

CIVIL AIR PATROL
UNITED STATES AIR FORCE AUXILIARY

REGION STAFF COLLEGE DIRECTOR'S HANDBOOK

YOUR GUIDE TO ADMINISTERING AN
EFFECTIVE REGION STAFF COLLEGE



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REGION STAFF COLLEGE DIRECTOR'S HANDBOOK

FORWARD

Being a Region Staff College director is one of the most demanding jobs in Civil Air Patrol. However, 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 (ETP), welcomes your comments and recommendations to improve this handbook. Please write, call, or fax us at the addresses below:

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REGION STAFF COLLEGE DIRECTOR'S HANDBOOK

SITE SELECTION, DATE SELECTION, AND INSTRUCTOR RESOURCE

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 Pacific Region, the commander may elect to move the staff college yearly to provide access for the widely dispersed student population (This is particularly important when airlift is difficult to obtain). 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 although shrinking resources may cause this policy to change. 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 Wing Liaison office (LO) should be the office 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? 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 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.

DATES

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 such talent exists on a college campus; however, it must be identified and solicited. 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.

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. 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

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:

1. Determine if there is a facility charge. Sometimes the college/university will waive this charge.
2. Determine what supplies are needed for your students and support. Items to consider – notebooks, pencils, notebook paper, etc.
3. 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.
4. It is very important that your staff public affairs officer (PAO) prepares a budget. Expenses should include film and 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 HQ CAP/ETP. Do this early. If items must be purchased, set a price range and stick to it. Don't forget to include any engraving costs.
5. 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.
6. Determine an allowance for gasoline used for official business.
7. Determine the cost for any honoraria or gifts to be purchased for speakers.
8. Social activities often include a mixer for the staff before the college begins and the student ice-breaker the evening of the first day.
9. To assist your staff, explore the possibility of renting a copier and electric typewriter. Ensure adequate computer support.
10. Estimate the amount of money you'll receive from HQ CAP/ETP to help support your college. ETP provides a certain amount of money per student (up to a maximum of 35 students) to help you offset expenses. Refer to CAPR 50-17, Chapter 6 for specific details.
11. Estimate the amount of money you'll receive from your region to offset costs.
12. 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

Enrollment procedures for all CAP senior activities, including Region Staff College, are prescribed in CAPR 50-17, *Senior Member Training 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

CONFIRMATIONS

Qualified applicants should be confirmed in writing immediately upon receipt of their approved application forms and advance fees. A quick and inexpensive way is by postcard. E-mail responses are acceptable 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 are an important budget item, 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 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

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. HQ CAP/ETP will announce your college in the January issue of the Civil Air Patrol News. They can also post your school information on the HQ CAP web site.

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.

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 in the CAP News 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

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

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

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

The basic RSC curriculum will include:

1. Interpersonal communications
 - a. Organizing to communicate
 - b. Supporting ideas

- c. Logical thinking
 - d. Preparing and presenting a 10-minute speech
 - e. Effective listening
- 2. Group communications
 - a. Group problem solving
 - b. Group dynamics (process)
 - c. Human relations and discrimination
- 3. Written communications
 - a. Effective writing skills
 - b. Familiarity with correspondence formats used by CAP and the USAF
- 4. Management
 - a. Functions of management
 - b. Principles of organization
 - c. Study of current theories of management
- 5. Leadership
 - a. Theory
 - b. Problem solving
 - c. How the CAP mission is accomplished within the region i.e., emergency services/counterdrug, aerospace education, and cadet programs.
- 6. Conference/Training techniques
 - a. Teaching members to plan and conduct meetings
 - b. Setting up wing/region conferences
 - c. Directing an SLS/CLC, 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
 Human relations and discrimination

Aerospace Education and Training

Managing aerospace education programs
 Aerospace as a major mission element of CAP

Internal aerospace education
External aerospace education
Professional Development
Air force Institute for Advanced Distributed Learning (AFIADL) 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 activities
Phases of progress and cadet achievements

Emergency Services

Managing Emergency Services programs
Agency contacts
How SAR is conducted
Counterdrug operations
Dealing with trauma
General EMS overview
Emergency first-aid (bloodborne pathogen prevention)
Disaster relief program
Customs missions
Civil Defense
FEMA 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, request handouts at that time.

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 many instances, your wing 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 school 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.

HOUSING, DINING, AND TRANSPORTATION

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. Don't hesitate to ask assistance from attendees who own vans, etc. Consider reimbursing fuel costs if private vehicles are used.

JOB DESCRIPTIONS

- Director
- Deputy Director
- Curriculum Coordinator
- Seminar Advisor
- Public Affairs Officer
- Finance Officer
- Program Evaluation Officer
- Director of Administration
- Medical Officer
- Transportation Officer
- Logistics Officer
- Protocol Officer
- Communications Officer

- CAP-USAF Liaison Region Director of Training, or Region Reservist (especially if RSC is held on a military installation)

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 HQ CAP/ETP for publication in the December Civil Air Patrol News.

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.

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 HQ CAP/ETP. 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.
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.

1. 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.
2. 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.
3. Newsletter. Publish a daily newsletter with announcements, stories from the college, and photos.
4. Yearbook. Survey the students and determine their interest in having a college yearbook.
5. 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 HQ CAP/ETP, 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

1. Briefs seminar staff on the critique program.
2. Establishes procedures for distribution and collection of critique sheets.
3. Tabulates results for student critiques.
4. Conducts a staff debriefing at the end of the staff college to solicit suggestions for program improvements.
5. 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).
6. 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.

1. 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.
2. On the day of arrival, the frequencies should be monitored to assist students.
3. The Region Control Station should be advised of the times the staff college station will be picking up traffic.
4. Radio logs should be filed in the records of the staff college.

REGION STAFF COLLEGE DIRECTOR'S HANDBOOK

STAFF COLLEGE CHECKLIST

<i>NOT LATER THAN</i>	<i>TASK</i>
270 days prior	Request staff college approval Course date approved
180 days prior	Staff Selected Director of Administration Curriculum Coordinator Deputy Director Information Officer Finance Officer Evaluation Officer
150 days prior	First Staff Meeting Select geographic area Inventory Sites Select sites based on:
staff	Acceptability of facilities Cleanliness of facilities Cooperation of facility Room size Bed comfort Desks and chairs Lighting Ventilation Restrooms Lounges Refreshments Telephones 24-hour message
center	Mailboxes Parking facilities
doors	Office Space Tables and chairs Telephones Lighting Ventilation/AC Locking closets and Proximity to

classrooms	Accessibility	to
classrooms		
	Classrooms	
and dining	Proximity to dorms	
	Desk and chairs	
	Chalk board	
	Lighting	
	Ventilation/AC	
	Restrooms	
	Refreshments	
	Auditorium	
classrooms	Proximity	to
	Stage and podium	
	Lighting	
	Comfort of chairs	
	Ventilation/AC	
	Audiovisual	
capability/equipment	Restrooms	
	Refreshments	
	Telephones	
	Dining facilities	
	Cleanliness	
	Quality of food	
	Customer Capacity	
	Meal hours	
classrooms	Proximity to dorms /	
	Eye appeal	
serving lines	Convenience	of
	Restrooms	
	Price	
	Accessibility of site	
facility	To commercial air	
	Public transportation	
books, etc.	Stores, food, medical,	
	Population centers	
	Cost of site	
	Room and board	
	Additional costs	(if

any)

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).

Select seminar advisors
Select clerical assistants
Review plans of staff
Director approves plans

Submit curriculum plan to HQ CAP/ETP for approval (This package must be a clear picture of the type of course you plan to conduct).

Establish student application cut-off date (Usually 30 days prior to the start of the college).

NOT LATER THAN

TASK

120 days

Curriculum plan approved

120 days

Second staff meeting

As needed

Further staff meetings as appropriate

60 days prior to start

Make copies of student materials
Mail confirmations to students
Prepare student information packets, include:
Motivational greeting
Tentative curriculum outline
Tentative class schedule
Maps. Mark the exact location of the

site.

Tentative list and bios of instructors
Description of seminar work
Academic credit (if any)
Uniform requirements (by event)
Description of facility
Address of facility for incoming mail
Telephone numbers at facility
Description of rooms
Description of restroom access (private, shared, or down the hall)
Laundry facilities
Dining hours
Snack bars (description and hours of operation)
Expected student staff college expenses
Arrival processing procedures

Customs and courtesies
Form 60, Emergency Notification Data
Extra attendees (staff college and facility policy. Discourage students from bringing family because of heavy schedule – unless they, too, are enrolled.)
“Stay on” privileges after completion of staff college
Weather expected – expected temperature range
Clothing recommended
Civilian clothing/uniform requirements
Commercial airlines serving location
Public transportation (ground) serving facility
Capability for students to fly private/corporate aircraft to site
Recreational facilities and costs
Check cashing policy
Social function details

30 days prior to start	Review status with region commander and region liaison commander
25 days prior to start	Student follow-up mailing
14 days prior to start	Third staff meeting and final status check
7 days prior to start	Final check of instructors
DURING STAFF COLLEGE	Evaluate the staff college Student critiques Staff critiques
+30 days	Staff college evaluations completed Review the evaluations and begin planning for next year’s staff college. Send Director’s Report to HQ CAP/ETP for update of training records.
+60 days	Send copies of financial statement, course evaluation, and Director’s Report to Region Commander.