

Leadership Training Schools

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SUMMARY of CHANGE

CR 3-1

Leadership Training Schools

*This is a major revision that updates and combines CR 3-1 (Leadership Schools), CR 3-2 (OCS/BNCOC/ANCOC), CR 3-9 (Specialized Training), CR 3-10 (Commandant Professional Development/BCTA/ACTA), CR 3-11 (Drill Academies), and CR 3-13 (Command and Staff Schools). Those regulations are rescinded.

*What was previously contained in separate regulations is now presented in the various chapters of this regulation.

*Minor updates are made to the guidelines for the various leadership based schools.

*BCTA is updated regarding current Content Standards and CSTPs.

*Commandant Leadership School (CLS) is added in Chapter 8.

LEADERSHIP SCHOOLS

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Summary. This regulation describes the training program of the various types of Leadership based Schools to be conducted by brigades, regiments, and units of the California Cadet Corps (CACC).

Applicability. This regulation applies to all schools currently maintaining membership in the CACC.

Proponent and exception authority. The proponent of this regulation is the Executive Officer, CACC. The proponent has the authority to approve exceptions or waivers to this regulation that are consistent with controlling law and

Regulations. Activities or units may request a waiver to this regulation by providing full justification that includes a full analysis of the expected benefits. All waiver requests will be endorsed by the senior commandant officer of the requesting activity or unit and forwarded through their higher headquarters to the policy proponent.

Supplementation. Supplementation of this regulation and establishment of command and local forms are prohibited without prior approval, in writing, from the Executive Officer, California Cadet Corps. Send a draft copy of each supplement to – Youth Programs, California Cadet Corps, ATTN: Executive Officer, Building 1301, Camp San Luis Obispo, CA.

Suggested improvements. Users are invited to send comments and suggested improvements in memorandum form directly to the address listed above.

Distribution. This publication is available in electronic media only and is intended for all levels of the California Cadet Corps organization and is authorized for public distribution. Printed copies of this publication may be provided, within budget limitations, at the discretion of the Joint Force Headquarters.

Table of Contents (Listed by paragraph and page number)

Chapter 1 - General

- 1-1. Authority, *page 1*
- 1-2. Leadership School Defined, *page 1*
- 1-3. Objectives, *page 1*
- 1-4. Responsibility, *page 1*
- 1-5. Training Philosophy, *page 1*
- 1-6. Training Concept, *page 2*
- 1-7. Evaluation, *page 2*
- 1-8. Cadet Safety, *page 2*
- 1-9. Awards, *page 3*

Chapter 2 – Leadership Schools

- 2-1. Basic, Intermediate, & Advanced Leadership Schools, *page 4*
- 2-2. Awards, *pages 5*

Chapter 3 – Non-Commissioned Officer Schools

- 3-1. Basic Non-Commissioned Officer Course (BNCOC), *page 6*
- 3-2. Advanced Non-Commissioned Officer Course (ANCOC), *page 7*
- 3-3. Waivers, *page 7*
- 3-4. Administrative Procedures, *page 8*
- 3-5. Awards, *page 8*

Chapter 4 – Officer Candidate Schools (OCS)

- 4-1. Admission, *page 9*
- 4-2. Suggested Curriculum, *page 9*
- 4-3. Awards, *page 10*

Chapter 5 – Specialized Training Schools

- 5-1. Purpose, *page 11*
- 5-2. Responsibilities, *page 11*
- 5-3. Recommended Courses, *page 11*
- 5-4. Unauthorized Courses, *page 12*
- 5-5. Approval of Courses, *page 12*

Chapter 6 – Drill Academies

- 6-1. Purpose, *page 13*
- 6-2. Reference, *page 13*
- 6-3. General, *page 13*
- 6-4. Squad Course, *page 13*
- 6-5. Platoon Course, *page 14*
- 6-6. Awards, *page 15*

Chapter 7 – Command and Staff Schools

- 7-1. Objectives, *page 16*
- 7-2. General, *page 16*
- 7-3. Command & Staff School Curriculum, *page 16*

Chapter 8 – Commandant Professional Development Schools

- 8-1. Purpose, *page 17*
- 8-2. Objectives, *page 17*
- 8-3. Authority, *page 17*
- 8-4. General, *page 17*
- 8-5. Basic Commandant Training Academy (BCTA), *page 18*
- 8-6. Advanced Commandant Training Academy (ACTA), *page 22*
- 8-7. Commandant Leadership School (CLS), *page 24*
- 8-8. Other Professional Development Opportunities, *page 25*
- 8-9. Administrative Procedures, *page 25*
- 8-10. Awards, *page 26*

CHAPTER 1

GENERAL

1-1. AUTHORITY.

Section 516.1 of the California Military and Veterans Code authorizes the California Cadet Corps (CACC) and its members to conduct encampments for the purpose of training.

1-2. CACC LEADERSHIP TRAINING SCHOOLS.

The California Cadet Corps offers a variety of schools at the local, regional, and state level that focus on different aspects of leadership. These include Leadership Schools (basic, intermediate, and advanced), Non-Commissioned Officer Schools (basic and advanced – BNCOC and ANCOC), Officer Candidate School (OCS), specialized training schools, Commandant professional development courses (BCTA/ACTA and CLS), drill academies, and Command & Staff Schools (CSS). These schools are normally conducted annually, with one or more levels of instruction presented concurrently at the same training site. To qualify to award various ribbons and accouterments designed to motivate Cadets to attend these courses, the school must meet the requirements outlined in this regulation. Battalions, regiments, and brigades may conduct as many schools during the year as is necessary to develop leadership skills among its Cadets.

1-3. OBJECTIVES.

The objectives of all the leadership based schools are:

- (1) To develop the qualities and techniques of leadership.
- (2) To provide the cadet staff personnel the opportunity to exercise training management techniques developed at the unit level.
- (3) To provide cadets the opportunity to develop and practice instructional skills.
- (4) To provide additional training not otherwise available at the unit level.

1-4. RESPONSIBILITY.

When conducted at brigade level, the Brigade Advisor is primarily responsible for planning, scheduling, and conducting the school. The Cadet Brigade Commander and staff will develop a mission statement for the school along with goals and measurable objectives. In addition, the Cadet Commander and staff will prepare necessary operations orders and annexes in the areas of personnel management, accountability, administration, training schedules, lesson planning, supply management, risk assessment IAW CR 2-1, logistics planning, public affairs operations, and command and control functions. CR 3-14 should be used in the planning process.

When conducted at state level, the HQ CACC S3 is primarily responsible for planning, scheduling, and conducting the school. The 10th Corps Commander and staff will plan and execute the school. If conducted during the summer encampment, a primary and assistant instructors may be appointed to plan and run the course, with cadet staff selected from leadership applicants.

1-5. TRAINING PHILOSOPHY.

In all of these courses, instruction should allow for extensive hands on training (practical application) and should be presented by cadets to the maximum extent possible (with the exception of the Commandant Training). Commandants and Assistant Commandants should be present to supervise and monitor training and to support the cadet cadre during the training.

1-6. TRAINING CONCEPT.

All cadets should be encouraged to attend these leadership schools. They are excellent opportunities for Cadets throughout the brigade to gather, develop a common knowledge of subject taught, and to develop skills not usually taught in the school setting. Attendance at a weekend or summer encampment based course gives Cadets tremendous opportunity to grow their leadership skills, meet new friends from other Cadet Corps programs, discover new ways of doing things, and expand their knowledge.

1-7. EVALUATION.

Cadet testing and evaluation is essential to a successful leadership-based school. Cadet awards will be based on these evaluations.

a. Student Evaluation. Examinations covering the subject matter presented will be administered to all cadets attending the school. Examination may be by separate tests for each subject presented or by one overall examination during the last period of instruction. Sample leadership tests may be made available as part of the online cadet curriculum resources at <https://cacadets.org/Curriculum> and/or are available from the Director of Curriculum, Headquarters, California Cadet Corps.

b. Course/Instructor Evaluation. Each student attending the leadership school will be given the opportunity to evaluate the course and instructor for each subject presented. In addition, each course should be evaluated by a brigade staff member and/or a Commandant. These evaluations should be used to improve instructional competence of cadet and adult instructors as well as in developing subsequent leadership schools.

1-8. CADET SAFETY.

The safety of cadets must be of paramount concern to adult supervisors during the conduct of all cadet activities, but is of heightened significance during field exercises. Though much of an OCS or BNCOC/ANCOC program will be held in classrooms, part of the instruction will, by necessity, be held outdoors. The following precautions should be taken at OCS/BNCOC/ANCOC training sessions:

a. Emergency Medical Services Contact Information. The senior commandant should have on hand the contact numbers, location, and driving directions to Emergency Medical Service providers closest to the training site. This includes the location of the nearest trauma center.

b. Medical Personnel. A qualified medical service provider must accompany cadets when Leadership Reaction Courses or similar programs with inherent risk are being undertaken. This individual must, at minimum, maintain first aid and CPR certification from a nationally recognized agency such as the American Heart Association or American Red Cross.

c. Medical Equipment. Adequate first aid supplies and basic life support equipment must be on hand at all cadet field training events.

d. Medical Histories. Cadets in attendance should have on file with the commandant a current medical history form to be used by medical personnel in the event of an injury or illness requiring medical treatment beyond first aid.

e. Emergency Medical Transport. The senior commandant at bivouacs must ensure that there is an adequate plan to transport injured cadets from the training site to medical facilities.

f. Supervision. Individual school district regulations will dictate the ratio of required adults to cadets at overnight events. Adequate distribution of chaperons to reflect the gender ratio must also be considered.

g. Separation by Gender. Senior commandants will ensure adequate separation of cadets into gender-specific sleeping areas and will ensure that cadets are properly briefed on policies prohibiting inappropriate contact with individuals of the opposite gender.

h. Nighttime supervision. It is critical at overnight events, especially in the field, that adequate adult supervision be provided during nighttime hours to ensure that fraternization and horseplay do not occur.

i. Adult sleeping arrangements. Adults must be situated in such a position as to properly supervise cadets during overnight events. Adults should in no case sleep in areas alone with a single cadet of either gender.

j. The Rule of Three. Cadets must be instructed to travel to/from training areas with at least two other cadets and to do so only with the explicit knowledge and permission of a commandant. In addition, there will never be less than three Cadets of multiple gender by themselves in a room or tent. If males and females are in the room, there will be at least three people in the room. If one is asked to leave and there will be a male and female left alone in the room, the person won't leave, or they all will.

k. Hazard Mitigation. The senior commandant in attendance at the event will conduct a check of the area to mitigate hazards.

l. Evacuation Plan. The senior commandant will ensure that an adequate evacuation plan is in place to safely get all cadets and adults out of the training area into a safe zone within a reasonable amount of time. Considerations for the evacuation plan include:

- (1) Transportation of cadets and equipment.
- (2) Communication with parents.
- (3) Pick up or cadets by parents.
- (4) Emergency food, water, and shelter.
- (5) Protection from fire, flood, and other natural disaster.

m. Communication. The senior commandant shall ensure that there is a method of contacting Emergency personnel. This may require consideration of such alternatives as satellite phones.

1-9. AWARDS.

Each cadet participating in any leadership based school will receive the ribbons or awards noted in each specific chapter of this regulation, depending on the course attended and CR 1-1.

CHAPTER 2

LEADERSHIP SCHOOLS

2-1. Basic, Intermediate, and Advanced Leadership Schools.

A leadership school is an activity conducted at the brigade level and designed to provide in-depth basic, intermediate, and advanced leadership training. Leadership schools are normally conducted on an annual basis, with one or more levels of instruction presented, concurrently, at the same training site. To be recognized as a leadership school for which cadets may be awarded leadership awards, the school must provide between six and twelve hours of instruction. A brigade headquarters may conduct as many leadership schools per year as is necessary to develop leadership qualities among its cadets.

As many cadets as possible should attend the brigade leadership school. It is an opportunity for cadets throughout the brigade to gather, develop a common knowledge of subjects taught, and to develop skills not usually taught in the school setting. The following subject matter is recommended for each level of leadership school.

a. Basic. The basic level leadership school is composed of first and second year cadets who have not attended a previous brigade leadership school. Basic leadership training includes a minimum of six hours of instruction in topics such as those listed below:

- (1) Understanding and applying the traits and principles of leadership.
- (2) Platoon and squad leadership duties and responsibilities (squad leaders, platoon sergeants, and platoon leaders) including basic drill instruction techniques.
- (3) Conduct of inspections by platoon sergeants, platoon leaders, company first sergeants, and company commanders.
- (4) An introduction to Cadet Corps Regulations and their use.
- (5) Care and wear of the uniform.
- (6) Military Courtesy.

b. Intermediate. The intermediate leadership school is the second formal step in developing leadership in cadets. It is conducted concurrently with the basic and advanced courses. A cadet must attend the basic level course and generally be in his second or subsequent year of Cadet Corps membership to be a student at an Intermediate Leadership School. The following subjects, in no less than 9 hours of instruction, should be offered at the intermediate leadership school:

- (1) Company and Battalion organization, duties and responsibilities (command personnel and staff officers) as outlined in CR 3-22.
- (2) Human motivation and leadership counseling techniques.
- (3) Methods of instruction and lesson planning and the Cadet Corps Curriculum.
- (4) Conflict resolution.
- (5) Interpreting and supplementing Cadet Corps Regulations.
- (6) Detailed study of CR 1, CR 2-1, CR 3, CR 4-1 and CR 5-1.
- (7) Duties and responsibilities of a noncommissioned officer.
- (8) Team building and drill instruction techniques for competitive and exhibition drill team leaders.

c. Advanced. Cadets attending the advanced course must have completed the basic and intermediate courses, and should generally be in their third or subsequent year of Cadet Corps membership. Cadets attending the advanced course should be given an opportunity to apply lessons learned through activities (teaching, drilling, and commanding) with other cadets (basic or intermediate course attendees) at the school. The advanced course should include no less than 12 hours of instruction in the following topics:

- (1) Battalion and brigade organization, duties and responsibilities.
- (2) Development of a personal leadership philosophy.
- (3) Decision making and policy setting.
- (4) Detailed study of the Cadet Corps Curriculum Guide.

- (5) Discipline and the development of behavior codes and punishment.
- (6) Group dynamics and control.
- (7) Detailed study of Cadet Regulations and the California Military and Veterans Code.
- (8) Event Planning, including risk assessment and risk management.
- (9) Establishing missions, goals, and objectives.

2-2. AWARDS

Cadets successfully completing the course will receive one of the following awards:

a. Advanced Leadership School Award. Cadets successfully completing the advance leadership course with a score of 70% or higher on the written and/or oral examinations will receive the Advanced Leadership Ribbon. The cadet who is the distinguished graduate will receive the gold Advanced Leadership Medal and gold oak leaf cluster attachment for the ribbon. The second and third place cadets will receive silver and bronze Advanced Leadership Medals and oak leaves, respectively. A bronze attachment “E” will be presented to the cadets on the Commandants List (top 10% of the GRADUATING class).

b. Intermediate Leadership School Award. Cadets successfully completing the intermediate leadership course with a score of 70% or higher on the written and/or oral examinations will receive the Intermediate Leadership Ribbon. The cadet who is the distinguished graduate will receive the gold Intermediate Leadership Medal and gold oak leaf cluster attachment for the ribbon., the second and third place cadets will receive silver and bronze Intermediate Leadership Medals and oak leaves, respectively. A bronze attachment “E” will be presented to the cadets on the Commandants List (top 10% of the GRADUATING class).

c. Basic Leadership School Award. The Basic Leadership Ribbon will be presented to all cadets successfully completing the basic leadership course with a score of 70% or higher on the written and/or oral examinations. The cadet who is the distinguished graduate will receive the gold Basic Leadership Medal and gold oak leaf cluster attachment for the ribbon., the second and third place cadets will receive silver and bronze Basic Leadership Medals and oak leaves, respectively. A bronze attachment “E” will be presented to the cadets on the Commandants List (top 10% of the GRADUATING class).

CHAPTER 3

NON-COMMISSIONED OFFICER SCHOOLS

3-1. Basic Non-Commissioned Officer Course (BNCOC)

a. The curriculum of a cadet Basic Non-commissioned Officer Course should have as its goal the imparting of skills, knowledge, and dispositions commensurate with appointment as a non-commissioned officer in ranks of C/CPL through C/SSG in the California Cadet Corps. It is recommended that BNCOC include a minimum of 16 hours of classroom and/or field instruction. Specific instructional objectives for the Basic Non-Commissioned Officer Course (BNCOC) should include, at a minimum:

- 1) Mastery of military courtesy and customs, including rules of saluting, and forms of address.
- 2) Leading a flag detail.
- 3) Leading a Color Guard.
- 4) Proper wear of the CACC Uniforms and Insignia and the regulations governing them.
- 5) Leading squad- and platoon-level physical fitness sessions.
- 6) Principal NCO duties.
- 7) The Chain of Command, Chain of Concern, and Staff and NCO Support Channels.
- 8) Techniques for promoting discipline in subordinates.
- 9) Maintaining morale and esprit de corps in subordinates.
- 10) Methods of Instruction in squad size units.
- 11) The Ten Values of the Cadet Code (L-E-A-D-E-R-S-H-I-P).
- 12) Professional Ethics and Personal Conduct.
- 13) Contemporary Leadership Issues (fraternization, sexual harassment, gender discrimination, cyber-bullying, bullying, alcohol, tobacco, and drug use, etc).
- 14) Leadership Counseling.
- 15) Maintaining your service record.
- 16) Serving as a range safety NCO (if applicable to the local school district curriculum).
- 17) Safety and Risk Management.
- 18) Importance of maintaining a strong academic record during secondary and post-secondary education.

b. BNCOC enrollment prerequisites: In order to enroll in BNCOC, a cadet must have met the following prerequisites commensurate with the six CACC objectives:

- 1) Attained at least the rank of CFC as a demonstration of basic military knowledge.
- 2) Must have shown effort to meet the requirements for satisfactory academic progress as defined in
- 3) CR 1-5; since a junior NCO is not required to have fully met the definition of satisfactory academic progress, commandant personnel and cadet commanders considering cadet enrollment in a BNCOC program are granted significant latitude in deciding whether a cadet is demonstrating effort to meet the definition of satisfactory academic progress.
- 4) Must have taken and shown improvement toward meeting the Healthy Fitness Zone requirement of the CA Physical Fitness Test (Fitnessgram) within the previous school year.
- 5) Must have demonstrated leadership potential.
- 6) Must have satisfactory citizenship records at school; generally this would be defined as having no serious classroom or school disciplinary infractions during the previous 12 calendar months. Cadets who have serious disciplinary infractions within the last year, but who have demonstrated improvement and effort in this area, may at the discretion of the commandant, be enrolled in the BNCOC course.
- 7) Must have demonstrated satisfactory patriotic spirit and attitude as evidenced by participation in civic and school patriotic events.

3-2. Advanced Non-Commissioned Officer Course (ANCOC)

a. The curriculum of an Advanced Non-commissioned Officer Course should have as its goal the imparting of skills, knowledge, and dispositions commensurate with appointment as a non-commissioned officer in ranks of C/SFC, C/MSG, C/1SG, C/SGM and C/CSM in the California Cadet Corps. It is recommended that ANCOC includes a minimum of 16 hours of classroom and/or field instruction. Specific instructional objectives for the Advanced Non-Commissioned Officer Course (ANCOC) should include, at a minimum:

- 1) Leading company and larger sized unit physical fitness sessions.
- 2) Duties of Platoon Sergeants, First Sergeants, Sergeants Major, and Command Sergeants Major.
- 3) The Chain of Command, Chain of Concern, and Staff and NCO Support Channels.
- 4) Techniques for promoting discipline in subordinate cadets and NCOs.
- 5) Maintaining morale and esprit de corps in subordinate cadets and NCOs.
- 6) Accountability (strength reporting) at cadet operations.
- 7) NCO Relationships with cadet officers.
- 8) Methods of Instruction in platoon and company sized units.
- 9) Professional Ethics and Personal Conduct.
- 10) NCO roles in battalion, regimental, and brigade staff sections.
- 11) Contemporary Leadership Issues (fraternization, sexual harassment, gender discrimination, cyber-bullying, bullying, alcohol, tobacco, and drug use, etc).
- 12) Promoting responsibility and success in junior NCOs.
- 13) Safety and Risk Management.
- 14) Maintaining your service record.
- 15) Leadership counseling for senior NCOs.
- 16) Completion of a Leadership Reaction or similar (low ropes, high ropes, team building, physical challenges) course.
- 17) Demonstrate a discussion with a prospective cadet to help discern possibility of youth joining the CACC (recruitment discussion).
- 18) Demonstrate a presentation advocating the various courses of study at CACC summer camp.
- 19) Conduct of/during a promotion board.

b. ANCOC enrollment prerequisites: In order to enroll in ANCOC, a cadet must have met the following prerequisites commensurate with the six CACC objectives:

- 1) Attained at least the rank of C/SGT as a demonstration of basic military knowledge.
- 2) Must have met the requirements for satisfactory academic progress as defined in CR 1-5.
- 3) Must have passed the CA Physical Fitness Test (Fitnessgram) within the previous school year.
- 4) Must have demonstrated leadership potential.
- 5) Must have satisfactory citizenship records at school; generally this would be defined as having no serious classroom or school disciplinary infractions during the previous 12 calendar months.
- 6) Must have demonstrated satisfactory patriotic spirit and attitude as evidenced by participation in civic and school patriotic events such as parades, color guards, and flag detail.
- 7) While BNCOC is not a prerequisite for ANCOC participation, it is highly recommended.

3-3. Waivers

a. Waivers of the BNCOC and ANCOC enrollment prerequisites may be made at the discretion of the commandants if enrollment is in the best interests of the cadet and unit. It should be noted that enrollment and successful completion of a course does not mandate promotion, nor does successful completion of an

BNCOC or ANCOC authorize a commandant to waive the requirements set forth in CR 1-5, Cadet Appointments and Promotions.

3-4. Administrative Procedures.

a. The following procedures are recommended for enrollment in BNCOC or ANCOC (some or all of these may be required by commandants for enrollment in a BNCOC or ANCOC program):

- 1) Submit a neatly printed or typed application which includes a copy of the cadet's service record
- 2) Submit a brief statement of interest in the course and reasons for desired enrollment.
- 3) Submit a copy of the most recent report card(s) and signed statements by all current teachers and the academic counselor indicating their agreement that the cadet meets the citizenship and academic requirements for promotion to ranks above C/SSG.

b. Culminating Boards. It is recommended that all cadets participate in oral interview boards as part of the ANCOC program. Since oral boards are a requirement of CR 1-5 for promotion to all ranks above C/SSG, practice in techniques for taking an oral interview board is a critical skill for cadets to master.

3-5. Awards

a. IAW CR 1-1, authorized ribbons may be awarded to cadets who successfully complete the course of study of a BNCOC or ANCOC program. For the purposes of these awards, "Successfully complete" shall be defined as passing ALL written and performance assessments during/associated with the training with scores of 80% (or equivalent on a performance task/rubric) or better.

b. First, Second, and Third place medals in each training program may be awarded to the individual cadets whose written and performance test score totals distinguish them with the highest, second highest, and third highest performance totals respectively. Individual brigades/regiments (or the state HQs in the case where such an event is sponsored by that HQ) shall establish written procedures for determining the first, second, and third place medalists. Though occasional "ties" may be necessary, efforts should be made to minimize ties so as to make the awards more meaningful and special.

c. Brigade Event Honor unit ribbons may be awarded at BNCOC/ANCOC IAW the provisions of CR 1-1.

d. Brigade Headquarters Company and Cadre ribbons may also be awarded IAW CR 1-1.

CHAPTER 4

OFFICER CANDIDATE SCHOOLS (OCS)

The curriculum of a cadet Officer Candidate School should have as its goal the imparting of skills, knowledge, and dispositions commensurate with appointment as a junior officer (C/2LT, C/1LT, and C/CPT) in the California Cadet Corps. It is recommended that Officer Candidate Schools include a minimum of 16 hours of classroom and/or field instruction. As time and resources dictate, instruction can be conducted over a single extended period of time or can be a series of courses offered after school or on weekends, or in a summer encampment setting.

4-1. Admission.

a. A review of the necessary knowledge and skills for promotion to Cadet Master Sergeant (it is recommended that Officer Candidates take a written qualifying test consisting of questions from the written C/SGT promotion test and the questions asked in the C/SFC and C/MSG promotion boards; candidates should score a minimum of 80% on that test in order to participate in the Officer Candidate School).

b. OCS enrollment prerequisites: In order to enroll in OCS, a cadet must have met the following prerequisites commensurate with the six CACC objectives:

- 1) Attained at least the rank of C/SSG as a demonstration of basic military knowledge.
- 2) Must have met the requirements for satisfactory academic progress as defined in CR 1-5.
- 3) Must have passed the CA Physical Fitness Test (Fitnessgram) within the previous school year.
- 4) Must have demonstrated leadership potential.
- 5) Must have satisfactory citizenship records at school; generally this would be defined as having no serious classroom or school disciplinary infractions during the previous 12 calendar months.
- 6) Must have demonstrated satisfactory patriotic spirit and attitude as evidenced by participation in civic and school patriotic events such as flag details, color guards, parades, etc.

c. Waivers. Waivers of the above enrollment prerequisites may be made at the discretion of the commandants if enrollment is in the best interests of the cadet and unit. It should be noted that enrollment and successful completion of a course does not mandate promotion, nor does successful completion of an OCS Course authorize a commandant to waive the requirements set forth in CR 1-5, Cadet Appointments and Promotions.

d. Procedures. The following procedures are recommended for enrollment in an OCS course:

- 1) Submit a neatly printed or typed application which includes a copy of the cadet's service record
- 2) Submit a brief statement of interest in the course and reasons for desired enrollment.
- 3) Submit a copy of the most recent report card(s) and signed statements by all current teachers and the academic counselor indicating their agreement that the cadet meets the citizenship and academic requirements for promotion to ranks above C/SSG.

e. Culminating Boards. It is recommended that all cadets participate in oral interview boards as part of the OCS program. Since oral boards are a requirement of CR 1-5 for promotion to all ranks above C/SSG, practice in techniques for taking an oral interview board is a critical skill for cadets to master.

4-2. Suggested Curriculum.

a. The fundamentals of officership, including:

- 1) Being leaders of character.
- 2) How the role of officers differ from the roles of non-commissioned officers.

- 3) The 8 principles of officership – duty, honor, loyalty, service to country, competence, teamwork, subordination, and leadership.
- 4) The Cadet Leadership Model.
- b. Developing a mission statement, goals, and objectives.
- c. Duties and Responsibilities of a Platoon Leader.
- d. Duties and Responsibilities of a Company Commander and XO.
- e. Formations and Inspections.
- f. Platoon and Company Drill roles for cadet officers.
- g. Methods of Instruction and Lesson Planning.
- h. The Leader’s Code and its meaning for cadet officers.
- i. Motivation.
- j. Leadership Counseling roles and techniques for cadet officers.
- k. Cadet regulations.
- l. Cadet Corps organization (CR 3-22).
- m. Serving as a range safety officer (if applicable to the local school district curriculum).
- n. Professional Ethics and Personal Conduct.
- o. Contemporary Leadership Issues (fraternization, sexual harassment, gender discrimination, bullying, alcohol, tobacco and drug use, etc).
- p. Safety and Risk Management.
- q. Promoting the Leadership Indicators.
- r. Maintaining your service record.
- w. Basic cadet staff functions.
- t. Completion of a Leadership Reaction or similar (low ropes, high ropes, team building, physical challenges) course.
- u. Conduct of/during a promotion board.
- v. It is also recommended that during or after completion of the OCS curriculum, candidates be required to complete a variety of performance tasks commensurate with the duties and responsibilities of cadet junior officers, including, but not limited to:
 - 1) Teaching cadet classes.
 - 2) Performing a variety of staff roles.
 - 3) Commanding a platoon and/or company.
 - 4) Counseling subordinate cadets for discipline and other problems.
 - 5) Utilizing cadet regulations.
 - 6) Serving as a range safety officer (if applicable to the local school district curriculum).
 - 7) Meeting with senior cadet leaders and demonstrating self-reflection on leadership strengths and weaknesses, especially as they relate to the leadership traits and principles and the 8 principles of officership.
 - 8) Conducting formations and inspections of platoons and companies.
 - 9) Sitting on the promotion boards of cadets and cadet NCOs.

4-3. Awards.

a. IAW CR 1-1, authorized ribbons may be awarded to cadets who successfully complete the course of study of an OCS program. For the purposes of these awards, “Successfully complete” shall be defined as passing ALL written and performance assessments during/associated with the training with scores of 80% (or equivalent on a performance task/rubric) or better.

b. First, Second, and Third place medals may be awarded to the individual cadets whose written and performance test score totals distinguish them with the highest, second highest, and third highest performance totals respectively. Individual brigades/regiments (or the state HQs in the case where such an event is sponsored by that HQ) shall establish written procedures for determining the first, second, and third place medalists. Though occasional “ties” may be necessary, efforts should be made to minimize ties so as to make the awards more meaningful and special.

CHAPTER 5

SPECIALIZED TRAINING SCHOOLS

5-1. Purpose. This chapter outlines the responsibilities of regimental, brigade, and state level cadet commanders and staffs and commandant personnel in the conduct of courses of instruction for which the Specialized Training Ribbon is to be awarded.

5-2. Responsibilities. Commandants who plan and implement these types of training are responsible for ensuring quality curriculum, effective delivery of instruction, close monitoring of cadet safety, and ensuring that these experiences have adequate levels of rigor. Cadet commanders and their staffs who assist in the planning and implementation such courses are responsible for developing and disseminating a mission, goals, and objectives for the training, as well as conducting necessary work to support the accomplishment of that mission through administration and personnel management, training and operational planning, supply and logistic support plans, and public relations planning.

5-3. Recommended Courses. The following courses of instruction may be offered by regiments, brigades, and the state HQ and the Specialized Training Ribbon may be awarded if the program of instruction is approved in advance by the HQ CACC. Regiments and brigades may also partner with school, civic and community resources and agencies to offer or participate in these courses:

- a. Command and Staff Schools (see Chapter 8 for approved curriculum).
- b. Disaster/Crisis Preparedness and Management (other than CERT training) – must include
- c. instruction in the four domains of disaster preparedness (prevention/mitigation of disaster
- d. consequences, preparing for natural and other disasters/crises, responding to disasters and crises, recovering from disasters).
- e. Specialized Marksmanship Training.
- f. Advanced Orienteering – designing an orienteering course or completing an advanced level orienteering training program.
- g. Advanced studies in California History – emphasizing California military history.
- h. The Seven Habits of Highly Effective Teens – training by a Steven Covey-affiliated training organization/agent.
- i. The Six Most Important Decisions You will Make – training by a Steven Covey-affiliated training organization/agent.
- j. Peer Leadership Training - peer counseling, crisis management, suicide prevention, etc.
- k. Conducting effective meetings – including agendas, minutes, meeting management, communication, team building, brainstorming, decision-making, and Roberts’ Rules of Order.
- l. Dealing with difficult people – including strategies for diffusing conflict, mediating compromise, mitigating anger, confronting with tact. 1
- m. The human physiology of fitness – training which advances cadet understanding of flexibility, aerobic capacity, endurance, muscular development, VO2 capacity, Body Mass Index, and Fitnessgram.
- n. Personal Organization and Time Management – using planners, electronic organizers, keeping personal space organized, managing calendars, to-do lists, etc.
- o. Personal Financial Planning and Management – making, using, and refining a personal budget, investing in the gamut of available investment strategies, retirement planning, etc.
- p. Public Relations Management – dealing with the media, writing press releases, effective photography for print media, etc.
- q. Advanced First Aid, Emergency Medical Technician or Paramedic Training (other than Cadet Medic
- r. Badge training) – offered by accredited state providers of such training.
- s. Topographic cartography – designing topographic maps.
- t. Advanced study of Cadet Regulations – intensive reading and dissection of one or more cadet regulations.

- u. Career and College Planning – including career interest inventories, understanding the UC/CSU “A-G” requirements, college admission requirements, military academies, options for military service, effective interviewing and writing resumes.
- v. Archery.

5-4. Unauthorized Courses.

Courses for which other ribbons will be awarded may NOT be used as the basis for awarding the Specialized Training Ribbon. Examples include:

- a. Hunter safety.
- b. Basic First Aid Certification.
- c. Mountaineering Certification.
- d. Survival.
- e. Basic Leadership.
- f. Intermediate Leadership.
- g. Advanced Leadership.
- h. Drill Academies.
- i. BNCOC.
- j. ANCOC.
- k. OCS.
- l. Bivouacs.
- m. Other courses for which other cadet decorations or awards qualify.

5-5. Approval of courses.

- a. The curriculum of all Specialized Training Courses requires advance approval of the State HQ S-3 in order to award the Specialized Training Ribbon. Requests for approval must include the following:
 - 1) A list of specific, measurable, learning objectives for the course.
 - 2) A list of assessments which will gauge cadet mastery of the knowledge, skills, and attitudes/dispositions being taught.
 - 3) A list of the instructional strategies being used.
 - 4) A copy of the event training schedule.
 - 5) A statement of the qualifications of the instructor(s) being used.
 - 6) A copy of the draft circular/flyer being used to advertise the course/event.
- b. A packet with the above information must be sent to HQ CACC at least one month prior to the scheduled event, but the sooner information is sent, the sooner regiments or brigades proposing to offer the course will have approval or know that additional supporting documentation/information is required prior to approval.

CHAPTER 6

DRILL ACADEMIES

6-1. Purpose. The objectives of the California Cadet Corps Drill Academies are for each individual cadet to:

- a. Develop skills of individual drill
- b. Learn the commands required for successful squad drill
- c. Learn the commands required for successful platoon drill.

6-2. Reference. TC 3-21.5, Drill and Ceremonies, with all applicable officially published changes, governs drill and ceremonies conducted by the California Cadet Corps.

6-3. General.

- a. Drill Academies shall consist of two possible courses of instruction: squad drill or platoon drill.
- b. Cadets may only participate in one course of instruction at a time.
- c. Cadets must have successfully completed the squad drill course of instruction prior to enrollment in the platoon drill course. Exceptions to this rule may be made by regimental or brigade advisors if the best interests of the cadet or his/her home unit are served by waiving this requirement.
- d. The course of instruction for squad drill shall consist of no less than 8 hours.
- e. The course of instruction for platoon drill shall consist of no less than 8 hours.
- f. Instruction shall be offered by individuals who are experts in the content and application of TC 3-21.5, preferably current or former Cadet Drill Instructors. In the absence of qualified cadet or Army Drill Instructors, commandant personnel, senior cadet leaders, or current or former members of the U.S. Armed forces may be utilized as instructors provided they are fully familiar with the content and application of TC 3-21.5. Ideally, senior cadet NCOs who are graduates of the Cadet Drill Instructor Course will participate as instructors.
- g. The concept of Drill Academies is that cadets are placed into teams (squads or platoons) for all instruction. They then are given a competitive sequence at the end of instruction which assesses their ability to perform the movement taught during instruction. That sequence is judged much in the same way State Drill Competition is judged (see CR 3-8) and the top teams are selected for first, second, or third place awards.

6-4. Squad Course. During the squad course, cadets are taught most or all of the following individual and squad drill commands:

- a. FALL IN
- b. Squad, ATTENTION
- c. Rest positions at the halt
- a. Parade, REST
- b. Stand at EASE
- c. At EASE
- d. REST
- d. Left FACE
- e. Right FACE
- f. About FACE
- g. Half left FACE
- h. Half right FACE
- i. Present ARMS
- j. Order ARMS
- k. Steps to the left
- l. Steps to the right

m. Steps forward
n. Steps backward
o. Forward, MARCH
p. Change Step, MARCH
q. Squad, HALT
r. Rear, MARCH
s. At Ease, MARCH
t. Route Step MARCH
u. Half step, MARCH
v. Mark Time MARCH
w. Right step MARCH
x. Left step MARCH
y. Backward, MARCH
z. Double Time, MARCH
aa. Quick time MARCH
bb. Face to the left in Marching
cc. Face to the Right in Marching
dd. Count OFF
ee. Close interval, MARCH
ff. Normal interval, MARCH
gg. Double interval, MARCH
hh. Normal interval, MARCH
ii. Dress Right, DRESS
jj. Ready, FRONT
kk. COVER
ll. RECOVER
mm. At close interval, Dress right DRESS
nn. At Double interval, Dress right DRESS
oo. Column Right, MARCH
pp. Column Left, MARCH
qq. Column Half Left, MARCH
rr. Column Half Right, MARCH
ss. Right Flank, MARCH
tt. Left Flank, MARCH
uu. Column of twos to the right (left), MARCH
vv. File from the left (right), MARCH
ww. DISMISSED

6-5. Platoon Course. The platoon course, shall consist of instruction in most if not all of the following commands:

a. Review of commands from the Squad Course
 b. Open ranks, MARCH
 c. Close ranks, MARCH
 d. REPORT
 e. Count, OFF
 f. Close interval, MARCH (while marching)
 g. Normal interval, MARCH
 h. Double interval, MARCH (while marching)
 i. Normal interval, MARCH
 j. Dress right, DRESS
 k. Ready FRONT
 l. COVER

- m. RECOVER
- n. Eyes, RIGHT
- o. Column Left, MARCH
- p. Column Right, MARCH
- q. Column Half Left, MARCH
- r. Column Half Right, MARCH
- s. Counter Column, MARCH
- t. Right Flank, MARCH
- u. Left Flank, MARCH
- v. INCLINE
- w. File from the left (right), MARCH
- x. File in sequence, MARCH
- y. Column of fours (twos) to the right (left), MARCH
- z. Conduct of in-ranks inspections

6-6. Awards.

a. All cadets who successfully complete a drill academy are awarded the Drill Academy Graduation Ribbon. Successful completion is defined as have satisfactorily mastered 70% or more of the commands taught during the course. Performance assessments should be given, preferably in a “Go/NoGo” format to evaluate the extent to which a cadet has mastered the drill commands.

b. After instruction is completed, a competition to determine the top three teams in each course (Squad and Platoon) should be conducted.

(1) Members of a platoon who place as part of a event competition may be awarded attachments as follows:

- (a) First place winners. Gold star attachment.
- (b) Second place winners. Silver star attachment.
- (c) Third place winners. Bronze star attachment.

(2) Members of a squad who place as part of an event competition may be awarded attachments as follows:

- (a) First place winners. Gold oak leaf attachment.
- (b) Second place winners. Silver oak leaf attachment.
- (c) Third place winners. Bronze oak leaf attachment.

(3) An appropriate bronze numeral attachment shall be awarded for subsequent awards. Only the highest accouterment will be worn.

CHAPTER 7

COMMAND & STAFF SCHOOLS

7-1. Objectives. The objectives of the California Cadet Corps Command and Staff Schools are for each individual cadet to learn:

- a. Roles and responsibilities of cadet commanders at the battalion, regimental, and brigade levels
- b. Roles and responsibilities of cadet staffs at the battalion, regimental, and brigade levels
- c. Components of a Warning Order, Operations Plan, and Operations Order as well as the correct protocol to develop, disseminate, and evaluate these documents
- d. The importance of Risk Assessment and using the CACC Risk Assessment form
- e. How to plan battalion, regimental, and brigade activities from the preliminary stages through the post-event evaluation stage
- f. Techniques for staff coordination and communication, compromise, and team building

7-2. General.

- a. As budgetary limitations permit, HQCACC will conduct an annual Command and Staff School to train regimental, brigade, and corps cadet commanders and staffs on command and staff operations.
- b. The 10th Corps Staff shall, to the greatest extent possible, work with the HQCACC staff and assume primary responsibility for planning and executing State CSS.
- c. State CSS shall consist of no less than 10 hours of instruction, which may include any assessment conducted as part of the training schedule.
- d. Wherever possible, heterogeneous grouping of cadets will be implemented at CSS to allow for maximum interaction of cadets with individuals unfamiliar to them. This heterogeneous grouping should occur both during the instructional and assessment phases of the course.
- e. Team projects/assessments should be given to evaluate the extent to which participating cadets have mastered the objectives of the course.
- f. Instruction in basic cadet staff administrative functions such as completing required forms (Service Records, Stock Records, Clothing Records, and Publishing Orders) is NOT considered an appropriate topic for CSS.
- g. The Specialized Training Ribbon will be awarded for successful participation in a State-conducted Command and Staff School.
- h. Brigades and Regiments may conduct Command and Staff Schools and award the Specialized Training Ribbon provided the curriculum is approved in advance by HQCACC. The training conducted at the regimental or brigade level should mirror the training conducted at the State CSS.

7-3. Command & Staff School Curriculum. The curriculum of State Command and Staff School will consist, at minimum, of instruction in the following:

- a. Developing a Warning Order, with a statement of the “Situation” of an impending Cadet event, a statement of the commander’s mission, goals, and objectives, and a summary of the commander’s intent as regards the execution of the mission. See CR 3-14 for Warning/Operations Order format.
- b. Developing an Operations Plan in response to a Warning Order.
- c. Communication and coordination between staff sections about the content of Operations Plans
- d. Briefing the Commander on the Operations Plan
- e. Converting an Operations Plan into an Operations Order
- f. Evaluating an event using the Operations Order

CHAPTER 8

COMMANDANT PROFESSIONAL DEVELOPMENT TRAINING

8-1. Purpose.

This chapter establishes the curriculum for the Basic Commandant Training Academy (BCTA), Advanced Commandant Training Academy (ACTA), and Commandant Leadership School (CLS), and establishes the protocol for other commandant professional development opportunities to be sanctioned by HQCACC.

8-2. Objectives.

The objectives of the California Cadet Corps professional development program are in consonance with the six California Standards for the Teaching Profession (CSTPs). Specifically, training programs are designed for commandant personnel to:

- a. Engage and support cadets in their learning (CSTP 1)
- b. Create and maintain effective environments for cadets to learn (CSTP 2)
- c. Understand and organize subject matter for cadet learning (CSTP 3)
- d. Plan instruction and design learning experiences for all cadets (CSTP 4)
- e. Assess cadet learning (CSTP 5)
- f. Develop as a professional educator (CSTP 6)
- g. Develop deeper understanding of Cadet Corps regulations, processes, and curriculum
- h. Share and learn best practices for the classroom, drill pad, and field that are most effective ways of imparting the core lessons of Cadet Corps curriculum to Cadets

8-3. Authority.

- a. The California Commission on Teacher Credentialing and California Department of Education most recently updated the CSTPs in 2009 and hold all California teachers to those standards.
- b. Section 508 of the California Military and Veterans Code states that the Adjutant General shall prescribe training for California Cadet Corps personnel.

8-4. General.

- a. Within budgetary constraints, professional development opportunities offered by HQCACC will be offered with expenses for participant and instructor travel, lodging, and subsistence paid for out of available funds.
- b. A Basic Commandant Training Academy will be offered each summer as resources permit.
- c. An Advanced Commandant Training Academy will be offered every two to three years as resources permit.
- d. Commandant Leadership School is offered in two phases – an on-line Phase I, and a resident Phase II. It serves as the de facto Officer Candidate School (OCS) for Commandant training, and is required for promotion within the Commandant officer ranks.
- e. Additional training opportunities for Commandant personnel will be offered as necessary and appropriate.

8-5. Basic Commandant Training Academy.

a. The Basic Commandant Training Academy (BCTA) shall consist of no less than 60 hours of classroom and field-based instruction. Its main goal is to give new commandants the knowledge and tools about the Cadet Corps curriculum and leadership program such that he/she is better prepared to impart the lessons and goals of the program to Cadets.

b. There's never enough time to teach everything we'd like to teach, or to have students – in this case, commandants – experience everything we'd like them to experience. BCTA as a course should remain focused on the best ways to give commandants the knowledge and tools they need to inspire and teach Cadets. It's not as important that we teach every aspect of the program to standard, but that we introduce the many aspects of the program that commandants may choose to use in training their cadets.

c. Making BCTA a model for the cadet program has been effective. This uses a combination of high quality training on how to be an effective classroom teacher with various experiences that are typical training events for Cadets. Commandants should experience learning cadet skills not only so that they can teach them when necessary but so that they can develop the same leadership characteristics from them that cadets should be developing. Whenever possible, having commandants run an obstacle course, participate in low ropes training, orienteering or land navigation, or put on a dining in gives them the experience to lead cadets through the same training. We want to send commandants home from BCTA motivated to give their cadets the best parts of the cadet program, and provide them the experience and tools to inspire cadets with experiential, not just classroom learning.

d. BCTA students are usually educators with little military experience and military members with little classroom teaching experience. The course capitalizes on each group's strengths, and they use each other to progress in both areas. The instructors have great latitude in using students' strengths and not presenting unneeded training. The course manager must assess the class experience level and adjust the training schedule to ensure students are all learning curriculum that will make them better commandants.

e. Instruction shall include the following, with recommended timeframes:

1) CSTP 1: Engaging and Supporting All Cadets in Learning (3 hours)

- a) Using knowledge of students to engage them in learning
- b) Connecting learning to cadets' prior knowledge, backgrounds, life experiences, and interests
- c) Connecting subject matter to meaningful, real-life contexts
- d) Using a variety of instructional strategies, resources, and technologies to meet cadets' diverse learning needs
- e) Promoting critical thinking through inquiry, problem solving, and reflection
- f) Monitoring cadet learning and adjusting instruction while teaching

2) CSTP 2: Creating and Maintaining Effective environments for Cadet Learning (3 hours)

- a) Promoting social development and responsibility within a caring community where each cadet is treated fairly and respectfully
- b) Creating physical or virtual learning environments that promote cadet learning, reflect diversity, and encourage constructive and productive interactions among cadets
- c) Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- d) Creating a rigorous learning environment with high expectations and appropriate support for all cadets
- e) Developing, communicating, and maintaining high standards for individual and group behavior

- f) Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all cadets can learn
- g) Using instructional time to optimize learning

3) CSTP 3: Understanding and Organizing Subject Matter for Cadet Learning (3 hours)

- a) Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- b) Applying knowledge of cadet development and proficiencies to ensure cadet understanding of subject matter
- c) Organizing curriculum to facilitate cadet understanding of the subject matter
- d) Utilizing instructional strategies that are appropriate to the subject matter
- e) Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all cadets
- f) Addressing the needs of English learners and cadets with special needs to provide equitable access to the content

4) CSTP 4: Planning Instruction and Designing Learning Experiences for All Cadets (4 hours)

- a) Using knowledge of cadets' academic readiness, language proficiency, cultural background, and individual development to plan instruction
- b) Establishing and articulating goals for cadet learning
- c) Developing and sequencing long-term and short-term instructional plans to support cadet learning
- d) Planning instruction that incorporates appropriate strategies to meet the learning needs of all cadets
- e) Adapting instructional plans and curricular materials to meet the assessed learning needs of all cadets

5) CSTP 5: Assessing Cadets for Learning (4 hours)

- a) Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- b) Collecting and analyzing assessment data from a variety of sources to inform instruction
- c) Reviewing data, both individually and with colleagues, to monitor cadet learning
- d) Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- e) Involving all cadets in self-assessment, goal setting, and monitoring progress
- f) Using available technologies to assist in assessment, analysis, and communication of cadet learning
- g) Using assessment information to share timely and comprehensible feedback with cadets and their families

6) CSTP 6: Developing as a Professional Educator (1 hour)

- Reflecting on teaching practice in support of cadet learning
- Establishing professional goals and engaging in continuous and purposeful professional growth and development
- Collaborating with colleagues and the broader professional community to support teacher and cadet learning
- Working with families to support cadet learning
- Engaging local communities in support of the instructional program
- Managing professional responsibilities to maintain motivation and commitment to all cadets
- Demonstrating professional responsibility, integrity, and ethical conduct

7) CACC Content Standard 1 (Basic Military Subjects) – 14 hours

- a) CACC Knowledge outlined in CR 3
- b) Military courtesy
- c) Ranks
- d) Chain of command, chain of concern, NCO and staff support channels

- e) Cadet uniforms
- f) Guard duty
- g) Bivouacking
- h) Basic survival
- i) Military and civilian leadership examples
- j) Hunter safety
- k) Basic marksmanship
- l) Road maps
- m) Marginal information on maps
- n) Coordinates
- o) Map Scales
- p) Compasses
- q) Types of north and declination diagrams
- r) Direction
- s) Major and minor terrain features and contour lines
- t) Orienteering
- u) Command voice
- v) Individual drill without arms
- w) Individual drill with arms
- x) Squad drill
- y) Platoon drill
- z) Company drill
- aa) Commanding squads, platoons, and companies
- bb) Squad and platoon drill with arms
- cc) Formations and inspections
- dd) Marching to cadences
- ee) Marching to music
- ff) Triage, head-to-toe exams, standard precautions
- gg) Bleeding
- hh) CPR
- ii) Choking
- jj) Shock
- kk) Burns
- ll) Sprains, strains, and broken bones
- mm) Head, neck, and spinal injuries
- nn) Asthma, allergies, stroke, poisoning, food-borne illness, bites, and stings
- oo) Heat and cold injuries
- pp) Use of an AED
- qq) Activating EMS
- rr) Disaster preparedness

8) CACC Content Standard 2 (Citizenship) – 4 hours

- a) Cornell notes
- b) Academic vocabulary
- c) Test-taking
- d) Writing process
- e) Conflict resolution
- f) Study strategies
- g) Citizen rights and responsibilities
- h) Listening
- i) Learning styles

- j) Current events
- k) Cultural diversity/sensitivity
- l) Care and display of the flag
- m) Patriotic songs
- n) Flag details
- o) Color guards
- p) US and CA history
- q) CACC history

9) CACC Content Standard 4 (Health, Fitness and Wellness) – 3 hours

- a) Dimensions of wellness
- b) HFZ and the Fitnessgram administration
- c) PT Regimen; conducting PT
- d) Activities to develop strength
- e) Activities to develop flexibility
- f) Activities to develop endurance and aerobic capacity
- g) Team sports
- h) Drugs, alcohol, and tobacco

10) CACC Content Standard 8 (Leadership) – 5 hours

- a) Traits, principles and indicators
- b) Followership
- c) Leader's code
- d) Cadet staff functions
- e) NCO and officer roles and responsibilities
- f) Leadership styles, models, and theories
- g) Leadership counseling
- h) Problem-solving and planning

11) CACC Lesson and Unit Planning – 4 hours

- a) Training schedules
- b) Master training schedules
- c) Lesson plan template
- d) Using the curriculum

12) Legal Issues for Commandants – 2 hours

- a) Cadet Protection (CR 2-1)
- b) Supervision
- c) Keys
- d) Professional distance
- e) Driving students
- f) Permission slips
- g) Supervision
- h) Commandant Code of Ethics and Conduct
- i) Credentialing
- j) Corporal punishment

13) The Commandant Uniform - 1 hour

- a) Class A
- b) Class B
- c) Class C
- d) CMU

14) CACC Regulations – 2.5 hours

- a) Cadet Awards
- b) Commandant personnel management
- c) Cadet promotions
- d) AGI
- e) Training regulations
- f) CACC Organization
- g) Physical Fitness

15) Supply Management – 3 hours

- a) Property book
- b) Clothing records
- c) Inventories
- d) Requisitions
- e) Care and safeguarding

16) CACC Administration – 3 hours

- a) Service records
- b) Orders and permanent orders
- c) Memoranda
- d) Filing
- e) Strength reports

8-6. Advanced Commandant Training Academy.

a. The Advanced Commandant Training Academy (ACTA) will consist of not less than 40 hours of classroom and field-based instruction.

b. The focus of ACTA is senior management facets of the Cadet Corps program, with service on a brigade support staff or the CACC HQ Staff establishing the practical basis for the course. Graduates understand how a brigade supports and oversees its units, and how the California Cadet Corps functions as an organization, and are able to contribute to those missions.

c. Instruction shall include the following:

1) Annual General Inspections –6 hours

- a) Conduct of the in-ranks inspection
- b) Supply inspection
- c) Inspection of files
- d) Review of service records and orders/permanent orders
- e) Training materials, training schedules, and instructional review
- f) Questions asked during the in-ranks inspection

2) Cadet Corps Civic, Public, and Military Affairs – 1 hour

- a) Press releases and media advisories

- b) Contact with the media
- c) Fostering relationships with military installations/units
- d) Fostering relationships with civic officials and agencies

3) Risk Assessments – 2 hours

- a) Using the CACC Risk Assessment Form
- b) Mitigating Risk

4) The CACC Warning Order, Operations Plan, and Operations Order – 4 hours

- a) CR 3-14
- b) Format
- c) Responsibilities
- d) Developing a WARNO
- e) Developing an OPLAN
- f) Developing an OPORD
- g) Working with cadet staffs in the planning process

5) Advanced Study of Cadet Regulations – 5 hours

- a) CR 1 series
- b) CR 2 series
- c) CR 3 series
- d) CR 4 series
- e) CR 5 series

6) Developing leadership at the battalion, regimental, and brigade staff levels – 2 hours

- a) Battalion staff functions
- b) Regimental and brigade staff functions
- c) Promoting leadership development of senior-level cadets
- d) Authority and Responsibility
- e) The Art of Delegation
- f) Time Management

7) Managing Resources to Support Training – 5 hours

- a) Processing Pay and Travel requests
- b) Transportation
- c) Uniforms and Equipment
- d) Coordinating with CA Military Department Personnel & Units
- e) Personnel systems and documents required to support actions

8) Planning and implementing field exercises and other activities for cadets – 4 hours

- a) Field training
- b) Leadership based schools
- c) Drill competitions
- d) Individual Major Awards
- e) Rifle Matches
- f) Planning the above activities with cadet leaders

9) Supervising junior commandants – 1 hour

- a) Fostering leadership among adult subordinates
- b) Challenges with “young” commandants

10) The role of the BSO and Brigade/Regimental Advisor – 1 hour

11) Current Issues – 2 hours

- a) Gender discrimination
- b) Homosexuality
- c) Fraternalization
- d) Sexual harassment
- e) Hostile work/school environments
- f) Cultural sensitivity and awareness
- g) Bullying/Hazing & Cadet Protection

12) Promoting reading comprehension and writing across the curriculum– 2 hours

- a) Writing standards
- b) The writing process

13) Cadet Corps Curriculum Across the Spectrum of Cadet – 5 hours

- a) The Curriculum and its implementation in the classroom and field
- b) Elementary School Dynamics
- c) Middle School Dynamics
- d) High School Dynamics

8-7. Commandant Leadership School (CLS)

a. CLS is the Cadet Corps equivalent of Officer Candidate School (OCS). It is required for all commandant personnel who have no commission-producing equivalent training from federal or state service (OCS, ROTC, Academy) and are appointed as officers. It is required prior to any promotion within the commissioned officer system, and is not grandfathered (many CACC officers had OCS waived in the past; to be promoted now, they must complete CLS). It is a two phased course, with Phase I being distributed learning (on-line), and Phase II being resident training.

b. Phase I, an on-line course, consists of the following classes:

- 1) Staff Organization
- 2) Personnel Management
- 3) Communicate by Radio
- 4) Counseling & Mentoring
- 5) Army Writing
- 6) Briefing
- 7) CACC Commandant Regulations
- 8) CACC Cadet Regulations
- 9) Property Management
- 10) Cultural Awareness
- 11) Composite Risk Management
- 12) CACC Command Policy
- 13) Review of Drill & Ceremonies
- 14) Battalion & Brigade Level Review Ceremonies
- 15) Training Management System
- 16) Team Development
- 17) Inspections
- 18) Conducting an After Action Review

- 19) Develop a Physical Fitness Program
- 20) Heritage of the CACC
- 21) Role of the NCO/Officer and Warrant Officer
- 22) The Operations Order (CACC) and Planning Process
- 23) CNG/Military Department Organization
- 24) CACC Leadership Doctrine
- 25) Ethics and Ethical Decision Making
- 26) Customs & Courtesies

c. Phase II, conducted in residence, consists of the following classes/activities:

- 1) Personnel Management
- 2) Communicate by Radio
- 3) Briefing
- 4) Review of Drill & Ceremonies
- 5) Battalion & Brigade Level Review Ceremonies
- 6) Team Development
- 7) Inspections
- 8) Conducting an After Action Review
- 9) Develop a Physical Fitness Program
- 10) Ethics and Ethical Decision Making
- 11) Orientation Brief
- 12) Final Exam
- 13) After Action Review
- 14) Graduation

d. Phase I consists of an estimated 58 credit hours of material, divided into assigned reading, with assessments in the form of written requirements and on-line quizzes. Phase II has 11 hours of instruction/activity.

8-8. Other Professional Development Opportunities. As resources permit, HQCACC will make available professional development opportunities to commandant personnel such as:

- a. Hunter Safety Instructor Certification
- b. Basic Archery Instructor Certification
- c. American Safety and Health Institute (ASHI) First Aid and First Aid Instructor Training
- d. American Red Cross (ARC) or American Heart Association (AHA) CPR and CPR Instructor Training (adult, child, and infant)
- e. Marksmanship Instructor Training, in conjunction with the Office of the Civilian Director of Marksmanship Programs (OCDMP), the National Rifle Association (NRA), or the US Army
- f. CAHSEE intervention
- g. Teaching the writing process
- h. Cross-cultural Language Acquisition and Development (CLAD) Certificate training
- i. Promoting development of reading comprehension
- j. Effective Physical Education and Health instruction
- k. Preparing for the Physical Education CSET Exams
- l. National Mountaineering Guides Association (NMGA) Certification
- m. High and low ropes course facilitator certification

8-9. Administrative Procedures. BCTA, ACTA, and CLS will be announced through a circular and in the Information Bulletin, with either on-line procedure for applying or a point of contact. Queries about the courses should be made to the HQ CACC S3.

8-10. Awards. Commandants who successfully complete professional development programs offered by HQCACC are eligible for awards as outlined in CR 1-7.