\_\_

2. Did your advisor encourage the development of group spirit and cohesiveness?

Yes\_\_\_\_\_ No\_\_\_\_\_ Not Sure\_\_\_\_\_

4. Did your advisor seem to know their job?

Yes\_\_\_\_\_ No\_\_\_\_\_ Not Sure\_\_\_\_\_

5. Did your advisor guide the group carefully toward decisions without dominating the process?

Yes\_\_\_\_\_ No\_\_\_\_\_ Not Sure\_\_\_\_\_

6. Did your advisor respect the opinion of all group members and encourage participation in all decisions?

Yes\_\_\_\_\_ No\_\_\_\_\_ Not Sure\_\_\_\_\_

7. Would you recommend your advisor to be invited to participate in future staff colleges as a seminar advisor?

Yes\_\_\_\_\_ No\_\_\_\_\_ Not Sure\_\_\_\_\_

8. How would you rate your seminar advisor's overall performance?

- a) Outstanding
- b) Excellent
- c) Okay
- d) Fair
- e) Poor

Any additional comments on your advisor's performance:\_\_\_\_\_

---

---

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**20\_\_\_\_ XXXXX REGION STAFF COLLEGE**

**Overall Course Evaluation**

---

We are interested in your reaction to this staff college experience. Your candid comments will help us improve future colleges. You need **not** sign this questionnaire.

Please use the following scale in your evaluation:

- 5 – Outstanding
- 4 – Excellent
- 3 – Satisfactory
- 2 – Marginal
- 1 – Poor

- \_\_\_\_\_ 1. Announcements of the staff college (notification of availability).
- \_\_\_\_\_ 2. How did you hear about this staff college? \_\_\_\_\_
- \_\_\_\_\_ 3. Pre-registration procedures.
- \_\_\_\_\_ 4. Location of the staff college.
- \_\_\_\_\_ 5. The dates chosen for the staff college.
- \_\_\_\_\_ 6. The cost of the staff college.
- \_\_\_\_\_ 7. Transportation availability/convenience.
- \_\_\_\_\_ 8. Housing at the staff college.
- \_\_\_\_\_ 9. Dining at the staff college.
- \_\_\_\_\_ 10. Classroom and seminar facilities.
- \_\_\_\_\_ 11. The college curriculum (topics discussed in lecture and seminar).
- \_\_\_\_\_ 12. Quality of the lectures and presentations.
- \_\_\_\_\_ 13. Effectiveness of the speakers.
- \_\_\_\_\_ 14. Skill of your seminar advisor.
- \_\_\_\_\_ 15. The most useful subject for my CAP work taught at this college was: \_\_\_\_\_
- \_\_\_\_\_ 16. The least useful subject for my CAP work taught at this college was: \_\_\_\_\_
- \_\_\_\_\_ 17. Were any of the subjects taught at the college of use to you in your life outside of CAP?  
Yes \_\_\_\_\_ No \_\_\_\_\_

## Attachment 12

If yes, which ones:

18. Which subjects do you recommend we delete from future staff college curricula?

---

---

19. Were you satisfied with the selection and use of audiovisual materials and aids at this college?

Yes\_\_\_\_\_ No\_\_\_\_\_

Comments:\_\_\_\_\_

---

20. Were you satisfied with the seminar experience at this staff college?

Yes\_\_\_\_\_ No\_\_\_\_\_

---

21. Your evaluation of the length of the school day?

---

22. Your evaluation of the length of the staff college.

---

23. Your evaluation of the staff's performance.

---

24. Your overall evaluation of this staff college experience.

25. When you return to your unit, will you recommend to your friends that they attend a future staff college?

Yes\_\_\_\_\_ No\_\_\_\_\_

Additional

Comments:\_\_\_\_\_

---

---

**THANKS FOR YOUR HELP!**

## **College Administration Pitfalls and Solutions**

---

Murphy's Law is a common occurrence at most events and activities, whether in Civil Air Patrol or elsewhere. Take a little time to think through possible problems using ORM (it's not just for safety) and construct possible solutions in advance.

### ***Medical Emergency***

Medical officer must have an emergency plan including who to contact and where to get aid, including back-up sources. All emergency phone numbers should be briefed to the entire staff and kept readily available.

### ***Student Discipline***

Seminar Representatives Committee appointed and briefed. Careful selection of Deputy Director. Don't be afraid to call wing or region commander for help if appropriate.

### ***Academic Instructor No-Show***

Standby films/videos relating to management, with lesson plans; extra seminar projects ready. Curriculum coordinator should have "Plan B."

### ***Loss of Facilities***

#### **Auditorium/Classrooms**

Consider alternate sites before the school commences. Work with Liaison Region staff if on a military installation. If there is enough notice, make alternative arrangements... places to consider (on base) are conference centers, libraries, service clubs, reserve centers in and around the area, national guard armories, etc.

#### **Lodging/Dining**

Consider alternate sites before school commences. If base lodging is first choice, always remind students and staff that CAP may be bumped from base lodging to accommodate base mission requirements and to have additional funds available for lodging/dining expenses. Have three or four off-site dining establishments in mind so as to provide variety for students and staff should off-base dining be required. Ensure that

enough vehicles/drivers are available to accommodate all personnel.

### ***Airport Delays/Flight Cancellations***

Have transportation/vehicles on stand-by to pick up stranded travelers from airport. Provide students the contact number of transportation officer/command post in student information package so they can keep you advised of travel interruptions.

### ***Rain Storm on Night of Dining-Out***

Arrange transportation for honored guests. Have students standing by to drive each seminar as appropriate.

### ***Staff Illness***

Extra staff member to fill in as needed. Look for reservists on staff to fill in as substitutes if no CAP member is qualified.

### ***Vandalism/Theft***

Encourage students to remove all radios from vehicles immediately upon arrival. Use lighted parking areas near dormitory. Have local security forces or police periodically check parking lots. Encourage to keep rooms locked at all times. Warn students not to leave their purses/wallets /laptops/cell phones unattended at any time.

### ***Bad Checks***

DO NOT cash personal checks. Have local project officer arrange check cashing privilege with local bank and provide time for people to cash checks during the week when the bank is open.

## **Job Description Evaluation**

---

Attached is the job description evaluation relating to your duties at the staff college. Now that you have performed the job, let us know what needs to be added, deleted, or changed.

NAME \_\_\_\_\_ FUNCTION \_\_\_\_\_

The job description of my task needs to be modified as follows (Be specific as to paragraph and sentence if possible):

To be returned to \_\_\_\_\_ on or before  
(Date)\_\_\_\_\_.

Signed: \_\_\_\_\_ Date \_\_\_\_\_

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# Region Staff College

Seminar Advisor's Handbook

THIS GUIDE BELONGS TO: \_\_\_\_\_

SEMINAR #: \_\_\_\_\_

ROOM #: \_\_\_\_\_

## **SEMINAR ADVISOR'S GUIDE**

---

<b>SUBJECT</b>	<b>PAGE</b>
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How a Seminar Works	79
Evaluations	80
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## **Preface**

---

This document is a compilation of ideas and suggestions from past staff colleges. It is meant to assist all seminar advisors, but is particularly designed to orient and answer basic questions for the new seminar advisor.

We need your help to improve this guide for future colleges. Please provide suggestions and comments to the college director, curriculum coordinator, or evaluation officer, as appropriate.

Use the space below to make notes as ideas occur to you, or as you make observations throughout the week; as you will have to complete an after-action report at the conclusion of the College.

## Members of My Seminar

---

	<u>GRADE</u>	<u>NAME</u>	<u>ROOM#/PHONE#</u>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____
11.	_____	_____	_____
12.	_____	_____	_____
13.	_____	_____	_____
14.	_____	_____	_____
15.	_____	_____	_____

## Introduction

---

As a seminar advisor, you are at the heart of the Civil Air Patrol Region Staff College. You will have a great influence on whether the members of your seminar learn and have an enjoyable time.

The entire college is geared around the students. You must always keep this in mind. The education and welfare of the students is the prime consideration in all actions and facets of the staff college.

The smooth and effective operation of the staff college requires teamwork – teamwork among all seminar advisors and the entire staff. We work as a team of equals. All seminar advisors have been selected because they have extensive Civil Air Patrol experience and have demonstrated leadership qualities.

There are three attributes which you as a seminar advisor will find of prime importance:

1. **You must have a sincere interest in all your seminar members.** Try to improve the self-confidence of those who lack self-esteem. Do not let an ego-centered member dominate, but stop them discreetly, not putting them down in the process. Develop esprit-de-corps, but not at the expense of the other seminars. Remove barriers to learning with a friendly, helpful, (but not “know-it-all”) attitude.
2. **Be enthusiastic.** In a short period of time your students will be exposed to many not-so-easy learning experiences. The hours are long and tiring. Many in your seminar may have never been exposed to such a rigorous learning regimen in their lives. If you are enthusiastic and cheerful, and try to develop the same attitude in your seminar, the time will pass quickly and pleasantly.
3. **Be professional!** Try to do your job well. As a seminar advisor you can play an important role in developing 100% effective CAP members. Motivate your students to learn those things necessary to make them effective when they return to their units, and to continue learning after they have returned home.

## **Clothing Requirements**

---

### ***Daily Classroom Wear***

The uniform for daily classroom activities is the basic uniform prescribed in CAP Manual 39-1. This is the short-sleeve blue shirt and blue trousers with flight cap for men and its equivalent for women. Ribbons will not be worn by staff or students. Three sets of uniforms are recommended since it gets quite warm and time is limited for laundering clothes. If you do not meet the current weight standards, you must wear the blazer combination, aviator shirt combination, or appropriate civilian clothes. Proper wear of the uniform, including epaulets and name tag, are items of special interest throughout the entire Region Staff College.

### ***Social Activities***

There are several informal social activities, e.g., a barbecue, pizza, or bowling get-together, or picnic. Casual attire is recommended.

### ***Banquet***

Mess Dress, semi-formal blazer combination, civilian tuxedo or business suit for men, Mess Dress, long formal gown, or tasteful cocktail dress for women. The Air Force Service Dress uniform with white shirt IS NOT authorized.

### ***Casual***

Recommend that casual attire be brought for non-duty wear.

### ***Other***

You will need exercise clothes including tennis shoes for sports activities.

## **General Procedures**

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### ***Before the Staff College***

Seminar advisors are expected to be at the college at least two days before the scheduled start date, and there are several reasons for this. During the period you will become familiar with the overall program. You will also have the opportunity (before the students arrive) to learn and practice seminar techniques in order to become more effective. This period is also used to get to know your fellow seminar advisors, the curriculum coordinator, deputy director, director, and other support staff; and get to know the physical layout of the facility and services available. Finally, it is a good time to sharpen up on the high standards expected of you by the RSC director and by Civil Air Patrol. The last day before the college starts is spent assisting the students with registration, billeting, and settling in. This day is typically very busy and you should be prepared.

### ***During the Staff College***

Seminar advisors will make themselves available to seminar members 24 hours a day. This usually means from 0700 through 2200 hours. If you need to be away occasionally, be sure to inform the administration office where you are going and when you will return. It is also a good idea to leave a note on your door for your students, informing them of your expected return. You must attend all scheduled sessions of your seminar and be in your seminar room, or scheduled lectures and activities promptly on schedule. You will also be expected to attend all social functions with your seminar.

### ***After the Staff College***

You will be expected to assist students with out-processing. This will start after graduation and may continue all day following the last class day of the staff college. You are also expected to assist the other staff members with reports and close-out procedures. You will be responsible for a brief report on your job before leaving.

Most seminar advisors find they can leave during the afternoon of the day the students leave.

## **How a Seminar Works**

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You are a seminar advisor and a teacher. At times you will ONLY act as a seminar advisor and at other times, as a teacher. This means you must be available to get your seminar started, to get them back

on track if they digress too much, and to make announcements. In addition, you will help with any problems your seminar members may encounter; for example, sickness, or helping them with their speeches.

During the week you will see your seminar develop from a number of single individuals into a cohesive team progressing toward the common goal of learning and accepting all of what Region Staff College has to offer.

## ***Evaluations***

The procedures to be used on evaluations are simple:

1. After a day's formal presentations have been completed, hand out the evaluation forms to the seminar. Allow adequate time for completion and then collect them. Make sure the student's write their names on the daily critique form so it may be returned to them at the end of the college. Seminar advisors are to retain the daily forms throughout the course.

2. During the final evaluation session, return all the seminar evaluation forms to their authors. These are to be used by the seminar members to help them complete the final evaluation.

Pass out the blank seminar advisor evaluation and the final course critique. Allow 25-30 minutes for each of these forms to be completed.

Collect ONLY the seminar advisor evaluations and the final course critiques from each seminar member. Turn in ALL forms immediately to the evaluations officer. These forms need not be signed by the students, but should be identified by seminar number in the upper right hand corner. The chore of collecting the evaluations can be delegated to the students.

3. Your advisor evaluation forms will be returned to you after they have been reviewed.

4. After the staff college is over, you will be required to take part in a 1 ½ to 2 hour oral debriefing concerning the good, the bad, and the ugly things that may have occurred at the staff college. To be effective at this debriefing, you should take daily notes of your impressions for use during the debriefing. Recommend that if you note a problem during the staff college, formulate a solution to be presented at the debriefing. In other words, if there is something to complain about, also illustrate a way to fix it. This way, the



debriefing can remain a positive experience, rather than degrading into a “blame session.”

### ***Other Paperwork***

Seminar advisors must check their advisor boxes in the Admin office two or three times a day to pick up materials which require action of distribution to the seminar. Advisors, not students, accomplish this task. No extensive reports are required of the seminar advisors. Any changes to procedures and guides you feel are important should be written out or typed and given to the evaluation officer. While typed reports are generally preferred, they are not required as long as the hand-written reports are legible.

### ***Problems***

Occasionally you may run into problems which range from absenteeism to personality conflicts. Always try to channel the efforts of your students toward positive behavior and appropriate conduct.

If you are unable to solve disciplinary problems informally within your seminar, refer the problem to the deputy director. The most common disciplinary problems are absenteeism and failure to observe military customs and courtesies.

Medical problems are referred to the Medical office. You are responsible for relaying details of serious medical difficulties to the director as soon as possible.

You may encounter seminar members who wish to bend the rules concerning curriculum. These rules are carefully established beforehand and are intended to be as fair as possible. Please explain that making changes in the middle of a necessarily compressed program will most certainly cause chaos. Thus, mid-stream changes should be avoided.

Finally, any problems you encounter that you believe are not being dealt with adequately should be referred to the director or curriculum coordinator. They are always available for discussion. It is better to air the difficulty than to let it interfere with you or your seminar's performance.

## Conclusion

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You are but a guide on the side, not a sage on the stage. Your job is to help the students discover their own opinions and views, and defend them to their peers. Look for the real rewards in helping: seeing a diverse group of individuals become a cohesive team, in fact friends, learning and working together. The satisfaction of knowing you were a vital part of that, the catalyst, and having done your best, makes it all worthwhile.

## Sequence Of Events

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These represent just a few of the essential activities necessary to accomplish the Region Staff College. The Director and Deputy Director should assign these tasks to the appropriate staff members and monitor progress to ensure the smooth execution of the college.

### **Prior to student arrival:**

1. Establish administrative office.
2. Obtain office supplies.
3. Set up coffee, mess, and procedures for staff and students.
4. Inventory inserts for student notebooks and determine if additional material and/or reproduction is required. If so, obtain.
5. Make staff locator roster.
6. Establish staff bulletin board; staff sign-in/sign-out board.
7. Brief staff on administrative procedures.
8. Set up filing system and make file folders.
9. Prepare preliminary seminar rosters.
10. Prepare preliminary student rosters for in-processing.
11. Obtain cadets (if available) to assist in initial set-up.
12. Establish needed contacts on base/campus.
13. Make arrangements for medical treatment (routine and emergency).
14. Make arrangements for mail pick-up and delivery.
15. Compile student notebooks.
16. Establish financial procedures (including blank receipts and cash box) from finance officer for in-processing.
17. Develop in-processing procedures and set-up location.
18. Make needed signs to direct students to the in-processing area.
19. Make and post organizational chart for college staff.
20. Make chart with instructions for in-processing and post at entrance to the in-processing area.

**In-processing:**

1. Verify preliminary student roster against CAP membership card (name, rank, CAPSN, charter number).
2. Ensure student has valid travel orders/military support authorization.
3. Have student fill out Biographical Data Form (Attachment 5), Emergency Notification Data (CAPF 60), and/or Application for Senior Member Activities (CAPF 17), if not previously completed.
4. Obtain course registration fee (if not prepaid) and billeting fees.
5. Obtain guest key for dining-out/banquet guests (if any).
6. Assign room and issue key.
7. Make out vehicle pass, if necessary.
8. If appropriate, make list of all corporate and member-owned aircraft and where parked.
9. Issue student notebook.
10. Inform students of seminar assignment, seminar advisor's name, and where to be for the first scheduled activity.

**After student arrival:**

1. Prepare locator list of staff and students, and post in billeting areas.
2. Prepare the final seminar rosters and have them verified for correct name, rank, preferred spelling, initials, etc.
3. Prepare final student and staff rosters by region and wing.
4. Prepare student and staff name and address rosters.
5. Prepare list of no-shows.
6. Obtain staff biographical sketches from information officer and reproduce for student use.
7. Prepare handouts for graduation and dining-out.
8. Prepare graduation certificates and certificates of appreciation, achievement, etc., as required.
9. Prepare dining-out place cards.
10. Obtain and set aside needed student supplies, i.e., typing paper, school letterhead, etc.
11. Make up seating diagram for banquet/graduation.
12. Roster of distinguished visitors and their billeting/transportation arrangements, if any.



# Region Staff College

## Student Information Package

**THIS BELONGS TO:**\_\_\_\_\_

**SEMINAR #:**\_\_\_\_\_

**ROOM #:**\_\_\_\_\_

BRING WITH YOU TO REGION STAFF COLLEGE. THIS WILL BE PART OF YOUR STUDENT MATERIALS.

(Transmittal letter for student packages. Typed on region letterhead.)

Director's Name

Address, Phone #

Fax#

E-Mail:

Dear RSC Participant:

Congratulations on your selection! We are most pleased to send you an information package on the 20\_\_\_\_\_ Region Staff College to be held at \_\_\_\_\_ during the period \_\_\_\_\_ to \_\_\_\_\_.

We have tried to gather the material that will help you prepare for a very worthwhile and rewarding experience. Please don't hesitate to contact me if you have any problems or questions. I look forward to seeing you there!

(Signature)

Director, XXXXX Region Staff College

ATTACHMENT:  
RSC Information Package

## **General Information**

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### ***Purpose***

The purpose of the Region Staff College (RSC) is to prepare selected CAP officers to more effectively execute the duties and responsibilities associated with CAP command and staff positions, and to present concepts, methods, and ideas to better accomplish the mission of Civil Air Patrol.

### ***Objectives***

The course curriculum is designed to increase your ability to solve problems encountered in daily CAP operations through techniques of leadership, management, oral, and written communications. These skills should prove invaluable to you not only in CAP, but also in your professional and personal activities.

### ***Seminars***

You will be assigned to a seminar with several other students. Assignments are based in a number of factors, such as CAP duty assignments and experience, your geographic location, and other considerations. Assignments are intended to allow each student the opportunity to obtain a wider range of ideas and to meet members from different areas.

### ***Seminar Advisors***

Many seminar advisors have previously served as a staff member at one or more staff colleges. All have been to a staff college as a student and all have been carefully selected. It is their job to guide and advise the seminar as necessary.

Above all, don't get nervous about the college. This is a group activity, and in all likelihood, very few people will be experts, and very few will have been in a classroom situation in a number of years. Stick together with your classmates, do the best you can, and enjoy the new friends, new ideas, and activities you will find at the college.

### ***Requirements for Graduation***

Attendance at, and participation in, scheduled activities and events is required for graduation. Exceptions will be made on an individual basis and must be approved by the staff college director.

***Miscellaneous***

Some additional items you might want to bring with you:

(List below)



## **Student Affairs**

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### ***Clothing Requirements and Personal Appearance***

We will be guests of \_\_\_\_\_. To them, we are Civil Air Patrol. Be sure to wear your uniforms properly and act accordingly. We suggest that you have at least one complete uniform to wear the first day.

#### **Daily classroom wear**

The uniform for daily classroom activities is the basic uniform prescribed in CAP Manual 39-1. This is the short-sleeve blue shirt and blue trousers with flight cap for men and its equivalent for women. Ribbons will not be worn by staff or students. Three sets of uniforms are recommended since it gets quite worn and time is limited for laundering clothes. If you do not meet the current weight standards, you must wear the Blazer combination or appropriate civilian clothes. Proper wear of the uniform, including epaulets and name tag, are items of special interest throughout the entire Region Staff College.

#### **Social Activities**

There are several informal social activities, e.g., a barbecue, pizza, or bowling get-together, or picnic, which are part of the curriculum and of which attendance is mandatory. Casual attire is recommended.

#### **Banquet**

Mess Dress, semi-formal blazer combination, civilian tuxedo or business suit for men, Mess Dress, long formal gown or tasteful cocktail dress for women. The Air Force Service Dress uniform with white shirt IS NOT authorized.

#### **Casual**

Recommend that casual attire be brought for non-duty wear.

#### **Other**

You will need exercise clothes including tennis shoes for sports activities.

### ***Transportation***

Transportation to and from the college is the responsibility of the student. You must have a copy of your travel orders, military support authorization (if applicable) and a current ID card with you upon arrival.

### ***In-Processing***

Upon arrival, please report to the dormitory where you will be billeted. Students will arrive between 1100 and 1600.

### ***Billeting***

Your room assignment will be made during in-processing. Each room accommodates two people. Desks, with a student lamp, and chairs are provided. All rooms are air-conditioned. Elevators are provided in all building. Bathrooms are attached room to room.

### ***Locator Service***

The staff will maintain a 24-hour per day locator service in case of emergencies.

### ***Mail***

Mail will be picked up and delivered you your Seminar Advisor each day. Your college address will be:

### ***Radio Communications***

We will be operating \_\_\_\_\_ radio station during the college. Messages may be sent through \_\_\_\_\_. Area stations, for relay purposes, are \_\_\_\_\_ and \_\_\_\_\_ stations.

### ***Cell Phone Policy***

Cell phone use is not permitted in the auditorium or in the classrooms when seminars are in session. Please keep your cell phone turned "off" during those times.

### ***Dining Facilities***

The dining hall, located directly across from the dorm, has been rated outstanding. Meal costs for the average person range from \$5.00 - \$10.00 per day. (sample)

### ***Physical Condition***

If you are not accustomed to a classroom situation, you may find it tiring at first, both mentally and physically, but you'll quickly adjust to the routine. Don't worry.

In addition, though most facilities are situated in a small area, some walking is required. If you have a physical condition which makes activities difficult, please alert us before you come to the college so that we may attempt to work out arrangements for you.

### ***Family Facilities***

Due to a busy schedule and a lack of billeting, spouses and other family members are not permitted to accompany students to the College. You will get a lot more from the program if you can devote all of your time to it and to your fellow students.

### ***Dining-Out (or Graduation Banquet)***

The Dining-Out (or Graduation Banquet) is a very formal and traditional military affair. We have a distinguished guest speaker, and several other distinguished guests. Guests (may/may not) attend.

### ***Graduation***

Graduation will be held in the Auditorium on Saturday, \_\_\_\_\_ at \_\_\_\_\_. Guests welcome.

### ***Yearbook***

A yearbook will be made available on the Region Staff College website at the conclusion of the college.

### ***Cancellations***

In the event that you must cancel your attendance, contact the Region Staff College Director. There is no financial penalty for cancellations more than 30 days in advance. Cancellations within 30 days will result in the College retaining 50% of the tuition fee. Cancellations within 10 days result in complete forfeit of tuition fees. (sample)

## Region Staff College Confirmation

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1. I have received your information packet and plan to attend the \_\_\_\_\_  
Region Staff College at \_\_\_\_\_.

2. If for any reason I am unable to attend, I will notify the Director not later than  
\_\_\_\_\_ days prior to the college start date.

3. I will arrive by (check one) \_\_\_\_\_ auto, \_\_\_\_\_ private aircraft,  
\_\_\_\_\_ commercial air carrier, or \_\_\_\_\_ other.

4. Estimated arrival time is \_\_\_\_\_ on \_\_\_\_\_.  
(time) (day/month)

Flight number \_\_\_\_\_ (arrival/carrier)  
\_\_\_\_\_ (departure/carrier)

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(Signature of Applicant)

