

# AIR FORCE CADET WING HONOR CODE REFERENCE HANDBOOK



"We will not lie, steal, or  
cheat, nor tolerate among us  
anyone who does"

March 2012

## **HONOR CODE**

Adopted 1955

**“We will not lie, steal, or cheat, nor tolerate among us anyone who does.”**

## **HONOR OATH**

Adopted 1984

**“We will not lie, steal, or cheat, nor tolerate among us anyone who does. Furthermore, I resolve to do my duty and to live honorably, so help me God.”**

## **SPIRIT OF THE CODE**

**“Do the right thing and live honorably.”**



## DEPARTMENT OF THE AIR FORCE

COMMANDANT OF CADETS  
USAF ACADEMY COLORADO

29 February 2012

### MEMORANDUM FOR THE AIR FORCE CADET WING

FROM: Cadet Wing Honor Chairman

SUBJECT: Air Force Cadet Wing Honor Code Handbook

1. The Cadet Wing Honor Code Handbook is intended to serve as the primary tool for cadets to use as a reference with regards to policies, ideals, and procedures of the Air Force Academy Honor Code. This handbook contains the purpose and ideals of the Honor Code, the principles it embodies, and definitions of the precepts which comprise it. Further, it provides guidance and instruction regarding the Honor Code System and process to include position roles and responsibilities, systematic procedures, and sanctioned program explanations.
2. The purpose of the Air Force Academy is to inspire, train, and educate young adults to become officers of character dedicated to integrity, service, and excellence who are prepared and motivated to lead the Air Force in service and defense of the United States. This great responsibility demands that all graduates of this institution understand and embody a high moral standard. The Honor Code is intended to guide and encourage cadets to "do the right thing, and live honorably," by setting a minimum standard of moral and honorable behavior. Furthermore, it demands that cadets take a primary role in their own development as well as their peers by holding each other accountable to the standards they have accepted.
3. While the Honor Code does set a level of expectations, the true intent is to instill the underlying virtues associated with honorable behavior and encourage cadets to embrace and internalize these principles in all aspects of conduct. An honorable person or officer of character is not identified by a lack of certain vices, but rather by one who strives to exemplify virtues such as respect, dedication, selflessness, obedience, and valor. This unwavering commitment to the principles of honesty, fairness, respect, support and accountability regardless of the circumstances being faced is what defines a person's true character. The Honor Code represents the ability to make the right decision, remain self-aware, and internalize the values demanded of them by the people they serve.
4. Finally, this is a document which is developing and improving with the inputs and involvement of the Cadet Wing at large. I urge all of you to not only own the values of the Honor Code in your own life, but to take ownership of its process and implementation going forward. It is the responsibility of all to develop a culture which supports and embodies the virtues we represent.

A handwritten signature in black ink, appearing to read "Sean Knowles".

SEAN KNOWLES, C/Col, USAF  
Air Force Cadet Wing Honor Chairman

## **Summary of Changes**

Summary of Changes approved by the HRC for the Air Force Cadet Wing Honor Code Reference Handbook (HCRH) February 2012: The two volumes of the HCRH were combined into one and organized by Honor Code, Roles and Responsibilities and Honor Code System. The Wing Honor Chairman letter was updated. Inconsistencies in naming convention and organization were made consistent. Names, titles and administrative information was updated. An Informal Clarification is now a required step and is no longer optional. A Probation Sanction Recommendation Panel will occur at the midpoint of Honor Probation to determine if the cadet will maintain sanctions, have certain sanctions lifted or be recommended for disenrollment based on their progress.

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## **SECTION 1: Honor Code**

**1.1. Purpose.** Living honorably in the Air Force Cadet Wing (AFCW) is supported by the Honor Code, Honor Oath, people, and Honor Code System.

**1.1.1. Honor Code.** “We will not lie, steal, or cheat nor tolerate among us anyone who does.” The Honor Code is the minimum standard by which each and every cadet should conduct themselves.

**1.1.2. Honor Oath.** “We will not lie, steal, or cheat, nor tolerate among us anyone who does. Furthermore, I resolve to do my duty and live honorably, so help me God.” The Honor Oath highlights the fact there is more to living honorably than just not lying, stealing, cheating, or tolerating those who do. The concept of living with honor is the foundation for officership and service to our nation. We should not simply ride the line of minimum standard, but strive for excellence in all we do, to include every aspect of how we live our lives 24/7/365.

**1.1.3. People.** Every person assigned to the United States Air Force Academy (USAFA) plays a vital role in helping to produce future officers of character whether through serving on the Cadet Honor Committee (CHC) or modeling integrity and honor in the classroom, the squadron, or on the athletic field. The Honor Code and Honor Oath are just words without the people who live them.

**1.1.4. Honor Code System.** The system is the process by which cadets are held accountable to living by the Honor Code. While the Honor Code is very simple and straightforward, the Honor Code System supporting it is evaluated by the Secretary of the Air Force, Air Force General Counsel, Congressional members, defense counsel, and members of the media. The Honor Code System at USAFA is different from all other United States Air Force (USAF) administrative processes because the Honor Code and the Honor Code System are unique to Academy. The very first graduating class adopted the Honor Code, placing the responsibility of upholding it firmly in the hands of the cadets. It is a duty no cadet takes lightly and the AFCW has proven itself worthy of this responsibility. For this reason, the first two phases of the Honor Code System are the responsibility of cadets with permanent party oversight. The final phase rests with the Chain of Command because only it has the authority to sanction cadets.

**1.1.5.** Some examples of codes or organizations/professions that have codes that you’ve probably heard of: Hippocratic Oath (doctors), American Bar Association (lawyers), Code of Conduct (US military POWs). The Illinois Institute of Technology was given a grant to put together a collection of different codes of ethics. To date, they have compiled over 850 codes.

**1.1.6.** Why do all these organizations have codes? First, these are all groups of people who have something in common and, as a group, have decided that membership requires living by certain standards. These standards weren’t determined just on a whim. Those who have gone before collected the wisdom they had learned and put it down on paper to guide those who follow them or seek membership in the group. These standards aren’t just for those within the group either. They are also the group’s promise to those who work with their organization. Next, codes bind communities together. Trust and respect are required within communities, and if all members of

a community adhere to the standards, then trust and respect will follow. Without standards or codes of ethics, neither trust nor respect will exist within the community. The third point is membership is voluntary. If you don't agree with or don't think you can live by the code, then you don't have to and shouldn't join the group. You can't claim membership "in the club" and at the same time disregard the rules of membership. This is the same for USAFA and our Honor Code. By taking the Honor Oath at the Acceptance Day Parade, you accept the responsibility to live by and uphold the Honor Code. You will be held accountable for violating any precepts of the Honor Code. This is non-negotiable. You chose to come to the Academy...you chose to be held to this higher standard...if you choose to break the Honor Code, you should and can expect consequences for your choice.

1.1.7. Codes are vital to the military for a myriad of reasons to include, but not limited to, the fact that military members are trusted to defend the nation's freedom (use lethal force), military members spend tax dollars, leaders are entrusted with the lives of their subordinates (the sons and daughters of the American people). Codes provide boundaries for our actions, communicate to the public we can control our behavior and be trusted with their money, and assure them military members can use lethal force within acceptable limits.

## **1.2. Honor Code Violations**

1.2.1. **Lie.** Lying is making an assertion with the intent to deceive or mislead. This deceitful assertion may be oral, written, or clearly communicated by a gesture or action.

1.2.1.1. Oral communication includes any verbal utterance to include spoken words or quasi-words (e.g., yeah, uh-huh, yup, nah, etc) presented as being truthful. Written communication includes any written matter presented as being truthful, whether or not you wrote the material. Your signature or initials on a document is an acknowledgment the information is truthful. If the document directs action or confirmation, your signature implies the directive has been complied with. The bottom line is your signature or initials are your word. The phrase "clearly communicated by a gesture or action" refers to non-verbal, non-written forms of communication, such as a nod of the head or "stuffing" your bed. The key is whether the person who communicates by gesture or action intends, then or later, to deceive someone else.

1.2.1.2. To exhibit forthright honesty, you have a responsibility to ensure others know and understand what you believe to be the truth in any situation. "Equivocation" or "quibbling" (i.e., using purposely vague, misleading, or ambiguous language, or leaving out pertinent information in a deceptive manner) falls within the jurisdiction of the Honor Code as lying. Your responsibility for the truth involves what is understood and perceived; clear, honest communication is essential. If you realize the individual with whom you are communicating received a false understanding of the truth of the matter, you have an obligation to correct that misunderstanding with that individual immediately. If you knowingly allow a misunderstanding or misperception to stand, you have allowed a lie to be created and have violated the Honor Code. If you make statement(s), which at the time you believed to be true, but later find it to be false, and do not correct the statement(s), it can be considered a lie.

1.2.1.3. Any statement made under stress, if intended to deceive, is still a lie, regardless of whether or not the statement is corrected. A momentary lapse of integrity still violates the Honor Code (ref Appendix A, Information on Conduct Related to Lying).

1.2.2. **Steal.** Stealing is intentionally depriving someone else of property or service without permission, or attempting to do the same.

1.2.2.1. The Honor Code provisions on stealing apply to both theft of property and services. You must never knowingly take someone else's property or service without proper consent or compensation. You should never take advantage of a situation by wrongfully benefiting from someone else's misfortune. If you take someone else's property without permission, you risk being considered a thief. If you inadvertently receive a service or property for nothing, you should make proper compensation by either paying for or returning the property. Vandalism, or the intentional destruction of property, also deprives others of that property and may be a violation of the Honor Code.

1.2.2.2. "Property" includes both real and personal property. Personal property extends to both tangible and intangible property, to include intellectual property. Intellectual property encompasses all patents, copyrights, trademarks and trade secrets. Most integrity issues involving intellectual property will likely revolve around copyright and trademark issues. This applies to, among other things, original written materials, sound recordings, video recordings and computer software. In general, making unauthorized reproductions of these materials would be considered stealing (ref Appendix B, Information on Conduct Related to Stealing).

1.2.3. **Cheat.** Cheating is committing an act with the intent to receive undeserved credit or an unfair advantage. It also includes aiding or attempting to do the same.

1.2.3.1. Cheating can take many forms. Examples include, the use of crib notes, submitting someone else's work as your own, plagiarism, and receiving help but not documenting. The submission of undocumented work clearly implies it is the product of your own words or ideas, and you have not used this work for credit before. If you are unsure of a course policy or what type of collaboration is allowed, clarify the matter with your instructor. If doubt exists, explain the situation to your instructor. This way you will be exercising the responsibility and prudence expected of an honorable person and there will be no deception. Attempting to cheat is also an Honor Code violation even though you did not actually receive the undeserved credit you were trying to receive. Accomplices are liable to the same extent as the cheater.

1.2.3.2. The philosophy at the Academy is each cadet is trusted to do his or her own work. Cadets are expected to provide full and complete documentation for work that is not their own and comply with standards set out in the Dean's "Policy on Academic Integrity and Documentation" and any further requirements provided for a particular course or assignment. Clear and complete documentation is always required on all submitted work. Always give credit to other contributors, sources, or your own previously used works whether quoted, paraphrased, or just referred to for ideas (ref Appendix C, Information on Conduct Related to Cheating).

1.2.4. **Tolerate.** Toleration is the failure to report a suspected violation of the Honor Code.

1.2.4.1. If you suspect another cadet of committing an Honor Code violation, you are required to promptly address the situation with the individual unless a legitimate fear of physical harm exists. If the situation was explained to your satisfaction and suspicions of an Honor Code violation no longer exist, the matter is closed. If you still suspect an Honor Code violation has occurred, advise the accused to report the matter to his or her honor representative. You should follow up on this matter. If you confront a cadet but are unsure what to do, ask your honor representative. All cadets, faculty, and staff are responsible for enforcing the Honor Code.

1.2.4.2. Non-toleration is one of the most demanding precepts of the Honor Code. Non-toleration requires you to act in response to someone else's wrongful action rather than just refrain from doing something wrong yourself, thus we tend to put non-toleration in a separate category. Refusal to lie, steal, or cheat is a personal commitment we have sole control over, but non-toleration forces us to deal with another person's actions, which we cannot control. It obligates us to accept a greater, often uncomfortable, responsibility to operate on a higher ethical plane. Non-toleration is contrary to what many people experience and are taught in society today. However, the Honor Code has less substance and loses credibility without a non-toleration clause.

1.2.4.3. By taking the Honor Oath, you personally commit to accepting non-toleration within the AFCW. This stance extends beyond the Academy and into the USAF because there are high standards of conduct that must be upheld. Honor and integrity are critical to the effectiveness of a military force and allowing dishonesty to be overlooked could spell disaster. As a member of the AFCW, each cadet is a guardian of the Honor Code and responsible to fellow cadets and to the AFCW. If the Honor Code is not enforced by cadets, it could degenerate into a standard enforced only by the Academy administration, leading to cynicism and demoralization of the AFCW. By accepting the responsibility of policing ourselves, the AFCW maintains ownership of the Honor Code System. Therefore, each cadet is expected to take appropriate action when an apparent breach of the Honor Code is encountered.

1.2.4.4. The cadet who reports an honor incident is not the "villain." Maintaining standards is everyone's professional responsibility, especially on issues as crucial as those involving matters of honor. As difficult as it may seem to confront someone when you suspect a violation, remember, you are not the guilty party. Someone else did the wrong thing and you are enforcing the standard; they are responsible for their actions. You are acting for the good of the Academy, your profession, and ultimately, for the good of that person as well. If that other person committed the infraction, he or she should bear the responsibility of their action. What does it say about the cadets who violate the Honor Code if they will not stand up and accept responsibility? What does it say if they are willing to work against the spirit of trust and respect in the AFCW to serve their own benefit? What do we think of those who are willing to put others in the position of tolerating a violation? These behaviors of not accepting responsibility for their mistakes fall short of what we expect from cadets and officers. We cannot function in an environment where we do not trust our fellow servicemen and we cannot serve with people who do not consider the effects their actions may have on others.

1.2.4.5. Think about why we are at the Academy. Our four years here are intended to develop us into outstanding officers in the USAF. The public and the USAF are counting on Academy graduates to be role models for strength of character; that is one of the main reasons the Academy exists! Officers who do not demonstrate integrity do not succeed in this profession. In fact, they can do much harm, to themselves, to their fellow professionals, and to the effectiveness of our mission of national security. True leaders do not just stand idly by and allow others to fail when it is within their power to prevent it. Effective leadership requires upholding standards for the good of the unit and the profession, even when it is difficult.

**1.3. Act and Intent.** A violation of the Honor Code requires both act and intent. The reason both act and intent are required for an honor violation to stand is there are cases where a cadet committed an act in violation of the Honor Code, but truly did not intend the logical outcome of their actions. An example is when a cadet answers a question based on incomplete information. When the cadet later finds out their answer was untruthful, they are required to immediately go correct their answer. If the cadet does so, then no intent existed to deceive, although an inaccurate statement was made. Emotional appeals such as, "I didn't mean to lie...it just came out," do not exonerate a cadet of their intent. Even in the most stressful of circumstances, cadets are faced with a fundamental decision; to be honest, or not. The split second we make that decision is often where intent is determined, and if we chose not to be completely honest, our action most likely was an act in violation of the Honor Code.

**The "*act*" is a deed that falls under one of the definitions of lying, stealing, cheating, or tolerating, found in this handbook.**

**"*Intent*" is the state of mind concerning the purpose for the *act*, not the intent to violate the Honor Code.**

1.3.1. **Act.** When a cadet violates the Honor Code, it is generally the act which can be easily identified. The act is what the cadet is alleged to have done that falls short of what is required by the Honor Code. It is not necessary for the cadet to successfully complete the act in order for the act to exist.

- If a cadet lies, but the listener is not deceived, the cadet still made a false assertion
- If a cadet takes something without permission, but the owner of the property or provider of service does not consider it stealing, the cadet still deprived someone of a property or service
- If a cadet cheats but receives no credit for the portions cheated on, the cadet still attempted to gain an unfair advantage or receive undeserved credit
- If a cadet tolerates an Honor Code violation, but the violator is discovered by some other means, the cadet still tolerated by not confronting the violator or coming forward

**1.3.2. Intent.** It is more difficult to discern intent than act when trying to assess a potential honor violation. Intent does not mean, "intent to break the Honor Code." Few people ever intend to break the Honor Code. Rather, it means the cadet intended the logical outcome of the act in question. For example, if a substantial portion of a writing assignment is word-for-word the same as a paper found online and not documented, the logical outcome is that the person submitting the assignment is attempting to receive full credit for work that was not wholly their own. There is often no direct evidence of intent. It is usually necessary to infer a person's intentions, by evaluating their behavior surrounding the act. There is no time limit on intent. Intent can exist for only a split second, as is usually the case of a deceitful statement made under pressure, or it can exist for a long duration. Intent can even exist after the act was committed. An example of this would be if an individual asks their Cadet Squadron Air Officer Commanding (CS AOC) for a special pass to go to their sponsor's house for the weekend to study for finals. After arriving at the sponsor's house, the cadet's friends call and invite them to the mountains to ski for the weekend. The cadet decides to go. After arriving at the ski resort, the cadet realizes that they did not have permission to go to the mountains, but decides to not call the CS AOC since they will be back in time to return to the Academy as if they had been at the sponsor's house the entire time. In this example the cadet did not set out to deceive the CS AOC, but when the cadet realized they did not have permission to head up to the mountains, they deliberately chose not to notify the CS AOC of the change in location. Therefore the intent to deceive was committed after the actual act of going someplace other than where they were authorized.

1.3.2.1. When a cadet commits a possible honor violation while under the influence of alcohol, that state of voluntary intoxication does not excuse the cadet's actions. Alcohol is not a defense. When a cadet decides to become intoxicated, the cadet has not relinquished responsibility for all decisions made while intoxicated.

**1.4. Principles of Honorable Living.** The Class of 1959 gave us the Honor Code because lying, stealing, cheating and tolerating are dishonorable, and we can't have the trust and respect required in our community (the military) if they are allowed to exist. So if you don't lie, steal, cheat, or tolerate, are you honorable? Not Necessarily. Being an honorable person implies much more than someone who doesn't lie, steal, cheat or tolerate. You could lock somebody in a closet and they'd never violate the Honor Code. Are they honorable? What about the individual who plans to lie or cheat but is afraid to get caught so they choose not to? Is this an honorable person?

1.4.1. Forthrightness is being direct and frank. It is a simple test to determine if what you are about to do is honorable. If you are willing to tell others or the person most affected by your action what you are about to do, then it is most likely honorable. If you are not willing to tell them, then it is most likely dishonorable. Likewise, you cannot live an anonymous or duplicitous life. If what you are about to do behind closed doors (with no one present or with a "select group of friends") is something you would not do with others present or the door open, than you probably shouldn't do it (i.e. going to unauthorized websites or telling inappropriate jokes). Always remember honorable living is more than just not lying, stealing, cheating, or tolerating; it is ensuring everything you do is above reproach.

1.4.2. We've already determined the Honor Code is a series of prohibitions, which can also be referred to as precepts. Precepts are rules, laws, regulations and codes that provide concrete boundaries of conduct. Emphasis is on the end of the definition, 'concrete boundaries of conduct.' This takes us back to the words, 'will not' in the Honor Code. The words 'will not' make the boundaries concrete, but by agreeing to live by them when you take the Honor Oath, you make something else far more important. You make a promise; a pact. This promise encompasses more than you can ever imagine. To whom do you make this promise? You make this promise to your classmates, all other cadets, yourself, past grads, future grads, the USAF, and the American people.

1.4.3. Precepts are derived from principles. For example, a timeless, fundamental ethical value is honesty. If you know you should tell the truth, then the precept that follows is "don't lie." In a similar way, the principle that is the basis for the precept of "not stealing" is "respect for others." For "not cheating" the principle is "fairness." Finally, for "not tolerating" the principles are "support and accountability." Looking through a legalistic lens turns the Honor Code into just another regulation to follow. Looking at and understanding the principles that shaped the creation of the Honor Code stimulate the desire to live by the spirit of the Honor Code and the spirit of honor.

1.4.4. Lying, stealing, cheating and tolerating are all dishonorable. They violate the principles from which the precepts were derived. This is important, but let's examine honor from another perspective away from the principles and precepts of the Honor Code and instead in terms of trust and respect. Any act that violates trust or respect is dishonorable, whether or not it falls under the "exact letter" of the Honor Code. If you focus on not violating the Honor Code, you'll push the line and flirt with breaking it. This demonstrates a lack of character and honor, but it also shows your willingness to risk the trust and respect in our community. If all your actions foster trust and respect, then you'll never come close to violating the Honor Code or the oath you swore to uphold.

**1.5. Honesty.** Honesty is defined as adherence to the facts or freedom from subterfuge or duplicity. As discussed in section 1.4., honesty is the principle from which the precept of not lying is derived. We've all heard the saying "Honesty is the best policy." Nowhere is this more true than the profession of arms. Your superiors and subordinates need to know that your word is your bond. While it may sound cliché, lives depend on it. Former Chief of Staff, General Charles A. Gabriel, spelled out the importance of honesty wonderfully when he said "Integrity is the fundamental premise of military service in a free society. Without integrity, the moral pillars of our military strength, public trust, and self-respect are lost."

**1.6. Respect.** One of the definitions of respect is "to hold in high regard or esteem; to honor." Even if we don't hold someone's property or service in high esteem, we should hold the person or the people who work at and own the business in high esteem. We won't take what is theirs or what they offer without fair compensation. When you show respect for others, what happens? You receive respect in return. In addition, when mutual respect flows between individuals in an USAF unit, unity flows within the organization. As a result of unity, the unit grows stronger and more productive, and it keeps snowballing. As it spreads, the USAF in general becomes a more respected organization, improving its image among the American people. Earlier in the Honor

Code Reference Handbook (HCRH) we discussed why the American public's trust in and respect for the military is so important (i.e., the military has greater flexibility and is more effective in accomplishing its mission when trusted to do so without outside constraints). The American people will not respect an organization that does not foster respect among its own members.

**1.7. Fairness.** Cheating is to intentionally gain an unfair advantage or undeserved credit for yourself or another, or attempting to do so. Note that it doesn't matter if you tried to cheat and failed; you still acted dishonorably in the attempt. Now that we defined the precept of not cheating, its corresponding positive principle is fairness. Fairness can be defined as "treating others with respect and allowing them to succeed without hindrance." By completing your own work without receiving undeserved or unfair advantages, you are creating an environment in which everyone is fairly judged by the quality of their work.

**1.8. Support and Accountability.** Toleration is the failure to report a suspected violation of the Honor Code: a willful decision to not act. Webster's defines toleration many ways, but for our purposes we'll use "to be done without prohibition, hindrance, or contradiction." Basically, you put up with and/or fail to put a stop to a certain behavior or act. At the point where you suspect or know about an Honor Code violation, you can choose to actively demonstrate the positive principles or choose to be passive and not do anything. Either way you are making a choice. Being passive, not doing anything when you see someone else violate the Honor Code, constitutes a violation on your part. The honorable thing to do is not tolerate, which requires action.

1.8.1. Support and accountability are the principles that apply to the toleration clause. Consider support as "helping or assisting" and accountability as "an obligation or willingness to accept responsibility." You help others and you take responsibility. Not tolerating affords us the same freedoms as not lying, stealing, or cheating (ref 1.9.). And the same four benefits that apply to the other principles apply to support and accountability (ref 1.9.). But tolerating is different from the other violations of the Honor Code; possible reasons cadets may view toleration differently than lying, stealing, and cheating:

- Tolerating isn't one of the 'big three'; it's not viewed by society as harshly as lying, stealing or cheating
- Rarely does anybody know if someone else has tolerated or does someone get caught for tolerating
- Lying, stealing and cheating are violations of commission; toleration is a violation of omission; it is often easier to do 'nothing' than to act for what is right
- I'm not 'big brother'... I'm not 'my brother's keeper'
- Misplaced loyalty to friend, teammate, or prep school buddy over the higher USAFA, USAF, or Department of Defense values

Regardless of these differences and difficulties, toleration is every bit as much a violation of the Honor Code as lying, stealing and cheating.

1.8.2. Tolerating hurts rather than helps the friend who has committed an honor violation. It's understandable not wanting to see a friend get in trouble. By helping them "get away with it,"

however, you are actually doing them harm. When you let someone get away with violating the Code, they are likely to repeat the actions. A bad habit is allowed to form. By holding them accountable, you are actually supporting your friend by giving them the opportunity to learn from their mistake.

1.8.3. Toleration has a greater effect beyond that of the individual who committed the Honor Code violation. It affects the unit, the USAF, and the military as a whole. A classic example of what happens when we fail to support each other and hold each other, or ourselves, accountable are the B-52 crash at Fairchild AFB. You aren't responsible for someone else's actions, but you are responsible to hold that person accountable because their actions affect more than just them. The commanders at Fairchild bear just as much responsibility for the aircraft accident as Lt Col Holland because they knew what he was doing and they tolerated it.

**1.9. Freedoms, Benefits, Challenges, and Behaviors.** As discussed in 1.4., the “do nots” of the Honor Code are precepts which are derived from principles. By not “lying, stealing, cheating, or tolerating” you can enjoy several freedoms. While freedoms are good things to have, they are not nearly as good as the benefits you'll enjoy by subscribing to the principles of honesty, fairness, respect, and support and accountability. Each of the freedoms discussed below are situational; whereas, the benefits gained by living up to the principles are life-long.

1.9.1. The Freedoms from not lying, cheating, stealing, or tolerating are all very similar. They include:

- Freedom from feeling guilty or ashamed for compromising your integrity.
- Freedom from embarrassment because if you don't lie, steal, cheat, or tolerate you won't be caught and others won't think poorly of you.
- Freedom from getting caught up in a cycle of deceit; you won't have to lie to cover up your act.
- Freedom from fear, because you won't have to worry about ever being “found out” or “caught.”

1.9.2. Benefits of being honest, fair, respectful, supportive, and holding others accountable.

1.9.2.1. A clear conscience. Because a person chooses not to lie, steal, cheat, or tolerate in a given situation, they don't feel guilt or shame, but their conscience isn't necessarily clear because they knew they wanted to or were willing to. If a person lives up to the principles of the Honor Code, the prohibitions never enter their mind regardless of the situation because they are conditioned to always do the right thing. Therefore, their conscience is always clear.

1.9.2.2. A reputation of integrity. If you're worried about what others will think, then you're more concerned with not being embarrassed than doing the right thing. If you choose your action because it's the right thing to do, you will earn a reputation for integrity based on your character.

1.9.2.3. An environment of trust and respect. Just because you don't lie to avoid the entanglement that typically follows doesn't mean there will be trust and respect within the organization. Forthright honesty is distinguishable, and trust and respect are a direct result.

1.9.2.4. A developed sense of moral courage. Not lying, stealing, cheating, or tolerating because you're afraid of being caught is hardly honorable. Doing the right thing every time, regardless of how innocuous the situation or level of risk, builds moral courage to always do the right thing, especially when the situations or consequences are much more difficult or severe. Remember, "practice doesn't make perfect...perfect practice makes perfect."

1.9.3. While all those currently at the Academy and all those who have been here before you expect you to live up to the spirit of honor, we also recognize there are challenges to living up to the principles of the Honor Code. Between the pressures of busy schedules, extracurricular activities, difficulty of academics, military duties, and a myriad of other things, your integrity will be constantly tested. The list below highlights some of the most common challenges. Many if not all of these can be avoided if you build your moral courage early and rely on this moral compass to guide your decisions.

1.9.3.1. Time management/procrastination. Do not wait until the last minute. If you do not plan properly, you might put yourself in a situation in which you consider taking the easy way out. The vast majority of cheating cases could have been avoided if the cadet would not have waited until the last minute to attempt their assignment.

1.9.3.2. Opportunism. Just because you can look at someone's paper doesn't mean you should. Again, if you prepare properly, you won't be tempted to look at someone else's paper.

1.9.3.3. Fear of failure. The perception "I absolutely can't fail." To easily dispel this notion, let us remind you that nobody is perfect. While you should always strive to do your best, you must accept you might have an off day or even an off week. That's perfectly fine. An honest failure, while not pleasant to experience, is much easier to live with when reflecting on your life than a dishonest success.

1.9.3.4. Rationalizing. "The provision of plausible reasons to explain to oneself or others behavior for which one's real motives are different and unknown or unconscious." That definition as provided by Webster's Dictionary can be summed up in one word: excuses. We all rationalize...it is part of human nature...but that doesn't make it acceptable!

1.9.3.5. Faulty prioritization. We must each be very careful to examine where our priorities lie. Your ultimate priority is to the Constitution of the United States of America and the principles to which it espouses. The USAF Core Value of "Integrity First" directly aligns itself with the Constitution. If your friend, teammate, flight commander, etc. doesn't live up to this Core Value, your priority should be to the Core Value, not the person doing the wrong thing.

1.9.3.6. Competitiveness. Many driven people believe “I have to win.” While we all like to win, winning at any cost is not acceptable. Your integrity and character should never be compromised in the name of winning.

1.9.3.7. Favoritism. “I like Johnny more than Mike so I’m going to give him the better (rating, job, whatever).” As leaders and future officers, you have a duty to do what is right for your institution (the Academy, the USAF, etc.) above your friends.

1.9.3.8. Fear of retribution is a reasonable fear if you think taking action might result in “someone getting you back.” This could be physical retribution or possibly social retribution. This is a difficult situation. But ask yourself, why should you ever be afraid of doing the right thing? And if someone else does the right thing, ask yourself why you would ever treat them or allow them to be treated badly? If it was your friend who was getting in trouble, would you threaten the person who reported the violation? (This has happened before, and both parties were disenrolled.) If you see a cadet harassing someone for doing the right thing, what are you going to do? Tolerate that as well? Trust your chain of command and your fellow cadets. Always support cadets who do the right thing. If you have concerns, your cadet leadership, Academy Military Trainer (AMT), and CS AOC are there to help you. You will not face this alone. That may be difficult to accept, but part of honor is moral courage. If it was easy, it wouldn’t require courage.

1.9.3.9. Self-implication is the last potential challenge. You’re aware of wrong-doing, but you’re involved. Your first instinct may be to save your own hide. Remember, each of us has agreed to be part of something larger than ourselves by volunteering to attend USAFA and by making that agreement have agreed to live by the Core Values of the USAF. While we all strive to live honorably, we recognize we are all human beings and make mistakes. Your conscience, your sense of loyalty to service, and others ought to push you to come forward. If not, you ought to consider another university that doesn’t lead to military service. Acknowledging a mistake and stepping forward shows moral courage, whereas hiding in the shadows until you get caught shows cowardice. The military needs courage, not cowardice.

1.9.4. Behaviors form habits (both honorable and dishonorable). If you are making the wrong choices when they are “insignificant” or easy to rationalize, you will make the wrong decisions or take the easy way out when the situation is much more serious. The former Head of the Philosophy Department at USAFA, Brigadier General Malham Wakin, USAF (ret), argues that to become a good and moral leader takes constant and repetitive practice in making right decisions. Dedicating ourselves to making the right decisions all the time...no matter how seemingly insignificant the issue, will build a habit of honorable behavior that will be with you when times are tough; right and honorable decisions become easier to make. When we hold ourselves and each other accountable and provide the support necessary, we accomplish our mission with maximum efficiency and minimal loss of property and life. President Thomas Jefferson summed it up best when he said “He [or she] who permits himself [or herself] to tell a lie once finds it much easier to do a second or third time, till at length it becomes habitual; he [or she] tells lies without attending to it, and truths without the world’s believing him [or her].”

## 1.10. Honor Education Introduction

1.10.1. **Levels of Education:** Honor Education is used at the Academy to ensure a base of common knowledge essential for all cadets and future officers. Cadets participate in five “formal” honor education phases from Basic Cadet Training (BCT) through the first-class year, each corresponding to their level of development (BCT: introduction; 4<sup>th</sup> class cadets: loyal followers; 3<sup>rd</sup> class cadets: coach/role model; 2<sup>nd</sup> class cadets: mentor/worker; 1<sup>st</sup> class cadets: leaders/supervisors). There are honor lessons, numerous guest speakers on honor, and other various strategies (briefings, Cadet “X” letters, Monthly Wing Honor Newsletter, videos, etc.) included in honor education efforts. Character (informal Honor) Education also encompasses the entire four years at the Academy.

1.10.2. **Foundations of Education:** BCT provides an introduction to the Honor Code and the standards set for cadets regarding living honorably. Additionally, it begins the transition from civilian society and acceptable behavior to both Academy and USAF standards. The first two academic semesters of honor education are devoted to laying a foundation. This is accomplished by explaining basic ethical principles and precepts in a comprehensive manner from a variety of methodologies including the “virtue approach” and discussions of ethical dilemmas. All lessons try to focus on the moral knowing, moral feeling and moral action components of character development. Education directed at third class cadets transitions to the application of the Honor Code principles and moving towards an application of living honorably. As second class cadets, guest speakers and lessons are intended to motivate the cadet’s toward honorable living in the profession of arms. Lessons for first classmen motivate them to continue living honorably as examples for the lower three classes and for the rest of the USAF as soon-to-be lieutenants.

## 1.11. Honor Education Goals

1.11.1. **Character Development.** Conduct all activities in a manner that develops a life-long commitment to strong and honorable character with an emphasis on “living honorably” and “Integrity First,” which is the cornerstone or foundation of character development at USAFA.

1.11.2. **Transition.** Provide a transition from civilian to cadet to commissioned service by fostering an understanding of the Honor Code principles and precepts. These are reinforced by the Core Values and character development outcomes establishing a foundation of trust necessary for character development.

1.11.3. **Principles and Precepts.** Develop cadet acceptance and understanding so they can value and commit to the Honor Code principles and precepts. Tie in the Honor Code principles and precepts to the Core Values, and character outcomes. Establish an Academy environment that fosters this development so cadets will do the right thing for the right reason and live honorably.

1.11.4. **Provide instruction.** Equip cadets with the skills, motivation, will and encouragement to overcome the pitfalls and barriers to honorable ethical behavior at the Academy and in the USAF.

1.11.5. **Training Program.** Involve Honor Representatives, Squadron Professional Ethics Advisors (SPEA), CS AOCs and AMTs through a comprehensive training program that includes follow-up training and opportunities to improve teaching techniques and skills.

1.11.6. **Habits.** Honor education is a proactive way to remind, reinforce and reflect on what it means to “live honorably.” Like any of life’s endeavors, to excel we must form right habits to guide our performance, especially when the “pressure is on.”

1.11.7. **Spirit of the Code.** The ultimate goal of honor education is to teach cadets how to do the right thing. While this concept applies primarily to the military in this situation, honor education is meant to bring about a lifelong character trait that carries one through their service and through their personal life.

**1.12. Announcement of Proceedings.** The AFCW will receive information about all cases through Cadet “X” letters, Squadron Honor Officer (SHO) briefings, the honor newsletter, and honor lessons. Squadron Honor Representatives will analyze and discuss certain cases at squadron meetings for their educational content and as a means of keeping the AFCW informed on the operation and vitality of the Honor Code. This will be done in a way that protects the privacy of the cadets involved. AFCW honor Newsletters provide valuable information regarding the Honor Code and System as a whole. Definitions, statistics, and commonly asked honor questions are examples of the information included in the newsletters and on the Cadet Homepage.

## **SECTION 2: Roles and Responsibilities**

**2.1. Cadet’s Roles and Responsibilities.** Each cadet is responsible for establishing and maintaining a sense of personal integrity which serves as the cornerstone for a life of dedication to our country. This sense of personal integrity is a way of life; a standard of honesty and moral strength standing firmly as an inspiration to fellow cadets at the Academy and to fellow officers and enlisted personnel in the USAF after graduation. Every cadet is a guardian and steward of the Honor Code. As such, they are ultimately responsible for its administration and health. All cadets are expected to report suspected infractions and cooperate with the CHC in carrying out Honor Code System actions.

2.1.1. **Cadet Honor Committee (CHC).** The CHC was developed as a representative body of the AFCW to ensure practical and proper administration of the Honor Code System. They are responsible for reporting suspected infractions of the Honor Code, conducting clarifications, investigating allegations, reviewing cases, and conducting Cadet Sanction Recommendation Panels (CSRPs) or Wing Honor Boards (WHBs). The CHC consists of three first-class and second-class honor representatives on Wing Staff, two first-class and second-class honor representatives on each of the Cadet Group (CG) Staffs, and two first-class and second-class honor representatives from each squadron. The CHC is responsible to the Commandant through the Wing Honor Chairman (WHC).

2.1.2. **Cadet Honor Executive Committee (EXCO).** The EXCO is made up of Wing and Group members of the CHC consisting of the WHC, Deputy Wing Honor Chairman for

Education (WHCD-E), Deputy Wing Honor Chairman for Remediation (WHCD-R), Wing Honor NCO (WHNCO), Wing Honor Education NCO (WHENCO), Wing Honor Remediation NCO (WHRNCO), two Group Honor Chairmen (GHC), and two Group Honor NCOs (GHNCO) from each CG.

2.1.3. **WHC.** Responsible to the Commandant for the administration of the Honor Code System and honor climate in the AFCW. Develops, recommends, and implements, through the Honor Review Committee (HRC), policies and procedures for the administration of Honor Code System. The WHC is the AFCW authority on questions regarding Honor Code System policies, procedures and education.

2.1.3.1. Reports to the AFCW/CC and is their primary advisor on issues of honor.

2.1.3.2. Supervises all investigations of suspected honor violations. Ensures the Honor Code System functions properly by monitoring and coordinating all ongoing honor cases. Responsible for informing the AFCW on the current state of honor.

2.1.3.3. Serves as primary honor liaison between the officer leadership of the Academy and the cadets. Conducts periodic briefings to keep officer leadership apprised of the status of all ongoing honor investigations.

2.1.3.4. Chairs EXCO meetings and is a voting member of the HRC and the Honor Review Committee Executive Panel (HRCEP).

2.1.3.5. Attends or appoints representative to attend meetings as required by CWCH.

2.1.3.6. Permanent member of CSRP. As such, validates cadet admissions to violating the Honor Code and provides a sanction recommendation to the CSRP Chairman. WHC may delegate this responsibility to WHCD-E or WHCD-R as necessary.

2.1.3.7. Prepares an end-of-tour report. The report should cover: 1) the state of honor in the AFCW, 2) the degree to which the Academy atmosphere is conducive or detrimental to the development of honor, 3) any specific problem areas related to honor, and 4) the degree to which the Honor Code System and those operating it are held in trust and esteem by the AFCW. This report will be submitted to CWCH no later than 15 May.

2.1.3.8. Ensures that the HCRH is kept current and the procedures are properly followed by the CHC.

2.1.3.9. Ensures all CHC positions are properly filled.

2.1.3.10. Meets with CWCH to provide regular updates on the status of open honor cases.

2.1.3.11. Ensures Squadron Honor Representative elections are held. Responsible for selecting alternates to fill vacant positions in CHC. Must provide a list of newly elected Honor

Representatives to the Standardizations and Evaluations (USAFA/CWVV) office prior to review by CWCH and the Commandant.

2.1.3.12. Removes members of the CHC for cause.

2.1.3.13. Nominates to the Director, Center for Character Development (CWC) representatives to attend off-site conferences and seminars.

2.1.3.14. Provides case updates to the Commandant on all open honor cases as required.

2.1.3.15. Ensures all Honor Representatives are properly trained and certified.

**2.1.4. Deputy Wing Honor Chairman for Education (WHCD-E).** Responsible to the WHC. Keeps the AFCW informed on important honor issues and ensures quality honor education takes place.

2.1.3.1. Responsible for ensuring GHC and SHOs execute academic year and BCT honor education lessons professionally. Coordinates with the Scheduling (USAFA/CWT) office to ensure all lessons are scheduled.

2.1.3.2. Provides recommendations for improving honor education lessons to the Chief, Honor Education (CWCHE).

2.1.3.3. Coordinates with CWCH for honor education and other information given to all other Academy organizations.

2.1.3.4. Voting member of the HRC.

2.1.3.5. Coordinates with Office of Institutional Research and Assessment regarding biannual Honor Survey.

2.1.3.6. Responsible for drafting and distributing Cadet X Letters.

2.1.3.7. Provides input to the WHC for end-of-tour report.

2.1.3.8. Assists, advises, and assumes role of WHC or WHCD-R as required.

**2.1.4. Deputy Wing Honor Chairman for Remediation (WHCD-R).** Responsible to the WHC. Keeps the AFCW informed on important honor issues and ensures a quality Honor Remediation program takes place.

2.1.4.1. Mentors all cadets sanctioned with Honor Remediation. Responsible for the Honor Remediation programs. Aids the Chief, Honor Remediation (CWCHR) with developing, administering, and directing the Honor Remediation programs, to include meeting, evaluating, and making recommendations for the retention or disenrollment of cadets in Honor Remediation.

Ensures CHC is consulted when deciding whether to restore cadets to the AFCW in good standing.

2.1.4.2. Administers a semiannual critique of Honor Remediation students to ensure Honor Remediation is doing the best job it can at helping those who are rehabilitating.

2.1.4.3. Responsible for special projects and initiatives of the CHC.

2.1.4.4. Provides input to WHC for end-of-tour report.

2.1.4.5. Assists, advises and assumes role of WHC or WHCD-E as required.

2.1.4.6. Voting member of the HRC.

**2.1.5. Wing Honor NCO (WHNCO), Wing Honor Education NCO (WHENCO), and Wing Honor Remediation NCO (WHRNCO).** Responsible to and assists the WHC, WHCD-E, and WHCD-R in the accomplishment of their tasks. Becomes proficient to assume the positions of WHC, WHCD-E, and WHCD-R the following year.

2.1.5.1. Serves as liaison between the WHC and the CHC NCOs.

2.1.5.2. Responsible for selection of EXCO NCOs for the following year.

**2.1.6. Group Honor Chairman (GHC).** Responsible to the WHC for executing responsibilities associated with the Honor Code System. Ensures the activities of Squadron Honor Representatives are standardized and conform to the guidelines of the HCRH.

2.1.6.1. Reports to the Group Commander and is their primary advisor on issues of honor.

2.1.6.2. Monitors the status of the Honor Code and System within the group. Guards against any practices within the group inconsistent with the Honor Code or System.

2.1.6.3. Confers regularly with Squadron Honor Representatives within the group concerning current status of the Honor Code and honor education.

2.1.6.4. Serves as liaison between the Group Commander and the CHC.

2.1.6.5. Updates WHC on the status of each case within the group.

2.1.6.6. Trains Group Honor NCOs as future GHCs.

2.1.6.7. Acts as Case Investigative Chairman when appointed by WHC. Directs and supervises the investigation of suspected honor violations and recommends cases be forwarded to a WHB, CSRP, or dropped.

2.1.6.8. Serves as CSRP/WHB Chairman when appointed by WHC. Notifies Squadron Honor Representatives of CSRP/WHB times and locations, as well as case outcomes.

2.1.6.9. Writes a sanction recommendation upon completion of a CSRP/WHB for cadets found in violation of the Honor Code.

2.1.6.10. Serves as summer WHC as required.

2.1.6.11. Serves as the WHC in the event WHC, WHCD-E, and WHCD-R are unavailable.

**2.1.7. Group Honor NCO.** Responsible to and assists GHC. Tracks progress of ongoing investigations in the group and gives quality updates to the GHC and the WHNCO. Assists the CHC in implementing special honor-related programs at the group level. Becomes proficient to assume the position of GHC the following year.

2.1.7.1. Acts as liaison between Squadron Honor Representatives and GHC.

2.1.7.2. Keeps case log for group honor cases to include start date, Case Investigative Chairman, Investigation Team (IT), Case Legal Advisor (CLA), case status and case outcome.

2.1.7.3. Notifies cadets selected for WHB duty.

2.1.7.4. Acts as Sergeant At Arms for WHB as directed.

2.1.7.5. Ensures Squadron Honor Representatives follow-up with initiators and effected USAFA organizations at the conclusion of cases.

**2.1.8. Squadron Honor Officer (SHO).** Responsible to the GHC for executing responsibilities associated with the Honor Code System and honor education. There is a Primary and Secondary SHO for each semester. At the end of the Fall Semester, these positions are interchanged. The Primary SHO shall not be assigned any other position in the AFCW. The Secondary SHO supports the Primary SHO as necessary, but may hold another position in the AFCW. In the event both the Primary and Secondary SHO have conflicting duty obligations, i.e., both are selected for Group or Wing Staff positions, they must resolve the situation through the WHC.

2.1.8.1. Reports to the Cadet Squadron Commander (CS/CC) and is their primary advisor on issues of honor.

2.1.8.2. Must inform the CS AOC, AMT, and chain of command of all ongoing squadron honor issues.

2.1.8.3. Primary counselor to respondents and other squadron members concerning the Honor Code and acts as ethical advisor. Supports and keeps cadets in the Honor Code System informed of the process and their requirements (e.g., assists squadron members in preparing for a WHB/WHBSRP/CSRP/PSRP by explaining, in detail, processes and procedures).

2.1.8.4. Educates all members of the squadron on the Honor Code and System. Coordinates with the SPEA for preparation and execution of all honor education lesson plans to include lesson prep sessions.

2.1.8.5. Attends all CG honor meetings.

2.1.8.6. Responsible for conducting all formal clarifications within their squadron. Must notify CWCH within 24 hours after the formal clarification and complete the case call-in sheet if any member of the formal clarification suspects an honor violation has occurred.

2.1.8.7. Leads IT when designated by GHC.

2.1.8.8. Performs WHB/WHBSRP/CSRP/PSRP duties as directed.

2.1.8.9. Notifies the CS AOC, AMT, SPEA, CS/CC, Character and Honor Liaison Officer (CHLO) and initiator of WHB/WHBSRP/CSRP time and location, as well as the outcome of the case.

2.1.8.10. Coordinates with individual cadet's supervisors and assists cadets in squadron in Honor Remediation to ensure requirements are completed. Also required to conduct monthly counseling for these cadets.

2.1.8.11. Required to conduct Squadron Honor Representative elections and submit results to the WHC no later than 20 February (ref 2.1.10.).

2.1.8.12. Train Honor NCOs to become future Honor Officers.

**2.1.9. Squadron Honor NCO.** Responsible to and assists the SHO. There is a Primary and Secondary Honor NCO for each semester. At the end of the Fall Semester, these positions are interchanged. The Primary Honor NCO should not be assigned any other position in the AFCW. The Secondary Honor NCO supports the Primary Honor NCO as necessary, but may hold another position in the AFCW. In the event both the Primary and Secondary Honor NCOs have conflicting duty obligations, i.e., both are selected for Group or Wing Staff positions, they must resolve the situation through the WHC.

2.1.9.1. Learns how to administer the Honor Code System and gain the expertise required as a future SHO.

2.1.9.2. Performs IT duty when designated by GHC.

2.1.9.3. Performs WHB/WHBSRP/CSRP/PSRP duties as directed.

2.1.9.4. Assists the SHO in teaching honor education lessons. Becomes instructor once SHO and SPEA feel they are prepared. The SHO and SPEA will provide guidance and feedback to the Honor NCO. In the SHO's absence, the Honor NCO will coordinate with the SPEA for preparation and execution of all honor education lesson plans to include lesson prep sessions.

2.1.9.5. Coordinates with individual cadets and their supervisors to ensure completion of Honor Remediation requirements.

2.1.9.6. Capable of serving all SHO duties after proper training and certification.

2.1.10. **Squadron Elections.** Before 20 February each academic year, the Primary SHO conducts elections for the next academic year's second-class Honor Representatives.

2.1.10.1. Eligibility. All third-class cadets not on any probation are eligible. The CS/CC and SHO, in coordination with the CS AOC, must approve all nominees for election to positions as second-class Honor Representatives before the elections are held. Cadets running for election to the CHC should be highly respected, trusted, approachable, and professional.

2.1.10.2. Eligibility Waiver. Any cadet on probation wishing to serve as an Honor Representative must submit a waiver request through their SHO in time to be approved prior to the election. The SHO submits the waiver request through the GHC and WHC to CWCH. CWCH, in coordination with the appropriate Mission Element, may grant the waiver for the cadet on probation to be eligible for election. All other provisions of paragraph 2.1.10.1. must still be met.

2.1.10.3. Procedure. With the entire squadron assembled, the Primary SHO presents each candidate. Each candidate addresses their squadron concerning their qualifications and reason for seeking election. Once presentations are complete, each squadron member casts their votes. Each member may vote for two candidates. Votes will be counted by the Primary SHO and verified by the Primary Squadron Honor NCO. The two candidates receiving the largest number of votes are appointed to next year's CHC pending approval. The candidate receiving the third largest number of votes is selected as an alternate. Primary SHOs must turn these results in to the WHC before 20 February.

2.1.11. **EXCO Selections.** Second-class cadets on the EXCO conduct interviews to select the next academic year EXCO NCOs. This is performed between 20 February and 10 March, with candidates being drawn from the newly elected Squadron Honor Representatives.

2.1.11.1. Eligibility. Must have been elected to next year's CHC and volunteer for a position on the EXCO. The applicant must also be a cadet in good standing. Academic, military, and athletic standing are taken into consideration.

2.1.11.2. Procedure. WHNCO assembles a selection board consisting of all second-class cadets on the EXCO to conduct interviews. The interviews are based on both written and oral presentations. The written portion will be submitted before the oral portion. Once the eleven new EXCO NCOs are selected, the alternates from their respective squadrons fill the Secondary Squadron NCO positions.

2.1.12. **CHC approval.** The names of those selected for the EXCO and newly elected Squadron Honor Representatives are forwarded to USAFA/CWVV for review/input and then CWCH for final review. The list is then forwarded to the Commandant for final approval.

2.1.13. **Tenure.** Since the mechanics of the Honor Code System are physically run by cadets with active duty personnel serving only as overseers, a four semester tenure of the CHC is vital to ensure the integrity and continuity of the system is maintained. It is imperative members of the CHC hold their positions for this period to ensure they are properly trained and system is consistently administered.

2.1.13.1. Once elected to the CHC, a cadet remains on the committee four semesters. Second-classmen, or Honor NCOs, spend their second-class year learning how to properly conduct cadet duties associated with the system. This is accomplished through training sessions conducted by CWCH and training throughout the year from the first-classmen. The expectation is the second-classmen receive sufficient training throughout the year to step into the position of actually running the system the following year and be able to properly train their NCOs.

2.1.13.2. The EXCO must maintain a four semester tenure on their respective group or wing staff as validated by the Secretary of the Air Force and HHQ agencies during their reviews. The present tenure ensures cadets are able to receive the training and experience necessary to successfully withstand reviews and effectively administer the system.

2.1.13.3. Primary SHOs shall not be assigned any other positions in the wing for the semester in which they are primary, and EXCO members shall never hold another position. Only Secondary SHOs and NCOs are allowed to hold additional positions in the AFCW. The Secondary Officer still supports the Primary Officer as necessary while serving in the other position.

2.1.13.4. After Spring Break, the EXCO NCOs begin serving as Chairmen of WHBs/WHBSRPs/CSRPs for cadets of equal or lesser rank, with oversight from the first-class EXCO officers.

2.1.13.5. At the request of the WHC, CWCH may approve EXCO NCOs conducting WHBs/WHBSRPs/CSRPs prior to Spring Break in extraordinary circumstances.

2.1.14. **Removal.** Members of the CHC may be removed for cause. The final authority for removal is the WHC. Only the Commandant may remove the WHC.

2.1.15. **Vacancy.** If a vacancy should occur anywhere in the CHC, the WHC will appoint a replacement to that position.

**2.2. Permanent Party Roles and Responsibilities.** All personnel assigned to USAFA are expected to uphold Honor Code principles and precepts. Exemplifying the spirit of honor by maintaining high standards of personal honesty and conduct is the duty of every person. Individuals must report apparent breeches of the Honor Code using the procedures outlined 3. While the cadets are responsible for the administration of the Honor Code System, oversight of the system and sanctioning of cadets in violation of the Honor Code falls under the Commandant. Daily oversight is the responsibility of the Honor Directorate in the Center for Character & Leadership Development.

**2.2.1. Director, Honor USAFA/CWCH (CWCH).** Provides support to the CHC in the administration of the Honor Code System.

2.2.1.1. Provides a copy of the HCRH to the Secretary of the Air Force General Counsel (SAF/GC) after any changes or updates.

2.2.1.2. Functions in an advisory and support capacity to the CHC and assists the Honor Representatives in maintaining the vitality of the Honor Code and System.

2.2.1.3. Assists the CHC in seeking approval and implementing cadet initiatives related to honor.

2.2.1.4. Advises cadets and officers on honor sanction procedures.

2.2.1.5. Reviews all honor cases in conjunction with the WHC and GHC.

2.2.1.6. Serves as primary point of contact for post WHB/WHBSRP/CSRP sanction actions and requests for information from outside agencies.

2.2.1.7. Acts as the spokesperson and liaison officer to other Academy agencies on the operation of the Honor Code System and trends.

2.2.1.8. Responsible for training the EXCO in the administration of the Honor Code System.

2.2.1.9. Oversees all aspects of the Honor Code System and provides feedback on honor cases up and down the active duty and cadet chains.

**2.2.2. Deputy Director, Honor.** Assists as directed and performs all duties in absence of CWCH. Oversees status of all Honor Remediation cases. Schedules annual honor discussions with Academic and Athletic Departments. Schedules monthly Newcomer Orientation honor briefing.

**2.2.3. Chief, Honor Education USAFA/CWCHE (CWCHE).** Assists as directed and performs all duties in absence of CWCH and the Deputy Director.

2.2.3.1. Responsible for developing all academic year and BCT honor education lessons regarding the Honor Code and System.

2.2.3.2. Oversees training of academic year honor and BCT cadre in instruction of the Honor Code and System. Establishes criteria for instructor training, develops course work and certification for the CHC.

2.2.3.3. Establishes integrity and honor educational priorities for over 4,000 cadets and 1,000 faculty and staff members.

2.2.3.4. Maintains list of current SPEAs.

**2.2.4. Honor Remediation Officer/NCO USAFA/CWCHR (CWCHR).** Responsible for developing, administering, and directing Honor Remediation programs and assisting with the honor education program.

2.2.4.1. Monitors, evaluates, and makes recommendations for the retention or disenrollment of cadets in Honor Remediation through the chain of command.

2.2.4.2. Interviews, counsels, and evaluates cadets in Honor Remediation.

2.2.4.3. Directs and conducts training on all aspects of Honor Remediation with SHOs Officers and NCOs, SPEAs.

2.2.4.4. Maintains a list of Senior Officer Mentors.

**2.2.5. Squadron Professional Ethics Advisor (SPEA).** SPEAs are personnel approved by the CWCH who volunteer to serve as advisors to a cadet squadron on matters of honor and professional ethics.

2.2.5.1. Acts as an advisor to the Squadron Honor Representatives on the honor education program.

2.2.5.2. Provides a perspective of maturity and operational experience to the program and teaching expertise during each honor lesson.

2.2.5.3. Assists the honor representatives in counseling groups and individuals regarding honor issues.

2.2.5.4. Understands the purpose and procedures of Honor Remediation. Assists in establishing a personal development plan for cadets in Honor Remediation, as well as counsels/evaluates these cadets monthly.

2.2.5.5. Attends scheduled SPEA training provided by CWCHE.

**2.2.6. Character & Honor Liaison Officer (CHLO).** CHLOs are personnel assigned to an Academy organizational unit or department, typically in the Dean of Faculty (DF) or Director of Athletics (AD), who foster the spirit of character and honor in their departments. With respect to the honor system, CHLOs represent their departments in Honor Code System training and procedures.

2.2.6.1. Ensures all department personnel are properly trained and educated about honor, both in their conduct as professionals and their relationships with cadets. Coordinates with CWCH for annual honor discussion with department.

2.2.6.2. Advises the department head on policies and processes from the general perspective of honor and the specific perspective of the system. Ensures all unit personnel are aware of these policies and processes.

2.2.6.3. Oversees Honor Code System related matters in their departments. Requests clarifications through CWCH. This typically includes arranging the preparation and submission of witness statements, if required, and receiving and distributing feedback on Honor Code System outcomes to unit members.

2.2.6.4. Attends annual CHLO training provided by the DF/CHLO.

2.2.7. **Case Legal Advisor (CLA).** An advisor from DF Law Department (DFL), familiar with legal implications of honor proceedings, who the IT and Case Investigative Chairman consult regarding any questions about a case, prior to review. Assists in the proper drafting of allegations and helps assure the investigation is complete before review.

2.2.8. **Board Legal Advisor (BLA).** An advisor from DFL or the Headquarters USAFA Judge Advocates Office (HQ USAFA/JA), familiar with legal implications of honor proceedings, is present at all WHBs. Ensures the WHB meets all due process requirements, are conducted properly, and provides advice and consultation to the WHB Chairman. The BLA does not vote on a WHB allegation(s) nor do they take an active role in questioning or discussion. The BLA is not present during deliberations. The BLA for a given case is not the CLA for that case. The BLA is constrained strictly to an advisory role to the WHB Chairman's final authority and only intervenes if a problem arises which, if not corrected, could render the WHB legally invalid.

2.2.9. **Honor Review Committee (HRC).** The HRC (ref USAFAI 36-3535) sets Honor Code policy, evaluates the concepts and administration of the honor education program and the Honor Code, and advises the Superintendent. The committee is chaired by the Commandant. The WHC, WHCD-E, and WHCD-R are primary voting members and represent the AFCW along with six other cadets. Eight officers representing various Academy elements are also voting members. The HRC has a standing subcommittee, the HRCEP.

2.2.9.1. Honor Review Committee Executive Panel (HRCEP). The HRCEP (ref USAFAI 36-3535) reviews practices in the AFCW which may be inconsistent with the Honor Code and investigates and makes recommendations on "improper" questioning. Upon completion of the honor case review, the HRCEP may be called upon to make a recommendation as to whether a case falls within the jurisdiction of the Honor Code System. The USAFA-graduate member of the HRC, the WHC, and the AFCW/CV make up the voting members of this panel.

2.2.10. **Academy Board.** For decisions recommending disenrollment in honor cases, the Superintendent may consult the Academy Board. This board is chaired by the Superintendent and includes the Commandant, DF, AD, and senior leaders representing various mission elements at the Academy.

## **SECTION 3: Honor Code System**

**3.1. Clarification through Case Review.** USAFAI 36-3535 1.1. Instructs the Honor Review Committee to maintain the system that administers the Honor Code in accordance with the Air Force Cadet Wing Honor Code Reference Handbook. There are three distinct phases in the Honor Code System. Each phase has its own steps and the outcome from some steps

determine subsequent steps in subsequent phases. It is imperative each person involved in the Honor Code System understand their role within the System and the importance of the System. Because of the importance of honor, when a cadet's honor is questioned all efforts must be made to resolve the situation as quickly and fairly as possible. Therefore, all actions pertaining to the system take precedence over any other events/activities/formations except attending class, Academic Call to Quarters, or meetings with the Superintendent, Commandant, DF, or AD. If necessary, class can be missed if previously coordinated with the GHC and approved by the academic instructor. If you have any questions as to what takes precedence, contact a member of the CHC.

**3.1.2. Clarifications.** As guardians of the Honor Code, all cadets bear the responsibility of confronting other cadets who they suspect violated the Honor Code. This suspicion can be any question or concern about a cadet's conduct. Anyone questioning a cadet's actions is known as the initiator and the cadet being confronted is known as the respondent. The initial phase of the Honor Code System is the clarification phase. There are two types of clarifications, informal and formal.

3.1.2.1. When questioning a cadet's integrity, the initiator should first understand the serious implications involved and the resulting stress. The manner in which it is addressed could unnecessarily make it more stressful. The guidelines below will minimize the amount of stress imposed on the respondent during informal or formal clarifications.

- Remain neutral and impartial, only seeking the truth
- Choose a non-threatening environment to address the situation
- Ensure the respondent is at ease and comfortable
- Carefully explain your concerns about the suspected violation
- Before questioning the respondent, participants in the clarification should reveal information which they already know about the suspected violation
- Allow the respondent to fully explain the events concerning their conduct
- Do not ask misleading questions, "loaded" questions, questions to which you already know the answers, or questions meant to entrap the respondent
- Try not to misconstrue the respondent's explanation. Your interpretation of their words may not be the only possible interpretation

3.1.2.2. Informal Clarifications. Anyone who suspects an honor violation has occurred is required to address the situation with the respondent IAW the guidelines above. (Prior consultation with an Honor Officer or another appropriate official is allowed). This is an informal clarification.

3.1.2.2.1. The respondent may decline to answer questions or discuss the matter further at this time.

3.1.2.2.2. If the situation is resolved to the full satisfaction of the initiator and their conscience is clear that no violation occurred, no further action is necessary unless other individuals who are sufficiently aware of the circumstances choose to move forward in the process.

3.1.2.2.3. If the initiator still believes that a violation has occurred, they may choose to allow the respondent to turn themselves in. If the respondent chooses not to turn themselves in, the initiator is required to proceed to a formal clarification. A cadet initiator should contact the respondent's SHO to schedule a clarification (if the initiator is in DF, they should contact their department CHLO who will schedule the formal clarification with CWCH). Any other initiator should contact CWCH at (719) 333-4275 to schedule a formal clarification.

3.1.2.3. Formal Clarifications. The formal clarification is the second official step in the honor process. Once contacted by an initiator or respondent, the respondent's Primary Honor Officer must conduct the formal clarification.

3.1.2.3.1. The Primary Honor Officer schedules a time and location to hold the clarification ensuring both the initiator and respondent are present. The Primary Honor Officer must be present to lead the clarification. These three are the only people required to be present for the clarification. The Primary Honor Officer decides if others may attend.

3.1.2.3.2. In cases involving international cadets, they must be given the opportunity to contact an interpreter and have one present during each step of the honor process if desired. The role of the interpreter is solely to interpret the meaning of words; in no way should the interpreter provide advice during the process.

3.1.2.3.3. The Primary SHO pre-briefs the initiator and respondent about the clarification. This briefing explains the clarification to be a fact-finding meeting, not an interrogation. It also outlines how the clarification will be conducted. The SHO should:

3.1.2.3.3.1. Ensure everyone is at ease before beginning.

3.1.2.3.3.2. The initiator presents all relevant facts and reasons for suspicion. This prevents improper questions and ensures the respondent understands the initiator's exact concerns.

3.1.2.3.3.3. Once the initiator has presented all relevant facts, the respondent has the opportunity to explain all evidence and facts concerning their conduct.

3.1.2.3.3.4. After the respondent answers, if any questions remain, they are addressed.

3.1.2.3.3.5. The Primary Honor Officer may ask the respondent to leave the room so the Primary Honor Officer can discuss the situation with the initiator. If at any time the clarification strays from its purpose as a fact-finding meeting, the Primary Honor Officer must take control and redirect the meeting.

3.1.2.3.4. At the conclusion of the clarification, the Primary Honor Officer asks the initiator and respondent if either of them still suspects an honor violation occurred, i.e., “based on the respondent’s explanation of events is your conscience clear?” Furthermore, the Primary Honor Officer’s conscience must be clear. This helps determine what needs to be done next.

<p><b>REMEMBER:</b></p> <p>- Put everyone at ease                      - Act professionally</p> <p>- Fully disclose information               - It’s not an interrogation</p>
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3.1.2.3.5. As an initiator or witness, it is not appropriate either after the clarification or during the investigation to discuss the case with members of the AFCW or general public. Initiators or witnesses may discuss the case with the respondent and Honor Officers/NCOs, legal counsel with whom the respondent has chosen to consult, CWCH, and personnel from HQ USAFA/JA and DFL.

**3.1.3. Case Call-in Requirements.** If the initiator, respondent, and Primary Honor Officer at a clarification all agree no honor violation occurred, then no further action is required. If any one of them suspects an honor violation occurred, the Primary Honor Officer must report the situation to CWCH at (719) 333-4275 within 24 hours or the next duty day. At this point, the suspected honor violation becomes a case.

3.1.3.1. International Students. DF Office of International Programs (DFIP) provides a list of international students to CWCH (719) 333-4275 by the start of the academic year (i.e., June).

3.1.3.2. If a case called in to CWCH involves an international cadet, CWCH will contact DFIP and ensure they are informed throughout the entire process.

**3.1.4. Other Systems.** If an action suspected of being an honor violation is also serious enough to warrant punitive action pursuant to the Uniform Code of Military Justice (UCMJ), the matter needs to be reported to authorities beyond CWCH. In such an event, HQ USAFA/JA should be consulted immediately, as well as CWCH. The Commandant decides whether the case is handled under the Honor Code System, another administrative process, or the UCMJ. If the Commandant chooses another administrative process or the UCMJ to handle the matter, the honor case is put on hold pending resolution of the other administrative/UCMJ process unless otherwise directed by the Commandant. If the cadet is retained after the other administrative/UCMJ process is complete, the honor case is reopened and processed.

**3.1.5. Investigations.** An investigation is conducted in order to determine whether there is sufficient evidence to support a reasonable belief an Honor Code violation has occurred. The

investigation is performed by an Investigative Team (IT). Their function is solely one of fact-finding; to collect all relevant information. Since an IT is neither “prosecutor” nor “counsel for the defense,” they should determine the facts of the case and present them clearly for consideration in review. An Honor Code investigation may be suspended if evidence is disclosed of a serious offense under military law. Under such circumstances, the cadet will be afforded full due process under the UCMJ.

3.1.5.1. Procedures. The following is a step-by-step explanation of the investigation process. When a case is called-in to CWCH, the WHC assigns the case to a GHC, who then becomes the Case Investigative Chairman. The Case Investigative Chairman maintains supervision over the investigation and provides any additional assistance required by the investigators. If the GHC has personal knowledge or possible bias concerning the case, they will notify the WHC immediately. The WHC will make the final determination if a new GHC is assigned as the Case Investigative Chairman.

3.1.5.1.1. The Case Investigative Chairman assigns a case to an IT from a squadron or squadrons other than those of the respondent or initiator. The purpose of this is to minimize any potential conflicts of interest. The IT is normally made up of two members of the CHC. Usually it is a Primary Honor Officer and Primary Honor NCO from one squadron. The IT composition may vary based on the complexity of the case and at the discretion of the WHC. If an IT member has personal knowledge or possible bias concerning the case, they must notify the GHC immediately. The GHC, in consultation with the WHC, makes the final determination if a new IT is assigned to investigate the case.

3.1.5.1.2. The IT informs DFL a new case has been reported and requests a CLA be assigned. The CLA is available to answer legal and procedural questions throughout the investigation and advises the CHC, in general, and GHCs responsible for investigations and CSRPs. Specifically, the CLA can give guidance and suggestions on the nature of the allegation(s), what to investigate, and how to obtain difficult evidence.

3.1.5.1.3. The IT collects all pertinent information for an alleged violation and interviews any witnesses who can help with the case.

3.1.5.1.3.1. Written statements. Witnesses are advised any statements provided may be used as evidence in a CSRPs, WHB, or other official proceedings. If a written statement from a witness is impractical or not forthcoming, the IT prepares a written summary of the testimony based upon personal interview, telephone interview, or other communication with the witness.

3.1.5.1.3.2. Evidence. The IT collects all evidence applicable to the case such as academic tests, computer disks, regulations, etc. If a police report is required, it can be obtained by contacting the respondent’s Cadet Group AOC (CG AOC) office and coordinating with CWCH.

3.1.5.1.4. The respondent’s Squadron Honor Representatives assists the IT as required.

3.1.5.1.5. The IT does not reveal any evidence collected to the respondent.

3.1.5.1.6. The IT conducts a thorough and impartial investigation. The responsibility to be an impartial participant is a serious undertaking and applies to those preparing and investigating the merits of the allegation. A bias or personal involvement by an IT member, CLA, etc., denies a cadet due process and such personnel have a duty to disclose any conflict which renders them unable to be impartial. Professionalism requires detachment and a complete lack of personal interest in the outcome of the investigation.

3.1.5.1.7. Although thoroughness is more important than speed, the IT should complete the investigation without unnecessary delay. In order to resolve the matter speedily, the IT is empowered to require the presence of the respondent/witnesses during fact-finding interviews for the purpose of obtaining oral and written statements. The GHC will also be available for any additional assistance.

3.1.5.1.8. Questioning of witnesses or the respondent about committing an Honor Code violation is conducted on a non-adversarial basis. Questioning may not be unduly prolonged and must avoid any element of coercion, duress, or similar aggressive means. The approach taken must be a straightforward, fact-finding approach. Such practices as misrepresentation, entrapment, and threats of prosecution have no place in the investigative process.

3.1.5.1.9. The respondent is free to consult with anyone, including legal counsel, regarding the suspected violation, but such counsel has no standing to “represent” the respondent in dealings with the IT. This restriction prohibiting legal counsel from representing the respondent extends to all aspects of the honor process.

3.1.5.2. Investigation Conclusion. The IT must consult the CLA before formulating the allegation(s) on the Letter of Notification(s) (LON). The LON informs the respondent of an allegation against them and their rights. It also provides the respondent the opportunity to admit or deny violating the Honor Code.

3.1.5.2.1. Once an allegation(s) is(are) formulated, the IT serves the respondent with the LON(s). The LON will be served in the presence of the respondent’s SHO. The SHO will explain the honor process to the respondent and discuss any questions the respondent might have. If neither SHO is available, an SHO from another squadron may serve this function. The respondent has 48 hours to decide whether or not to admit to violating the Honor Code.

3.1.5.2.2. The IT advises the respondent to provide them any statements or other evidence the respondent wishes to submit.

3.1.5.2.3. After the LON is signed, the IT records their findings in a summary report for the review process. The IT carefully documents all actions, to include unobtainable information, and reasons for omitting obtained information. This is so the CSRP or WHB does not have to go back to determine what information is simply not available.

3.1.5.2.4. After the IT completes the summary report, the IT returns to the CLA for final review and then submits the completed Case Evidence Package (CEP) to the Case Investigative Chairman. The Case Investigative Chairman ensures the CEP is complete.

**3.1.6. Case Review.** To determine if the formulated allegation(s) is(are) valid and if substantial evidence of a violation is present to warrant forwarding the case to a CSRP or WHB. The allegation must fall under the definitions of lying, stealing, cheating, or tolerating, as outlined in the HCRH, to be considered under the Honor Code System.

3.1.6.1. Procedures. The following is a step-by-step explanation of the case review process. After an investigation is complete, the Case Investigative Chairman, the WHC, and CWCH review the CEP. During this review, the original package is turned over to CWCH for database update and copying of evidence.

3.1.6.1.1. The Case Investigative Chairman, WHC, and CWCH review the CEP to ensure the investigation is thorough and complete. If any of the three individuals determines the CEP is incomplete, the case is sent back to investigation.

3.1.6.1.2. When the CEP is deemed complete, the Case Investigative Chairman, WHC, and CWCH review the case.

3.1.6.1.2.1. If there is evidence in the CEP to support additional allegations, these allegations may be added by the Case Investigative Chairman, WHC, or CWCH. Any allegation added during the review process are put on an LON and served to the respondent.

3.1.6.1.2.2. A case is dropped if there is not substantial evidence of a violation. “Substantial evidence” is evidence from which a fact finder could reasonably conclude a fact is true.

3.1.6.1.2.3. If either the Case Investigative Chairman or the WHC believe the case should be forwarded, the case is forwarded.

3.1.6.1.2.4. If both the Case Investigative Chairman and the WHC believe the case should be dropped, but CWCH believes the case should be forwarded, the HRCEP reviews the case and is the final determinant as to whether the case is forwarded or dropped.

3.1.6.2. Decision point. The respondent’s response on the LON determines which route in the process is followed next. Cases forwarded from review with admitted allegations meet a CSRP. Cases forwarded from review where the allegation is denied meet a WHB. Cases without substantial evidence are dropped.

3.1.6.2.1. Admit. The term “admit” is reserved for cadets who self-report a violation or confess to an honor violation at any point in the process prior to a WHB. A violation is not admitted to unless the respondent admits to both act and intent. If a cadet admits, their acceptance of responsibility becomes a factor in the determination of sanctions.

3.1.6.2.2. Self-report. The term “self-report” applies only to cases where the honor violation would not have been discovered except by the cadet turning themselves in. If a clarification is likely or foreseeable, or substantial evidence exists which would put the cadet on notice their violation will soon be discovered, then it is not a self-report. Self-reports are a type of ‘admit.’

3.1.6.2.3. Deny. A “deny” is when the respondent does not admit to act and/or intent. If a respondent chooses to remain silent and neither admit or deny the allegation, their case is handled as a “deny.”

**3.2. CSRP and WHB.** A Cadet Sanction Recommendation Panel (CSRP) and Wing Honor Board (WHB) are used to determine whether or not a violation of the Honor Code has occurred. The type of report, admit, self-report, or deny, determines whether a cadet meets a CSRP or WHB. There is tremendous responsibility resting with the CSRP/WHB members as they represent the AFCW. All graduates of the Academy have been presumed to have an impeccable sense of honor. The Honor Code is our most sacred tradition and a bond to those who have gone before us. Second-guessing or questioning the results of a CSRP/WHB in any official record or communication improperly undermines the decision and respect due the CSRP/WHB members. References to CSRP/WHB findings in collateral proceedings (i.e. ARCs, MRCs, and PRCs) are generally avoided.

3.2.1. **CSRPs** are convened when a cadet admits to violating the Honor Code, at the earliest opportunity following signing of the Statement of Understanding (SOU), in order to validate the cadet had the requisite act and intent. The CSRP Chairman serves the respondent a SOU which informs the cadet of the date and time they are to appear before a CSRP. The SOU also outlines the rights of the respondent and other procedural and administrative requirements associated with the CSRP. The respondent is provided with copies of all statements and evidence which will be presented at the CSRP. The SOU must be served at least 3 calendar days prior to the CSRP.

3.2.1.1. CSRP members.

3.2.1.1.1 The Case Investigative Chairman is the CSRP Chairman.

3.2.1.1.2. WHC or a designated WHCD.

3.2.1.1.3. Cadet Honor Representative at large. If the respondent is a second, third, or fourth-class cadet, the honor representative may be a second-class cadet. If the respondent is a first-class cadet, only first-class honor representatives are used.

3.2.1.2. Procedures.

3.2.1.2.1. The respondent chooses to have the panel open or can elect to close the panel to spectators. The respondent’s choice is recorded on the CSRP Chairman’s summary.

3.2.1.2.2. If closed, the only non-participants allowed to attend are Squadron Honor Representatives, EXCO members, and CWCH staff. The respondent may choose to have their CS AOC, AMT and/or SPEA present.

3.2.1.2.3. Personnel assigned to the Academy are allowed as spectators at open panels, but this does not apply to legal counsel with whom the respondent has consulted. (ref 3.1.5.1.9.) The WHC may restrict Academy personnel attendance and/or approve spectators other than Academy personnel to attend CSRP proceedings.

3.2.1.2.4. All cadets attending CSRPs must have prior instructor approval to miss any classes during this proceeding, prior CS AOC approval for any squadron activities/appointments to be missed during this proceeding, and prior approval from coaches for any intercollegiate activities missed.

3.2.1.2.5. All spectators must be in service dress uniform.

3.2.1.2.6. The CSRP members review the evidence.

3.2.1.2.7. The respondent is brought in and the CSRP members ask them questions concerning the allegation(s). For an admission to be valid, the respondent must admit to both act and intent. After facing the CSRP members, the respondent leaves the room.

3.2.1.2.8. The CSRP members deliberate. For deliberation sessions, the room is cleared of all observers and all other personnel, except members of the EXCO under certain conditions listed below.

3.2.1.2.8.1. EXCO members are allowed to be present during deliberations in order to gain knowledge and experience to better prepare them to act as members of a CSRP, in order to provide feedback to the CSRP Chairman on the conduct of the CSRP after it is adjourned, and to ensure the process is being conducted in accordance with all applicable policies and regulations.

3.2.1.2.8.2. Observers may not influence the deliberation process nor communicate with CSRP members while they are in closed session.

3.2.1.2.9. Upon completion of deliberations, the CSRP Chairman announces its finding to the respondent: 1) validation of Honor Code violation 2) finding of no violation or 3) forward case to a WHB because the respondent did not admit to act and/or intent.

3.2.1.2.10. Once the CSRP Chairman validates the respondent's admission, they then declare the cadet in violation of the Honor Code and categorize the violation as a self-report if applicable.

3.2.1.2.11. If the CSRP Chairman feels the respondent is not admitting to the allegation(s), the case is treated as a "deny" and is forwarded to a WHB.

3.2.1.2.12. In some instances, the CSRP members may determine act and/or intent were not present. In these instances, the CSRP Chairman declares the cadet not in violation of the Honor Code. If a cadet is found not in violation by a CSRP, nothing should be presumed because the cadet met a CSRP.

3.2.1.2.13. Loss of Status as Cadet in Good Standing letter (LOS): Upon adjournment of a CSRP, the Chairman serves the cadet found in violation the LOS from the Commandant. All administrative sanctions are immediately applicable (ref 3.4.4.1.)

3.2.1.2.14. A cadet is subject to all possible sanctions as defined in 3.3.

**3.2.2. The purpose of the WHB** is to review evidence and hear testimony from the respondent and witnesses in the case, to discuss the evidence, and to make a judgment as to whether or not the respondent violated the Honor Code.

3.2.2.1. WHB Members. There are fourteen required participants in a WHB besides the respondent (ref USAFAI 36-3536 Atch 2 A2.3. Appointment Order of Precedence).

3.2.2.1.1. WHB Chairman. The WHB Chairman is accountable to the Commandant for the overall conduct of the WHB and its finding.

3.2.2.1.1.1. The WHB Chairman is a non-voting member.

3.2.2.1.1.2. The WHB Chairman is responsible for excusal of members.

3.2.2.1.1.2.1. The WHB Chairman must excuse any member who, in the Chairman's assessment, has a direct involvement which constitutes an adversarial relationship; has a conflict of interest with the individual cadet or case being considered; or has demonstrated prior to or during the WHB an inability to remain impartial (i.e., including, but not limited to, making a decision of violation or no-violation prior to the complete hearing of the evidence or witnesses, or indicating the inability to find a fellow cadet in violation of the Honor Code).

3.2.2.1.1.2.2. In this context, what amounts to an adversarial relationship or conflict of interest must stem from a personal involvement in the case or with the respondent or initiator, as opposed to a professional involvement. WHB members have an affirmative duty to recuse themselves in order to comply with this guidance.

3.2.2.1.1.2.3. The WHB Chairman decides all questions regarding the recusal or excusal of WHB members. Mere familiarity with a case, witness, or respondent will not necessarily result in the dismissal of the member.

3.2.2.1.2. WHB members. Nine cadets in good standing are selected randomly from squadrons other than the respondent's squadron as follows:

Class of respondent	1st	2nd	3rd	4th
First Class Honor Rep	3	2	1	1

First Class C/Lt Col or above	2	1	1	1
First Class At-large (C/Maj or below)	1	1	1	1
Second Class Honor Rep	-	1	2	2
Second Class C/MSgt or Above	-	1	1	1
At-large of respondent's class (not 4 <sup>o</sup> )	3	3	-	-
Third Class At-large	-	-	3	3

3.2.2.1.2.1. At every WHB, regardless of the respondent's class, there are three honor representatives, two members of the cadet chain of command, and four at-large cadets.

3.2.2.1.2.2. The nine cadets are the only voting members.

3.2.2.1.2.3. In the event a second-class cadet honor representative is not available to fill the required honor representative slot, the position may be filled by a first-class regardless of the respondent's class.

3.2.2.1.2.4. Alternate WHB members selected randomly from these groups are available to replace primary members who are successfully challenged or excused so membership always remains at nine. Once the WHB is seated, alternates are released.

3.2.2.1.3. Sergeant at Arms. The Sergeant at Arms is a non-voting member and is responsible for enforcing decorum standards during the WHB. They call witnesses as directed by the WHB Chairman. The Sergeant at Arms operates the tape recording equipment to ensure a recording exists of the proceedings.

3.2.2.1.4. Officer Mentor. Their purpose at WHB proceedings is to offer lessons and insights acquired from years of experience as part of the active duty USAF. Therefore, they observe all proceedings of the WHB, to include reviewing evidence, the questioning of the respondent and witnesses, and deliberations. The Officer Mentor takes part only to the extent their experience is required to ensure all issues are addressed during questioning and deliberations.

3.2.2.1.4.1. The Officer Mentor must be an O-3 or above, nominated by their chain of command, and approved by CWCH. Additionally, graduation from a service academy or having worked with cadets at USAFA for at least 1 year is required.

3.2.2.1.4.2. The Officer Mentor must observe at least one WHB and receive the required training from CWCH prior to serving on a WHB.

3.2.2.1.4.3. The Officer Mentor is a non-voting member.

3.2.2.1.5. Board Legal Advisor (BLA). The BLA is constrained strictly to an advisory role to the WHB Chairman's final authority and only intervenes if a problem arises which, if not corrected, could render the WHB legally invalid.

3.2.2.1.5.1. The BLA does not vote on any WHB allegation(s) nor do they take an active role in questioning or discussion. The BLA is not present during deliberations.

3.2.2.1.5.2. The BLA for a given case may not be the CLA for that case.

3.2.2.1.6. Court Reporter. The Court Reporter's function is making a verbatim transcript of all WHB proceedings except for deliberations. The Court Reporter does not vote.

3.2.2.2. Preparations. In a case being forwarded to a WHB, the WHC appoints a GHC other than the Case Investigative Chairman to chair the WHB. The WHB Chairman meets with the BLA to make any redactions if necessary from the CEP for the WHB.

3.2.2.2.1. The WHB Chairman serves the respondent a SOU which informs the cadet the date and time they are to appear before a WHB. The SOU also outlines the rights of the respondent and other procedural and administrative requirements associated with the WHB. At this time, the respondent is provided with copies of all statements and evidence which will be presented at the WHB. The SOU must be served at least 3 calendar days prior to the WHB.

3.2.2.2.1.1. The WHB Chairman may approve requests from the respondent for a delay beyond the scheduled WHB for good cause.

3.2.2.2.1.2. The respondent may waive the 3 calendar days notification requirement. If the respondent does not waive the 3 calendar days requirement, the WHB must be rescheduled to meet the 3 calendar days notification criteria.

3.2.2.2.2. Generally, all evidence which is relevant is admitted. Evidence is considered relevant if it tends to make the existence of any material fact more or less certain. A material fact is one which is of consequence to the members in determining whether or not an Honor Code violation has occurred.

3.2.2.2.3. The WHB Chairman must advise the respondent that consultation with third parties is permissible at any time. The respondent is encouraged to consult with Honor Officers/NCOs, legal counsel, parents, chaplain, coach, friends, other cadets, etc.

3.2.2.2.4. The respondent may request to present evidence or call witnesses as desired, but the final decision as to the admissibility and relevance of evidence rests with the WHB Chairman.

3.2.2.2.5. The WHB Chairman must notify the respondent and witnesses of WHB procedures, to include date, time, location of the hearing, and decorum. The WHB Chairman will make every effort to insure all witnesses are able to attend during the designated time as exceptions/exemptions to testimony must meet the criteria outlined in 3.2.2.3.6.

3.2.2.2.6. New Evidence. In the event new evidence is provided by other than the respondent prior to the WHB, the respondent must have 3 calendar days notification or must waive the requirement. New evidence provided by the respondent must also meet this 3 calendar

days requirement unless the WHB Chairman agrees to admit it. The WHB Chairman is responsible for making determinations regarding the admissibility of evidence. However, the WHB Chairman also needs time to review and prepare copies of the evidence. The WHB Chairman may grant requests from the respondent for delay beyond the 3 calendar days for good cause.

3.2.2.3. Conduct of a WHB. WHB proceedings are non-adversarial administrative actions having no prosecutor or defense representation. Hence, legal counsel with whom the respondent has consulted is not permitted to be present in the WHB during any of the proceedings. However, such counsel may be present outside the WHB to consult with the respondent during recesses.

3.2.2.3.1. At the hearing, the WHB Chairman uses the WHB Script to advise on the conduct of the proceedings and provide guidance to the respondent.

3.2.2.3.2. The respondent may have the WHB open or elect to close it to spectators.

3.2.2.3.2.1. If closed, the only non-participants allowed to attend are Squadron Honor Representatives, EXCO members, and CWCH members. The respondent may choose to have their CS AOC, AMT and/or SPEA present.

3.2.2.3.2.2. Normally, personnel assigned to the Academy are allowed as spectators at open WHB (this does not apply to legal counsel with whom the respondent has consulted). In consultation with CWCH, the WHC may restrict Academy personnel attendance and/or approve spectators other than Academy personnel to attend WHB proceedings.

3.2.2.3.2.3. Cadets attending a WHB must have prior instructor approval to miss any classes during this proceeding, prior CS AOC approval for any squadron activities/appointments missed during this proceeding, and prior approval from coaches for any intercollegiate activities missed.

3.2.2.3.2.4. All spectators must be in service dress uniform.

3.2.2.3.3. The respondent is required to be present during the WHB.

3.2.2.3.4. The respondent may challenge any voting member for cause and the challenge may be sustained or overruled according to the WHB Chairman.

3.2.2.3.5 Every reasonable effort must be made to have the initiator and witnesses present to testify.

3.2.2.3.5.1. The WHB Chairman ensures all previously approved witnesses have testified prior to closing the WHB for deliberations.

3.2.2.3.5.2. Any exceptions to witness ability to testify which is known before the investigation end date must be cleared by the Case Investigative Chairman and the CLA for the case.

3.2.2.3.5.3. If an initiator or witness cannot be present, every reasonable effort must be made to hear the verbal testimony of initiators and witnesses (telephone, teleconferencing, etc).

3.2.2.3.5.4. Should an initiator or witness be unable to testify on the day of the WHB (due to emergency leave, TDY, other duty of higher priority, etc), the WHB Chairman must consult with the WHC and/or CWCH to receive the authority to proceed with the WHB without the testimony of that initiator or witness. If authority is not granted, or the approving authorities cannot be reached, the WHB must be recessed until a later date.

3.2.2.3.6. The respondent may ask questions of witnesses through the WHB Chairman orally or in writing.

3.2.2.3.7. The respondent must be given full opportunity to call witnesses with WHB Chairman approval.

3.2.2.3.8 Relevancy of evidence/testimony. Relevant evidence/testimony is defined as that which tends to make the existence of any fact of consequence to the determination of the action more probable or less probable than it would be without the evidence/testimony. For WHB proceedings, evidence/testimony is normally considered relevant only if it helps determine the respondent's act and intent. In some cases, other evidence, such as the nature of the relationship between the initiator and the respondent, may be relevant. If a WHB Chairman, with the advice of the BLA, is uncertain about the relevance of certain evidence/testimony, they should normally allow it to be admitted.

3.2.2.3.9. The respondent may testify on their own behalf. However, if the respondent testifies falsely on material issues and thus raises a separate allegation(s), the testimony given at the WHB can be used in a new honor investigation and/or subsequent related proceedings. The respondent is not required to testify and the WHB Chairman must inform them of this. The decision not to testify must not be construed as evidence against the respondent. The respondent has the following options at the WHB:

3.2.2.3.9.1. The respondent may remain silent and say nothing at all, orally or in writing. In this situation, WHB members would not be allowed to ask questions of them. Members will be instructed that their silence shall not be construed against them.

3.2.2.3.9.2. The respondent may waive their right to remain silent, in which case they would be able to speak before the WHB and/or submit a written statement. In this situation, the respondent is subject to WHB members' questions.

3.2.2.3.9.3. The respondent may choose to submit a written statement for the member's consideration, but choose not to testify orally before the members. In this situation, they would still be subject to questioning by members on the matters contained in their written statement. The WHB Chairman, with advice of the BLA, would ensure that the respondent would not be asked any questions outside the scope of the written statement.

3.2.2.3.10. New allegation(s) or evidence during a WHB. If evidence of potential Honor Code violations other than those listed on the LON(s) arises at the WHB, the WHB Chairman should call a temporary recess.

3.2.2.3.10.1. After consulting CWCH, the WHB Chairman will either reconvene the WHB to reach a verdict on the existing allegation(s) or prepare a supplemental LON(s) which incorporates the new allegation(s).

3.2.2.3.10.2. The WHB may proceed without delay only if further investigation of facts is not requested, the respondent has been served with a supplemental LON(s), and the respondent waives the requirement of 3 calendar day notice.

3.2.2.3.10.3. The WHB Chairman may grant requests from the respondent for delay beyond the 3calendar days for good cause. If a new WHB is convened, then another set of WHB members is selected.

3.2.2.3.11. Deliberations. After delivering the final instructions, the WHB Chairman, voting members, and Officer Mentor discuss the case in closed deliberations.

3.2.2.3.11.1. Voting members and the Officer Mentor are not permitted to leave the WHB during deliberations to communicate with anyone about the case. They are permitted to leave during recesses, but cannot engage in any off-the-record communications with anyone.

3.2.2.3.11.2. For the deliberation sessions, the room is cleared of all other observers and personnel, except EXCO members under certain conditions listed below.

3.2.2.3.11.2.1. EXCO members are allowed to be present in order to gain knowledge and experience to better prepare them to act as WHB Chairman, in order to provide feedback to the WHB Chairman on the conduct of the WHB after it is adjourned, and to ensure the process is being conducted in accordance with all applicable policies and regulations. However, if EXCO members served on a CSRP for the respondent, then they should not sit in during the deliberations of a WHB for a related allegation(s) against the same respondent in order to avoid the appearance of influencing the deliberation process.

3.2.2.3.11.3. Observers may not influence the deliberation process nor communicate with the WHB Chairman, voting members, or Officer Mentor while they are in closed session.

3.2.2.3.11.4. The WHB Chairman may recess the WHB at their discretion to consult with the BLA or CWCH for advice in legal or procedural matters. The WHB Chairman maintains the responsibility to make independent decisions on such matters.

3.2.2.3.12. Voting. When deliberations are complete, the members vote by secret written ballot.

3.2.2.3.12.1. A member votes a violation has been committed only if the evidence convinces that member beyond a reasonable doubt the respondent has violated the Honor Code as alleged.

3.2.2.3.12.1.1. Reasonable doubt is a doubt based on reason and common sense.

3.2.2.3.12.1.2. A reasonable doubt is not mere conjecture; it is an honest, conscientious doubt suggested by the evidence or lack of it. An absolute mathematical certainty is not required.

3.2.2.3.12.2. A two-thirds majority vote (6 of 9) is required to find a cadet in violation of the Honor Code. The votes are counted by the WHB Chairman and verified by the Officer Mentor.

3.2.2.3.12.3. Upon completion of the WHB all ballots are destroyed.

3.2.2.3.13. Announcement of WHB decision. Upon completion of deliberations, the WHB Chairman reconvenes the WHB and reads the finding to the respondent: violation or no violation. The decision, but not the vote, is announced to the respondent in a recorded session, during which the WHB Chairman indicates for the record the names of any observers who were present during deliberations.

3.2.2.3.13.1. Cadets found not in violation at the WHB remain as they were, cadets in good standing. However, if the WHB Chairman believes the cadet's conduct which brought them to a WHB indicates a lack of understanding of, or poor attitude towards, living honorably, the WHB Chairman may recommend the cadet be entered in Honor Mentorship (ref 3.4.4.2.16.).

3.2.2.3.13.2. When found in violation at a WHB, the presumptive sanction is disenrollment.

3.2.2.3.13.2.1. Under extraordinary circumstances, the WHB Sanction Recommendation Panel (WHBSRP) may recommend a lesser sanction.

3.2.2.3.14. Upon adjournment of a WHB, the Chairman serves the cadet found in violation the LOS from the Commandant. All administrative sanctions are immediately applicable (ref 3.4.4.1.)

3.2.2.3.15. WHB Debrief. At the conclusion of a WHB (violation and no-violation findings), respondents have the option of scheduling a meeting with their WHB Chairman 1-3 calendar days following the WHB. The respondent's CS AOC, CS/CC and Primary Honor Officer must also be present. CS AOCs and CS/CCs may designate the AMT or Squadron Operations Officer respectively to attend in their absence.

3.2.3. **WHBSRPs** are convened when a cadet is found in violation of the Honor Code at a WHB for the purpose of determining the cadet sanction recommendation.

3.2.3.1. The respective WHB Chairman will coordinate with the respondent and CWCH to ensure a WHBSRP occurs within three duty days of a WHB. Extensions to the three day requirement may be granted by CWCH.

3.2.3.2. WHBSRP members.

3.2.3.2.1. The GHC from the WHB will chair the WHBSRP.

3.2.3.2.2. The WHC or designated WHCD.

3.2.3.2.3. A first-class Cadet Honor Representative at large.

3.2.3.3. Procedures.

3.2.3.3.1. The respondent chooses to have the WHBSRP open or can elect to close it to spectators. The respondent's choice is recorded on the Chairman's summary.

3.2.3.3.1.1. If closed, the only non-participants allowed to attend are Squadron Honor Representatives, EXCO members, and CWCH members. The respondent may choose to have their CS AOC, AMT and/or SPEA present.

3.2.3.3.1.2. Personnel assigned to the Academy are allowed as spectators at open WHBSRPs, but this does not apply to legal counsel with whom the respondent has consulted (ref 3.1.5.1.9.). The WHC may restrict Academy personnel attendance and/or approve spectators other than Academy personnel to attend WHBSRP proceedings.

3.2.3.3.1.3. All cadets attending WHBSRPs must have prior instructor approval to miss any classes during this proceeding, prior CS AOC approval for any squadron activities/appointments to be missed during this proceeding, and prior approval from coaches for any intercollegiate activities missed.

3.2.3.3.1.4. All spectators must be in service dress uniform.

3.2.3.3.2. The WHBSRP members review the case file from the WHB. Members will only have information pertaining to the honor case, and will not have any other information regarding the respondent, to include character reference letters.

3.2.3.3.3. The respondent is brought in and the members ask them questions concerning the finding of the WHB.

3.2.3.3.4. The members deliberate. For deliberation sessions, the room is cleared of all observers and all other personnel, except EXCO members under certain conditions listed below.

3.2.3.3.4.1. EXCO members are allowed to be present during deliberations in order to gain knowledge and experience to better prepare them to act as members of a WHBSRP, in order to provide feedback to the WHBSRP Chairman on the conduct of the WHBSRP after it is adjourned, and to ensure the process is being conducted in accordance with all applicable policies and regulations.

3.2.3.3.4.2. Observers may not influence the deliberation process nor communicate with WHBSRP members while they are in closed session.

3.2.3.3.5. A cadet is subject to all possible sanctions as defined in Section 3.3.

**3.2.4. New Evidence Obtained After a WHB Violation.** If in the judgment of the WHC, significant new evidence is produced following the conclusion of a WHB in which the respondent was found in-violation, and the evidence is produced within five calendar days of the Case Releasable File meeting, the evidence will be presented to the reassembled WHB which voted on that case. By a majority vote the voting members will decide whether the case should be reopened to hear the new evidence. If they elect to reopen the case the same WHB will rehear and revote on the affected portions of the case. If the same members cannot be recalled, the WHC may convene a new WHB with new members.

**3.2.5. Joint Case Procedures.** A joint investigation may be conducted when two or more cadets whose participation in an event which possibly constitutes an honor violation was substantially identical, related, and simultaneous.

3.2.5.1. Joint Investigation Procedures. As soon as practical after being notified two or more cadets are alleged to have acted in concert, the WHC determines whether a joint investigation may be appropriate.

3.2.5.1.1. A CLA is consulted to discuss the legal implications of the recommendation. The CLA (normally from DFL) should seek concurrence with a legal representative from HQ USAFA/JA before proceeding with the joint recommendation. When a potential joint case is submitted to CWCH, the normal investigation procedures outlined in 3.1.5. are followed.

3.2.5.1.2. The Case Investigative Chairman appoints a Joint IT from a squadron or squadrons other than those of the respondents or initiators involved. The Joint IT will consist of a sufficient number of investigators as determined by the Case Investigative Chairman based on the complexity of the case. The Case Investigative Chairman appoints a lead investigator who is responsible for coordinating the investigation.

3.2.5.2. Case Review for Joint WHBs.

3.2.5.2.1. A CLA must always be consulted to discuss the legal implications of the proposed joint investigation and provide an opinion and recommendation on whether or not to proceed as a Joint Case. The normal procedures outlined in 3.1.6. are followed during case review.

3.2.5.2.2. In addition to the steps required for a normal case review involving only one respondent, the reviewing officers also determine whether or not a Joint WHB is appropriate. Reviewing officers must ensure a Joint WHB would not result in unfair treatment of either respondent. Factors to consider include: timing of the suspected violation, similarity of the allegations, nature of the evidence, identity of the witnesses, how the acts between the respondents are related, and whether the respondents have conflicting interest.

3.2.5.2.3. Approval authority to conduct a Joint WHB resides with CWC. However, the CLA for the case may sever the respondents' cases if due process is at risk of being compromised.

3.2.5.2.4. When a respondent admits to the violation, the respondent admitting to the allegation(s) meets a CSRP. The remaining respondent(s) face a WHB/ Joint WHB.

3.2.5.3. Joint WHBs are encouraged when feasible in order to ensure consistent disposition of related honor cases. Joint WHBs follow the guidance in 3.2.2. with the following additional guidelines.

3.2.5.3.1. When presented with the SOU, the respondents are notified of the decision to hold a Joint WHB.

3.2.5.3.2 If at least one respondent of a Joint WHB desires a closed Joint WHB, it will be closed to spectators.

3.2.5.3.3. If a group of cadets alleged to have committed an honor violation(s) arising out of the same circumstances include cadets of different classes, the Joint WHB members will be chosen based on the highest ranking respondent's class in accordance with 3.2.2.1.2.

3.2.5.3.4. Each respondent must be present during the presentation of all evidence and be provided the opportunity to hear testimony from and question each witness.

3.2.5.3.5. Each respondent may testify on their own behalf. The highest ranking cadet is given the first opportunity to testify, followed by the next highest ranking cadet and proceeding down in rank to the lowest ranking respondent.

3.2.5.3.6. If at any time CWCH, WHC, Joint WHB Chairman, or BLA feel further Joint WHB proceedings should occur separately, they should notify the Joint WHB Chairman.

3.2.5.3.6.1. The Joint WHB Chairman notifies the respondents of the concern and gives them an opportunity for input on the status of the Joint WHB.

3.2.5.3.6.2. The Joint WHB Chairman consults with the BLA and CWCH to help determine the most appropriate course of action.

3.2.5.3.6.3. If the Joint WHB Chairman determines separate WHBs are necessary so as not to unduly prejudice one of the respondents, the Joint WHB Chairman stops the current proceeding and convenes new WHBs to hear each case.

3.2.5.3.7. Joint WHB members vote on each allegation(s) for each respondent separately.

3.2.5.3.8. Sanctions procedures take place in accordance with section 3.3.

**3.3. Sanctions.** Each cadet who attends the Academy is expected to enter with a basic understanding of and commitment to doing what is right. This could be considered as an entry requirement, though one which is difficult to measure. Compliance with the Honor Code is a requirement for membership in the AFCW. This has always been true and still exists as the minimum standard. Some Honor Code violations are not the result of a basic flaw in the individual as much as they are the result of a lack of moral conviction or self-discipline to live according to one's conscience. When a cadet is found in violation of the Honor Code, there are three sanction options, disenrollment, Honor Probation or Honor Rehabilitation.

**3.3.1. Sanction recommendations.** Recommendations are required when a cadet is found in violation of the Honor Code. Each violation is carefully considered on a case-by-case basis. For CSRPs, recommendations are provided by the CSRPs Chairman, the cadet's CS/CC, CS AOC, CG AOC, CWCH, CWC, and CWV. For WHBs, the respondent will coordinate with CWCH to schedule a WHBSRP that should take place within three calendar days following the WHB to determine a sanction recommendation. Recommendations are made by the WHBSRP Chairman, cadet's CS/CC, CS AOC, CG AOC, CWCH, CWC, and CWV. Sanction recommendations must address, but are not limited to the following four factors:

- a) Time under the Honor Code (since Acceptance Day Parade)
- b) Egregiousness of the offense (how severe and/or deliberate)
- c) Fortrightness (how direct and straightforward the cadet was during the process)
- d) Type of report: self-report, admit, or deny (ref 3.1.6.2.1-3)

3.3.1.2. Upon being found in violation of the Honor Code at a CSRPs or WHB, the cadet must set up a meeting with CWCH to receive a copy of the case releasable file documents. The CS AOC and/or AMT will also attend this meeting and receive a copy of the case releasable file documents which include:

- a) A copy of the Case Summary
- b) IT Summary
- c) LON(s)
- d) Witness Statement(s)
- e) Any other evidence
- f) SOU
- g) LOS
- h) Request for immediate Honor Remediation MFR (if applicable)
- i) WHB Transcript (if applicable)

- j) Sanction recommendation from the CS AOC and CG AOC (USAFA Form O-299)
- k) Sanction recommendation from the CSRP or WHBSRP Chairman (MFR), CS/CC (MFR) and CWCH (SSS)

3.3.1.3. The cadet has four calendar days from this meeting to submit matters for consideration. Delays may be granted by CWCH.

3.3.1.3. 1. Documents which may be submitted include any number of signed and dated character reference letters or written statements, and, if the cadet chooses, a personal written statement from themselves.

3.3.1.3.2. Only the respondent may request an extension and must submit a letter to CWCH requesting the extension. Extensions may be granted for legitimate causes.

3.3.2. A sanction package is assembled and consists of:

- a) Case releasable file documents.
- b) Matters for consideration.

3.3.3. **CWCH assembles the sanction package** and routes it through CWC (SSS) and CWV (USAFA Form O-299 and SSS) for their sanction recommendation to the Commandant. A legal review by HQ USAFA/JA is required prior to the Commandant's decision whenever the package includes a recommendation for disenrollment. The review for legal sufficiency includes matters of due process, compliance with the HCRH procedures, and any other relevant legal issue which will help the Commandant or Superintendent reach a decision. It will not question cadet interpretation of their Honor Code, nor second-guess the results of a CSRP or WHB.

3.3.4. The Commandant has two choices: suspend disenrollment and place the cadet in Honor Remediation (Probation or Rehabilitation) or recommend the cadet be disenrolled.

3.3.4.1. If the Commandant places the cadet in Honor Remediation, disenrollment proceedings are suspended.

3.3.4.1.1. A meeting with CWC must be made to formally serve the sanction as soon as possible.

3.3.4.1.2. The cadet must set up a meeting with CWCHR within 24 hours of being served, unless previously approved for immediate Honor Remediation.

3.3.4.1.3. The cadet must successfully complete Honor Remediation to terminate disenrollment proceedings and be restored to the AFCW as a cadet in good standing. If the cadet does not successfully complete Honor Remediation, disenrollment actions resume.

3.3.4.2. If the Commandant's recommendation is for disenrollment, the cadet may resign or appeal the recommendation to the Superintendent. A meeting with CWC must be made to

formally serve the sanction as soon as possible. Upon being served disenrollment, the cadet has 24 hours to decide and inform CWCH whether or not they will appeal.

3.3.4.2.1. Resignation Procedures. The cadet goes to their CS AOC to begin the resignation process (USAFA Form 34). Cadets are reminded to speak with their CS AOC in order to clarify the difference between resigning and being disenrolled.

3.3.4.2.2. Appeal Procedures. Only the Superintendent has the authority to disenroll a cadet found in violation of the Honor Code.

3.3.4.2.2.1. If a cadet appeals the Commandant's recommendation for disenrollment, the case is forwarded to the Cadet Disenrollment office.

3.3.4.2.2.2. The cadet is allowed to submit any additional matters relevant to the case which have not already been submitted.

3.3.4.2.2.3. HQ USAFA/JA provides any further legal concerns, considering all inputs, and prepares a forwarding SSS to the Superintendent.

3.3.4.2.2.4. The Superintendent may act on the case or exercise the option to consult the Academy Board to discuss the case.

3.3.4.2.2.4.1. The Academy Board members are provided a copy of the complete package, to include all matters submitted by the cadet, and the opportunity to review the package prior to convening.

3.3.4.2.2.4.2. The Academy Board convenes and discusses the case and makes a recommendation to the Superintendent.

**3.3.5. The Superintendent has all sanction options available when making a decision.** The Superintendent may concur with the Commandant's recommendation, or non-concur with the Commandant's recommendation and choose to take no action, place the cadet in Honor Remediation or disenroll the cadet. The Superintendent's decision is final.

3.3.5.1. If the Superintendent places the cadet in Honor Remediation, disenrollment proceedings are suspended.

3.3.5.1.1. A meeting with CWC must be made to formally serve the sanction as soon as possible.

3.3.5.1.2. The cadet must set up a meeting with CWCHR within 24 hours of being served, unless previously approved for immediate Honor Remediation.

3.3.5.1.3. The cadet must successfully complete Honor Remediation to terminate disenrollment proceedings and be restored to the cadet wing as a cadet in good standing. If the cadet does not successfully complete Honor Remediation, disenrollment actions resume.

3.3.5.2. Disenrollment Procedures. Upon notification of disenrollment by the Superintendent, the cadet must begin out processing through their CS AOC in coordination with the Cadet Disenrollment office.

**3.4. Honor Remediation.** One of the basic foundations of the Honor Code System is, under certain conditions, a cadet who has violated the Honor Code may recover from their ethical lapse. The assumption is moral development may be accomplished through diligence if the offense is not extreme and the cadet willingly accepts responsibility and demonstrates resolve to live honorably. For this reason, the Commandant or the Superintendent has the authority to suspend disenrollment for a period of time, giving the cadet an opportunity to recover from their violation and be restored to good standing in the AFCW. This period has been highly formalized and “reengineered” throughout its history for maximum benefit to the cadet, the AFCW, and the USAF. There are two remediation programs providing the possibility for a cadet to return to the status of “Cadet in Good Standing”: Honor Probation and Honor Rehabilitation. For cadets who through their actions have demonstrated a propensity to skirt the “honor line” but have not crossed it, there is an additional program called Honor Mentorship.

**3.4.1. Honor Remediation Overview.** Honor Probation (6 months) and Honor Rehabilitation (3-6 months) are programs during which a cadet who has violated the Honor Code recognizes and admits their mistake, understands it, takes responsibility for it, learns from it, and moves beyond it with a deeper commitment to professional values. Cadets failing to take responsibility for their own development while in Honor Remediation have failed the program and are subject to disenrollment.

3.4.1.1. Honor Rehabilitation. Cadets who self-report a violation may be placed in Honor Rehabilitation. The activities are similar to those in Honor Probation except there is a community service component. If the cadet fails to progress as directed, Honor Rehabilitation is converted to Honor Probation.

**3.4.2. Honor Remediation Goals:** Reflection, Rehabilitation, and Restoration. The ultimate goal, restoration as a person of absolute integrity, is the top priority. To be restored one must change their habits (rehabilitation) which allowed them to violate the Honor Code. To change habits one must reflect on what habits led to the violation and why.

**3.4.3. Honor Remediation placement.** There are two times when a cadet may be placed in Honor Remediation. The first is if granted immediate Honor Remediation and the second is if formally sanctioned. Unless granted immediate Honor Remediation, it begins when CWC formally serves the sanction.

3.4.3.1. Immediate Honor Remediation. CWCH is the approval authority for immediate Honor Remediation to select cadets prior to the Commandant’s sanction decision. Granting of immediate Honor Remediation is not a guarantee the Commandant will elect to retain the respondent. The respondent is offered a chance to request immediate Honor Remediation after the case releasable file meeting. If approved for immediate Honor Remediation, the cadet must make an appointment and meet with CWCHR to start the clock for the sanctioned time.

3.4.4. Honor Remediation has both punitive and rehabilitative components.

3.4.4.1. The punitive component and following provisions apply immediately to all cadets found in violation of the Honor Code when served the LOS (provision e) and f) do not apply for Honor Rehabilitation).

- a) Removal of all rank
- b) Removal from all positions during the academic year and leadership positions during the summer
- c) Removal from all Academy representation (i.e., sports, clubs, etc.)
- d) Removal from all merit lists (wear of merit pins is unauthorized)
- e) Restricted to USAFA base installation (excluding Base Housing and the Base Community Center); clarification of this provision should be accomplished through WHCD-R
- f) Loss of all privileges as follows: prohibited from wearing civilian clothes except when on official leave status away from the Academy. When traveling to/from the Academy, wear of service dress is required. Use of any audio or video devices for entertainment purposes are prohibited

3.4.4.2. The rehabilitative component allows the cadet to grow and develop their understanding of and commitment to professional values. It involves the application and practice of moral values and ethics. It is not the purpose of this sanction to merely avoid further infractions; rather, the goal is to internalize the Honor Code and become a well-rounded cadet.

3.4.4.2.1. Cadets are required to meet with CWCHR at regular intervals. They must schedule an initial counseling session to outline the details, restrictions, and expectations of the program. A follow-up session is held by the third week to assess their progress; to ensure their work efforts are on track and all necessary plans are approved and in place. The next mandatory counseling session is conducted at their midpoint. The final mandatory counseling session is conducted five weeks from the end of the program. During this time, CWCHR sends a reminder to their CS AOC for the removal package turn-in date. The removal package is typically due two weeks from the end of the program.

3.4.4.2.2. Honor Remediation team. A critical part of the remediation program is educating and informing all members of the Honor Remediation team. The team consists of the CS AOC, AMT, CS/CC, Squadron Honor Representatives, Flight Commander, Element Leader, SPEA, and Senior Mentor. These people are involved with guiding, counseling and overseeing the cadet's remediation. CWCHR contacts every cadet's team to brief program expectations so all are "working off the same sheet of music."

3.4.4.2.3. Each cadet afforded the opportunity to partake in Honor Remediation bears the ultimate responsibility for their success or failure. The cadet is given instruction on what is required and provided resources and support from CWCH and their Honor Remediation team. However, the cadet must take the initiative to ensure all work is complete in accordance with the timeline. This program requires actions to be accomplished on a daily, weekly and monthly basis; there are no provisions for cadets who fall behind.

3.4.4.2.4. The core elements for Honor Remediation are maintained in a three-ring binder referred to as an "Honor Remediation portfolio." The portfolio contains four sections to

include a calendar, journal, counseling/mentoring, and projects documentation. The minimum requirements for the portfolio are outlined below. Accomplishing these minimum portfolio requirements and internalization of the Honor Code ensure successful completion of Honor Remediation. Cadets failing the minimum requirements are recommended for disenrollment.

3.4.4.2.4.1. Calendar. Required for cadets in Honor Probation only. The calendar is intended to be used as both a planning tool and record of execution. The calendar spells out every aspect of the cadet's remediation to include daily journaling, project milestones and counseling/mentoring sessions.

3.4.4.2.4.1.1. A plan should be established for the entire remediation period to complete all requirements. Furthermore, the cadet must continuously update the calendar on a daily basis documenting their actual progress and any new plans. Good time management is essential for success.

3.4.4.2.4.1.2. The cadet should schedule all mandatory meetings with their respective counselor or mentor at least one week in advance. Proactive communication is critically important to success.

3.4.4.2.4.1.3. If for any reason the cadet feels they cannot meet one of their remediation requirements on time, they must contact CWCHR immediately to discuss a proactive get well plan. Deficiencies not communicated with CWCH could result in failing remediation.

3.4.4.2.4.2. Journal. During remediation, cadets keep a journal in which they organize their thoughts and ideas.

3.4.4.2.4.2.1. In Honor Probation, each cadet is required to make a journal entry at least every two to three days. In Honor Rehabilitation, each cadet is required to write a journal entry twice a week; each entry must be written at least two days apart.

3.4.4.2.4.2.2. These entries must be about honor, integrity, morals, or values. The journal should have a descriptive and a reflective portion.

3.4.4.2.4.2.2.1. The descriptive portion should relate activities/experiences relevant to remediation, such as things highlighting professional values.

3.4.4.2.4.2.2.2. The reflective portion is very intense. Cadets typically go through a process where they delve deep within their psyche and examine their personal value system and its foundation. They examine what they see as their current level of integrity in comparison to the level of integrity they believe is required of an officer, and how to close the gap between the two.

3.4.4.2.4.2.3. Each entry must be at least one-third of a page, single-spaced, and typed in 12 pitch Times New Roman font with one inch margins. Each entry must be numbered and dated.

3.4.4.2.4.4. The journal provides a valuable piece of documentation. It helps the Honor Remediation team be more informed on the cadet's activities. The cadet should send electronic copies of the journal to their respective Honor Remediation team prior to any scheduled meeting.

3.4.4.2.4.2.5. During Honor Remediation, documentation is very important. The counselor/mentor must read the journal; at a minimum it should be a topic of discussion. The journal should also help the cadet stay on track. There is no right way to write journal entries. They can be structured using the journal topics or left unstructured. Journals are to be personal reflections. Use of articles, quotes, etc. should be documented and credit given to the author.

3.4.4.2.4.3. Counseling/Mentoring. Cadets in Honor Probation are required to meet with their Element Leader, Honor Officer, SPEA, CS AOC and Senior Mentor once per month for counseling and mentoring. Cadets in Honor Rehabilitation must meet with their CS AOC, Honor Officer, and the WHCD-R once per month.

3.4.4.2.4.3.1. Counselors should carefully review the cadet's progress each month and discuss goals for meeting future objective requirements.

3.4.4.2.4.3.2. The counseling session should be used as a mentoring opportunity to discuss the cadet's character growth and internalization process.

3.4.4.2.4.3.3. The journal and completed projects should serve as an additional indicator to the counselor on where the cadet is in their development.

3.4.4.2.4.3.4. There is no minimum timeframe for counseling; however, the counselor should take their role seriously. They must provide written documentation of their assessment of the cadet's progress; the appropriate forms are provided in the cadet's counseling tab within the portfolio.

3.4.4.2.4.3.5. If the counselor foresees any problems in the cadet's progress whatsoever, they need to inform the chain of command. CWCH should be kept in the communication loop. CWCHR must be informed immediately of any major portfolio deficiencies or breaches of the sanctions agreement.

3.4.4.2.4.3.6. Mentoring is considered one of the most robust methods of character development. The cadet selects their Senior Mentor from a list of qualified volunteers. CWCH maintains the list of Senior Mentors, pay grade O-5 or above, active or retired. The cadet narrows down their selection and contacts the mentor to confirm acceptance. The cadet must write a short justification as to why they chose their selected mentor.

3.4.4.2.4.3.7. Cadets must meet with their mentor every month; the required total monthly duration is 50 minutes. No documented comments from the Senior Mentor are required in an effort to create a comforting, non-retributive, and open atmosphere.

A mentor, with their experience and maturity, helps the cadet reflect, rehabilitate and be restored to the AFCW in good standing. The mentor is a listener and asks the hard questions. The mentor should help the cadet look inside themselves and accept responsibility for their actions.

3.4.4.2.4.4. Cadets in Honor Remediation complete a series of small projects throughout the course of their program. The projects serve to provide them tools to improve their poor habits impacting their character, foster the internalization process, and assist in educating the AFCW in areas related to honor. A standard project milestones worksheet is provided for each cadet. They may submit deviations to the project tab to incorporate personal talents and interests to further aide in personal development and in educating the AFCW.

3.4.4.2.5. Evaluation. The expectation from this experience is that the cadet internalizes the Honor Code and uses it as a filter between their thoughts and behavior. Each cadet in Honor Remediation is carefully considered on a case by case basis to evaluate their progress.

3.4.4.2.5.1 Each cadet in Honor Probation will meet a Probation Sanction Recommendation Panel (PSRP) for their Midpoint Evaluation. The three outcomes of a PSRP are: “Sanctions Removal,” “Remain on Probation,” or “Disenrollment.”

3.4.4.2.5.2 Each cadet will submit their PSRP package to the WHCD-R no later than two weeks prior to their midpoint.

3.4.4.2.5.3 The package will include:

- a) SSS that has been signed through their chain of command that explains why they believe they deserve a specific PSRP outcome. (Squadron Honor Officer, CS/CC, CS AOC, CG AOC, WHCD-R).
- b) All journals up to date
- c) All essays and grade sheets
- d) MFR from their CS/CC
- e) MFR from their CS AOC/AMT
- f) MFR from their Senior Mentor
- g) MFR from their SPEA
- h) MFR from WHCD-R
- i) All relevant grade sheets from honor lessons, squad presentations, etc...

3.4.4.2.5.4 PSRP Members. CSRP/WHBSRP Chairman becomes the PSRP Chairman. WHC (WHCD) and Squadron Honor Representative who sat on the CSRP/WHBSRP. If any of these representatives cannot be present due to graduation or other extenuating circumstances, the WHC will appoint a similar representative.

3.4.4.2.5.5 The factors that will be considered are the timeliness of their assignments, the quality of their assignments, the recommendations provided by the MFRs in the cadet’s PSRP package, and the recommendations made by WHCD-R. The board will refer to 3.4. to see if the cadet is truly grasping the concepts and the goals of Honor Probation.

3.4.4.2.5.5.1 Any extra projects or initiatives will be considered, but not held against the cadet if they choose not to engage in them.

3.4.4.2.5.6 During a PSRP, the members will question the cadet concerning their time in Honor Probation and the tasks they have been required to accomplish.

3.4.4.2.5.7 The cadet will leave while the PSRP deliberates about their recommendation.

3.4.4.2.5.8 After deliberation, the cadet will be called back in and the PSRP Chairman will deliver the recommendation.

3.4.4.2.5.9. The PSRP Chairman will sign the SSS and send an MFR explaining the PSRP decision and attach it to the PSRP package. The package will then be sent to CWCH and then to CWV for final approval/disapproval.

3.4.4.2.6. Sanction removal. When sanction removal is authorized by CWV, sanction e) and f) from 3.4.4.1. are immediately removed. Sanction removal only removes punitive sanctions. The cadet is still in Honor Probation and is expected to meet all deadlines, meetings, and Honor Probation expectations. The intent of this removal is to allow for the remediation process to help those cadets in Honor Probation, who seem to have grasped the true “spirit” of the Honor Code and have shown this through their diligence and hard work during the first three months of Honor Probation, to not grow cynical towards the Honor Code.

3.4.4.2.7. Final Evaluation. At the end of the Honor Remediation period the cadet is evaluated and the Commandant makes a decision to either restore the cadet to good standing or resume the disenrollment process.

3.4.4.2.7.1. Restoration requires the cadet to have demonstrated they have internalized the values of the Honor Code and resolved to live honorably. They are evaluated objectively and subjectively to determine if the goals of Honor Remediation have been met and the cadet should return to the status of cadet in good standing.

3.4.4.2.7.2. The Honor Remediation team and CWCHR evaluate the cadet’s performance and all make a recommendation to the Commandant. These recommendations are based on an objective assessment of acceptable completion of the four areas within the portfolio, adherence to sanctions, and overall conduct. They are also based on an overall subjective assessment of the cadet’s internalization of the values of the Honor Code. The overall evaluation/recommendation may be one of successful completion and restoration to the AFCW or unacceptable/deficient performance and disenrollment. These recommendations are included in a decision package routed through the CG AOC, CWCH, CWC, and CWV to the Commandant.

3.4.4.2.8. Completion. The reviewing authorities consider the cadet’s entire record with emphasis on the above factors. The Commandant may remove the cadet from Honor

Remediation and restore them to the AFCW in good standing or recommend disenrollment and resume the disenrollment proceedings. A cadet is subject to all sanctions of Honor Remediation until served their removal paperwork by CWC.

3.4.4.2.14. Early release. Success of this sanction process is predicated on rehabilitation over the full term of the assigned sanction period. This is necessary for the cadet to demonstrate genuine acceptance of the consequences and maximize benefit by working authentically and diligently to restore honor; not to speedily produce portfolio results. Therefore, early release, validation of requirements, or any other exemption from the full term and conditions of the sanction is prohibited (except sanction e) and f) when granted by a PSRP).

#### 3.4.4.2.15. Deviations from Commandant's Sanctions.

3.4.4.2.15.1. Character Passes are available exclusively to those cadets who, following their midpoint evaluation, are performing at a satisfactory level as determined by CWCHR.

3.4.4.2.15.1.1. A cadet will be considered for no more than one Character Pass per month after the midpoint evaluation, not to exceed the squadron pass package specific to the cadet's class, at the discretion of the CS AOC.

3.4.4.2.15.1.2. Permissible activities for a Character Pass typically demonstrate a volunteer spirit or association with a positive influence including dinner with their Senior Mentor or volunteering time towards a charitable organization.

3.4.4.2.15.1.3. Uniform for Character Passes is service dress unless other clothing is deemed more appropriate due to the nature of the activity (e.g., utility clothing is appropriate wear while working with Habitat for Humanity). Alternate uniform or clothing must be approved by the Chain of Command.

3.4.4.2.15.1.4. Cadets must proceed directly to and from the character-building activity and participate only in directly related activities (i.e. side trips to visit sponsors, shopping or other social activities are not authorized).

3.4.4.2.15.2. Approval for Character Passes is coordinated with a SSS. The chain of approval considers whether the nature of the proposed activity fits with the spirit of the Character Pass program. Under no circumstances should the Character Pass be issued for an event whose main purpose is to entertain.

3.4.4.2.15.2.1. CS AOC, CG AOC, CWCHR and CWCH provide their recommendation to CWV who approves or disapproves the pass. The authority to approve Character Passes may be delegated no lower than the CG AOC.

3.4.4.2.15.2.2. If authority is delegated to the CG AOC and there is a discrepancy between CWCH and the CG AOC as to the approval/disapproval recommendation, the request is sent to CWV for final disposition.

3.4.4.2.15.2.3. The SSS must expressly state the location, duration and nature of the character building activity. The cadet must also provide the names and contact information of any activity organizer.

3.4.4.2.15.2.4. A separate SSS must be submitted for each Character Pass request. Blanket approval for multiple passes is not authorized.

3.4.4.2.15.3. Any other requests to deviate from the LOS must be forwarded through the cadet's chain of command and approved by the CWV as outlined in Attachment 1.

3.4.4.2.16. Honor Mentorship. Honor Mentorship aims to be preventative or pre-emptive in nature by helping cadets better appreciate the value of living a life of integrity and assisting them in making the right choices; choices consistent with the spirit of the Honor Code. Mentorship is not meant to be punitive; it is intended to be purely rehabilitative in purpose and content.

3.4.4.2.16.1. Only the CS AOC can place a cadet in Honor Mentorship if they deem it appropriate.

3.4.4.2.16.2. Individuals who may recommend (to the CS AOC) cadets for Honor Mentorship are the WHB/CSRP Chairman (after a "no-violation" finding), a cadet's chain of command, and faculty members. When making a recommendation for Honor Mentorship, the initiator should keep the following things in mind.

3.4.4.2.16.2.1. Recommendations for Honor Mentorship should not be taken lightly. Initiators should only recommend application of this program for cadets whose behavior, while not violating the letter of the Honor Code, has created a significant impression of questionable integrity.

3.4.4.2.16.2.2. Initiators should not consider Honor Mentorship as a substitute for investigating possible violations of the Honor Code. Instead, it is intended for those cases where the initiator's conscience is clear insofar as Honor Code violations are concerned, but where the cadet's actions seem to have violated the spirit of the Honor Code (i.e., has not internalized the sense of duty to "do the right thing.").

3.4.4.2.16.3. For enrollment in the program, the CS AOC should contact WHCD-R to initially discuss the cadet's background information and framework requirements. These framework requirements are adjusted at the CS AOC's discretion to best fit the cadet's personal situation. Second, a meeting between the CS AOC, WHCD-R, Deputy Director, Honor, and the cadet to formally place the cadet in the program will occur. The program is normally 3-6 months in length. The following bullets lay out the normal framework for the program. Note that all requirements can be completely adjusted or dropped by the CS AOC.

## Rehabilitation

3.4.4.2.16.3.1. Journaling follows the same guidance as Honor

3.4.4.2.16.3.2. Counseling, the cadet meets with the SPEA and CS AOC once per month, documented on AF Form 174.

3.4.4.2.16.3.3. 50 min per month is spent with a Senior Mentor, selected and justified just like Honor Remediation.

3.4.4.2.16.3.4. The projects consist of reading the *United States Core Values* handbook and a book of personal choice from a CWCH approved list, with a 4-6 page literary review.

3.4.4.2.16.4. The Senior Mentor may recommend to the CS AOC whether or not the cadet requires additional or fewer mentoring sessions.

3.4.4.2.16.5. The Honor Mentorship Program is not a “pass/fail” program. However, the cadet’s Senior Mentor and CS AOC: 1) evaluate the cadet’s performance during the mentoring period, 2) make an assessment as to whether or not the mentoring period was successful. If the CS AOC determines that a cadet has acted with conduct inappropriate for an officer, they may pursue further action to include Conduct/Aptitude Probation.

3.4.4.2.16.6. CS AOCs and Senior Mentors deem the mentoring period successful if, in their opinion, the cadet has demonstrated an understanding through their discussions and essays as to how their behavior could have been perceived as dishonorable or how it may have demonstrated a lack of judgment and integrity on the part of the cadet.

## **APPENDIX A INFORMATION ON CONDUCT RELATED TO LYING**

**A.1. Improper Questions.** The impropriety of a question does not release a cadet from his or her responsibility to answer truthfully. A cadet may invoke his or her right to remain silent in certain circumstances, but if he or she does choose to answer, the answer must be truthful. Although cadets are accepted at their word, there may be occasions when cadets are asked about conduct, behavior, military, academic or athletic performance. If asked a question you feel is improper, you may inquire into the intentions of the questioner. On the other hand, asserting that all questioning “doubts a cadet’s integrity” would be unprofessional. The most positive way for a cadet to deal with these situations is to be forthrightly honest and answer the question(s) directly.

A.1.1. It is the duty of all Academy personnel not to ask cadets improper questions. In general, an improper question is any question that contravenes the spirit of the Honor Code. Under the Honor Code, and according to the Academy and Air Force Core Values, cadets must exhibit “Integrity First” above all. Simply put, an improper question is a question that is not asked in the same spirit of forthright honesty.

A.1.2. In particular, an improper question is a question asked of a cadet:

A.1.2.1. Without justification, to intrude on the cadet’s personal life or beliefs

A.1.2.2. Without reasonable suspicion, to obtain incriminating information from the cadet

A.1.2.3. Without disclosing to the cadet relevant information the questioner already knows

A.1.3. Note that an improper question does not have to be about the cadet being questioned. For example, it could be about the cadet’s friends, and still be improper. In addition, it would be improper to order or otherwise coerce a cadet to answer a potentially incriminating question after the cadet has elected to be silent.

A.1.4. Air Force Office of Special Investigations and Security Police personnel are exempt from this duty to the extent that it is inconsistent with their specific criminal investigative responsibilities and their clearly defined obligations under Article 31, UCMJ, and the 5th Amendment of the Constitution. All other exceptions must be authorized by the Superintendent or Commandant.

A.1.5. Any cadet who is asked what he or she honestly considers to be an improper question must state the concern immediately; this is not just a right, but a responsibility, to preserve the integrity of the concept and the situation. If the issue cannot be resolved at that time, the cadet’s concern must be included in any record or discussion of the situation. Above all, the claim of an improper question, even if valid, does not justify lying in the answer.

A.1.6. Any cadet who believes he or she has been punished as the result of an improper question can petition the Honor Review Committee Executive Panel (HRCEP) (see HCRH Vol II for an explanation of the HRCEP) to review the case. This petition should be made through the cadet’s

GHC. The Graduate Representative to the Honor Review Committee (HRC) chairs the HRCEP. It also includes the WHC and the Cadet Vice Wing Commander. The HRCEP makes recommendations to the Commandant. The Commandant will take corrective action, if appropriate.

**A.2. Boxed-In Questions.** Although cadets are expected to answer truthfully in all situations in which they choose to respond, individuals asking questions have a responsibility not to unfairly create "truth tests." No one should ever seek to entrap someone using his or her integrity and responsibilities to the Honor Code. Individuals asking questions should never withhold or misrepresent information. No one should ever ask questions for which the answers are already known in order to trap a cadet. To do so is unethical and dishonorable. Honest answers, however, are still expected

**A.3. Gray Areas.** Gray areas are situations in which the application of the Honor Code is misunderstood, or else in which its strict application would be unconscionable because a technical violation of the Honor Code resulted from a cadet being faced with a true moral dilemma, or a cadet acting so as to serve a higher good, or the action was otherwise morally justifiable. The HRCEP may be called upon at any time during the honor system process to consider whether or not a particular case should be handled under the Code. All decision-making bodies within the honor system apply strict interpretations of the definitions of lying, stealing, cheating, and tolerating in determining whether or not a particular act falls within the subject matter jurisdiction of the Honor Code. Using these definitions along with the brief discussions of these definitions in the Honor Code Reference Handbook, it is fairly simple in most instances to decide whether or not the Honor Code applies to a particular act. An important thing to remember is that the honor system does not, nor is it intended to cover every conceivable dishonorable, unethical, or dishonest act. The purpose of the Honor Code is to provide a reasonable standard of ethical behavior in four discrete areas while, at the same time, encouraging the acceptance of a much broader personal standard.

A.3.1. Lying frequently requires an interpretation of the subject matter jurisdiction of the honor system. Lying under the Code can occur in one of four ways: oral, written, clearly communicated by a gesture, or clearly communicated by an action.

A.3.1.1. Some oral statements are straightforward falsehoods. However, when an individual with intent to deceive leaves out information, realizes a misperception has occurred and allows it to stand as truth, or knowingly creates a misperception by giving partial or misleading information, the individual has lied.

A.3.1.2. Written statements include any written form of communication. This includes signing off on something or presenting a written document as being accurate, even if the person involved has not actually prepared it. When a person signs or initials a document he or she accepts responsibility for what is included in the document. This also applies to an academic paper. This includes the sign-out log, which not only means all information is correct but that the cadet has authority and permission to take the pass. Identification cards fall under written communication, and presenting one is saying that the information contained in it is true. Finally, written communication can also include distinctive symbols or graphics which communicate a

specific meaning. For example, wearing another's rank clearly states that you are authorized to be and are of that rank. Similarly, by putting a license plate on your car you are stating ownership and registration of that vehicle. Switching the same license plates to another vehicle is a lie.

A.3.1.3. The phrase "clearly communicated by a gesture" refers to nonverbal forms of statements which are clearly understood in this society, and which are not easily misinterpreted. An example would be a nod of the head. Gestures can constitute statements that deceive.

A.3.1.4. The phrase "clearly communicated by an action" refers to nonverbal actions which are clearly meant to deceive others. An example would be stuffing one's bed in order to make it appear that the cadet is in his/her room when he/she is not.

A.3.2. Pop-off. A pop-off is defined as the correction of a false statement as soon as the person having made the statement realizes it to be false (i.e., the person making the statement, in clear conscience, believed the statement to be true and then immediately corrected the statement upon discovering that it was actually false). A pop-off is not a lie. By contrast, if the person knew the statement was false when making it, it doesn't matter how quickly s/he corrects the statement. It is not a pop-off. A lie occurred because act and intent existed, even when told under pressure. For further clarification, please see the lying section 1.2.1.

A.3.3. Deceptions. Although most deceptions may be considered violations of the Honor Code, you should question the rightfulness or wrongfulness any time you encounter (or participate in) a deception. By flashing an expired ticket at a ticket taker with the hope he will think it is a current ticket, by turning in outdated store coupons and hoping the expiration date will be overlooked, by stuffing your bed and hoping the DI will not look, and by switching places with the driver of a vehicle when stopped by the police, deceptions are created. In addition to being Honor Code violations, these actions also have further repercussions. Indeed, if through deception you get a service for which you were supposed to pay, you have stolen. What is the right and honorable thing to do? An officer who puts himself or herself into these types of situations becomes less trustworthy than an individual who does not.

**A.4. False Identification.** By presenting false identification, regardless of how you acquired it, you are claiming to be someone else or lying about pertinent personal information (age, qualification, etc.). A cadet must not possess more than one of the same type of official identification in their name. Any falsified or altered ID card, to include a drivers' license, or the possession of another person's ID or driver's license is incompatible with the Honor Code, regardless of intent to use. Using an official document that falsifies your age is a violation of the Honor Code and is incompatible with the Air Force culture of integrity.

**A.5. Quibbling.** Using purposely vague, misleading, or ambiguous language, or leaving out pertinent information in a deceptive manner, falls within the jurisdiction of the Honor Code as lying.

## **APPENDIX B**

### **INFORMATION ON CONDUCT RELATED TO STEALING**

**B.1.** Stealing falls under debate occasionally when theft of services is involved or when the person allegedly stolen from is to some degree at fault for the theft. Cadets living by the Honor Code have the obligation to ensure that whenever they receive property or services they have the consent of the giver. Clearly, taking advantage of broken vending machines, stuffing hotel rooms, or making unauthorized phone calls, even though the person or agency stolen from may be partially at fault or even disinterested, are unacceptable acts under the Honor Code. Sometimes the defense is raised, in cases such as these, that after the event the person or agency stolen from made a statement that they did not consider the act stealing--that it was their fault and they were willing to accept the cost and/or the blame. However, the responsibility upon a cadet living with the Honor Code goes beyond what is expected of citizens under the law (even though someone may not press charges, the theft still occurred). Some people feel it is unreasonable to consider some of these things to be honor violations. However, what is unreasonable is to abandon your honor for something as trivial as a free night in a hotel room.

**B.2.** Infringement of Intellectual Property Rights. According to federal law and Air Force instructions, it is a criminal act to download, store, or reproduce copyrighted materials without authorization from the owner of the copyright, unless it falls within the fair use doctrine. This guidance applies equally to video/movie files, music files, as well as computer software.

Because of the highly fact-specific nature of these types of cases, cadets will consult one of the judge advocates at the Law Department or their servicing Staff Judge Advocate, normally at HQ USAFA/JA, for a determination on whether a proposed use, taking, and/or copying of intellectual property is permissible under federal law (the fair use doctrine) and Air Force instructions before proceeding with any proposed use, taking, and/or copying of that intellectual property. Generally, if you cannot determine the original source of a video/movie file, music file, and/or computer software program you should not download that file or use that file.

Any cadet who engages in the wrongful use, taking, and/or copying of intellectual property may be subject to the full range of UCMJ actions (including court-martial) or administrative actions (including disenrollment from USAFA). Further, infringing on intellectual property rights may also be a violation of the Honor Code (stealing).

**B.2.1.** Fair Use: Briefly, the Fair Use Doctrine sets out four criteria for determining whether a copyright has unfairly been infringed. Each of the following four criteria must be met:

**B.2.1.1.** “The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes.” A non-exhaustive list of potentially permissible uses would be “criticism, comment, news reporting, teaching, scholarship, or research.”

**B.2.1.2.** “The nature of the copyrighted work.” Factual works enjoy less protection than works involving more artistic interpretation. Unpublished works generally enjoy less protection than published works.

B.2.1.3. “The amount and substantiality of the portion used in relation to the copyrighted work as a whole.” If a whole work is copied, it would be far more difficult to claim fair use. Even lesser amounts may undermine a fair use claim if the portions chosen comprise the real heart of the work.

B.2.1.4. “The effect of the use upon the potential market for or value of the copyrighted work.”

B.2.2. Parody: Generally when a work is infringed primarily to parody it, there is no theft of intellectual property.

B.2.3. Private, non-commercial copies of audio recordings: These are legal (e.g., making a cassette copy of your CD for use in your car is legal).

B.2.3.1. Un-purchased copies of music CDs or music tracks as obtained from sources such as, but not limited to, peer-to-peer file sharing or illegally “ripping” a CD belonging to someone else is copyright infringement and illegal.

B.2.4. Private use of video copies made from television: As long as the copies are for private and non-commercial use, this is allowed.

B.2.5. Copies of computer programs: Making an archival copy of a computer program is not an infringing action, and so it is not illegal or unethical.

B.2.5.1. The guidelines provided by the publisher concerning the use of shareware must be strictly complied with. Failure to do so is an infringement of copyright laws and as such is stealing.

B.2.6. Seek Assistance: This is not an exclusive list. Should you have questions or concerns, please seek assistance from the DFL or someone in your Honor chain of command.

## **APPENDIX C**

### **INFORMATION ON CONDUCT RELATED TO CHEATING**

**C.1. Academic Integrity.** Honor in academics, as in every endeavor, is a matter of doing the right thing. There are a number of violations of the Honor Code by cadets who intentionally mislead others by not fully documenting sources or by collaborating on graded assignments without permission. Each semester, the Dean of Faculty publishes and distributes a letter on Academics with Honor, highlighting current emphasis items. We enjoy a unique academic environment at the Academy, one in which we are trusted to complete graded work on our own, at our own pace, in laboratories, or in our rooms. We should not take advantage of this environment. For graded academic work, follow these rules:

C.1.1. Always Document!: Acknowledge in writing all help that you received from other persons, or from materials--published or unpublished, a computer program, articles off the Internet, your own previously used work, or anything else. By submitting academic work to be graded, you represent it to be your own original work except as documented. Ensure that you have clearly indicated to your reader any work and ideas that are not your own. This is your responsibility, not your readers.

C.1.1.1. Fully acknowledging your sources is basic honesty. If you do it, you never compromise your integrity--if you used a source you weren't supposed to, you might get a lower grade for failing to follow instructions, but you can't be accused of an honor violation. Your instructor will tell you what documentation standard to use, MLA or other appropriate to the assignment, but the purpose of all documentation is to communicate clearly the extent of help received. Anything you copy must be clearly indicated by quotation marks or a statement noting the work is copied. Never copy verbatim the graded academic work of another cadet and submit it, even documented as such, to avoid an incomplete on the assignment. Although such behavior may not directly violate the Honor Code – it essentially violates the Spirit of the Code and is grounds for an academic penalty.

C.1.2. Do your own work unless told otherwise by your instructor in writing in the assignment. Doing your own work, also called "individual effort," on homework means that you may receive help only from a course instructor, course texts, other published material, or personal course notes. Use of any material produced by another cadet is prohibited. If your instructor gives you permission in writing to consult other persons or use materials produced by other cadets, follow those directions carefully, and still acknowledge these sources, as well as any other sources you use. Realize any permission given by your instructor applies only to that particular assignment. Doing your own work unless told otherwise is the normal rule in any institution of higher education.

C.1.3. Previously used work or parts of work you have previously done was enhanced by the fact it was reviewed by a professional, even if the only feedback you received was the grade. Before using previously submitted work, your teacher should be consulted.

C.1.4. Plagiarism. There are many definitions of plagiarism, but most of them deal with the appropriation of another person's ideas, processes, results, or words without giving proper credit. Specifically, plagiarism is the intentional, knowing, or reckless failure to document or correctly

attribute the words, ideas, key terms, research, or information of another in a work submitted for credit, while intending to gain an unfair advantage for the submitter.

C.1.5. Ask your instructor if you are confused or in doubt about whether something is authorized. Do not rely on other cadets. Your best source for answering questions is your instructor. However, if the instructor is unavailable, do the honorable thing and err on the safe side. Unless specifically told otherwise in writing, graded work is always individual effort. You should always do your own work and document it. To plead, "I was confused, or I wasn't sure whether it was OK... so I did it," is wrong! If you are confused or unsure, either ask your instructor or do your own work. In every case, document your sources, so even if you thought it was OK and it turns out later it wasn't, your honor is preserved. If you are not sure, do not assume anything. Ask your instructor! Ignorance is not a valid excuse after the fact.

C.1.6. Ask for Help. Where can a cadet seek help for dealing with an honor related question or problem? Cadets can seek help from the cadet chain of command, SHO, EXCO, CS AOC, SPEA, instructors, Chaplains or the Center for Character & Leadership Development.

C.1.7. Cease Work. This academic policy has been put in place to ensure fairness, by allowing all individuals taking a Graded Review (GR) to have an equal amount of time to complete the GR. The standard for this policy is: when the command "Cease Work" (or any similar command) is given, all writing will stop. Writing after the test (an answer, boxing an answer, or making any marks) may be considered an honor issue. By writing after the test you are gaining an unfair advantage over the rest of your classmates. Cadets have a responsibility to know this standard and abide by it.

C.1.8. Do Not Procrastinate. Most academic cheating cases are the result of poor planning and waiting until the last minute to attempt an assignment. By waiting until the last minute you are cutting off the only source of help you can be certain will not result in an Honor Code violation accusation: your instructor. Academic instructors do not want to see you fail (in their class or at the Academy). They make themselves available to assist those struggling with concepts. By waiting until midnight the night before the assignment is due, you place undue pressure on yourself to use prohibited sources (e.g., friends, internet sources, others' papers, etc.) and increase the likelihood you'll forget important documentation which will result in others questioning your honor and intentions. Remember: "I was tired" is an excuse and copout, not a valid reason!

## **APPENDIX D**

### **EXAMPLES OF CHALLENGES TO HONOR**

#### **Example 1: Procrastination**

Cadet X was confronted about a homework assignment he turned in the previous week. His instructor had some questions about whether all of the work he turned in was his own. Cadet X immediately explained he received unauthorized help. He stated he got behind on his program and could not get it to work. He went to another cadet's room and received help. His program still would not work. Cadet X took the other cadet's disk and copied portions of the program to make sure his program would compile and work.

Food for thought: Academic instructors do not want to see you fail. Regardless of the help policy, you can always go to your instructor for help. Not waiting until the last minute keeps this option open and allows you to address your deficiencies before you find yourself in a position that tests your integrity.

#### **Example 2: Opportunism**

During the second class Professional Knowledge Review, Cadet X allowed a fellow classmate to use his computer to take the test. While his classmate took the test, Cadet X watched. He saw some of the test answers without his classmate's knowledge. Cadet X told Cadets Y and Z what he had seen. They took the test with knowledge of what was on it. A week later, after talking about the situation they were in, all three cadets went to their Group Honor Chairman and turned themselves in.

Food for thought: Prudence is the better part of valor. If you haven't taken the test, leave the room or ask the classmate to take the test in his or her own room. Many violations of the Honor Code occur because someone puts him or herself in bad position because they did not think about the consequences. Think first, act second!

#### **Example 3: Confusion**

Cadet X continued to finish the answer on a Chemistry 141 quiz after the cease work command was given. He was confronted by fellow classmates shortly after the test, yet did not truly realize the severity of his actions until later while filling out an honor tutorial for a computer science class. A short time later, a clarification was held. Cadet X maintained that the first time he realized the honor implications of the action was not when confronted by his classmates, but rather only after reading the honor tutorial. Additionally, Cadet X appeared confused as to the standardization of the cease work policy among different departments. However, shortly after the clarification, Cadet X admitted to the honor violation.

Food for thought: A CSRP found Cadet X not in violation because they did not feel he had 'intent'. Confusion is not on the list above, but it is each cadet's responsibility to understand the different policies required by each course...cease work, documentation, collaboration, etc.

Ignorance is not an excuse. Even if he was found not to have intent, it would have been better for him if he had known the policies and all this could have been avoided.

**Example 4: Rationalizing**

Several C4Cs approached their former squadron class representative, C4C Y, with concerns of cheating regarding their weekly knowledge tests. During the next knowledge test, C4C Y sat at the back of the room where the test was administered. The room was so small; the fourth class cadets were sitting elbow to elbow. There was regular talking, whispering, and snickering going on, uncorrected by the training staff members present. C4C Y noticed more than a few instances of blatant cheating. Unsure of how to proceed with a situation of such magnitude, C4C Y sought out his SHO for guidance. That night, C4C Y held a meeting with his classmates and informed them of his suspicions and concerns. C4C Y then urged his classmates to come forward if their consciences were not clear. Later that same night, a clarification was held for each of his classmates who did not have a clear conscience. The result was 12 cases: 10 for cheating and two for toleration.

Food for Thought: It is easy to rationalize away a four degree knowledge test as “just a knowledge test,” but the truth of the matter is it is still a military test. Recently, the Air Force experienced two major incidents concerning “just military tests.” In 2004, 11 individuals were found to be cheating on their pilot training exams [Air Force Times, 25 July 2005]. Nine were active duty lieutenants. Some were USAF Academy graduates, and sadly, one of them was an Honor Representative while here at the Academy. All 11 were removed from pilot training and all nine active duty Lts were discharged from the Air Force. In another instance, nine Air Force members were discovered to be involved in a cheating ring passing answers for the Weighted Airman Promotion System [Air Force Times, 8 May 2006]. This cheating on “just a military test” resulted in monetary fines, reductions in rank, and jail time.

**Example 5: Opportunism, followed up by excuses/rationalizing**

Cadet X was working on a two part assignment. Part one was turned in on time. His instructor gave him permission to turn part two in late. While writing part two of his Political Science thesis, Cadet X viewed another cadet’s paper written the previous semester. Afterwards, Cadet X wrote the rest of his part two and turned it in. After grading the assignment, Cadet X’s instructor showed the assignment to another instructor for a second opinion on the quality of Cadet X’s work. The other instructor noticed several similarities with Cadet X’s paper to another student’s paper he had graded the previous semester. The instructors decided to seek clarification. During the clarification, Cadet X stated he had discussed the assignment with another cadet, but he didn’t mention looking at the other cadet’s assignment. Cadet X also stated he had lost his assignment instruction paper and therefore was unaware of the collaboration policy. Cadet X eventually admitted to viewing the other cadet’s paper, but did not admit to intentionally trying to gain an unfair advantage.

Food for Thought: There are two issues involved in this scenario. First, Cadet X viewed someone else’s paper when only individual effort was permitted, then claimed there was no intent to gain an unfair advantage by viewing the other cadet’s paper. This is a classic example

of the misinterpretation of the meaning of intent. As discussed in paragraph 1.3.3, intent is derived from the logical outcome of the action(s). It is very logical to determine that viewing someone else's paper will result in an unfair advantage for Cadet X. (Important note: Intent is determined from whether or not a "reasonable cadet" could conclude the unfair advantage to be the logical outcome, not against whether Cadet X says there was or was not intent). Second, Cadet X intentionally omitted information during the clarification (i.e., the fact that he actually looked at the other paper rather than talked to a cadet about the assignment). Again it is logical to conclude the instructor was deceived by leaving out that critical piece of information (quibbling).

#### **Example 6: Opportunism/Time Management**

Cadet X was in the library working on an English paper when he found an online article which closely resembled the topic of his paper. He copied the article to disk and went back to his room to finish his paper. After working on the paper for several hours, he deleted the paper and began again, this time copying passages verbatim from the online article without documentation. His instructor noted that several passages resembled a highly theoretical writing style. The instructor searched the internet and found the undocumented article. A clarification was held and Cadet X admitted to cheating. This cadet resigned before sanctions were decided.

Food for Thought: Plagiarism (i.e., the use of someone else's thoughts or words as your own without giving proper credit) is essentially lying, stealing, and cheating all in one. Cadet X passed off the words as his own (i.e., said they were his/her words by turning in the assignment), took them without asking (i.e., stole them from the original author), and attempted to gain credit for work he did not complete (i.e., gain an unfair advantage by attempting to "earn" a grade that was not commensurate with the amount of work done).

#### **Example 7: Rationalization/Opportunism**

During Dead Week of his four-degree year, Cadet X was authorized to take day passes by his CS AOC to go home. Cadet X had been on Academic Probation since "Prog" (mid-term) of the first semester and he wanted to spend some time with his family at home. He went home the first night. Since day passes do not allow a cadet to stay out overnight, Cadet X returned for DI at 0130. When he returned for DI, no one was around checking rooms. After waiting until 0145, Cadet X decided he would sign out for 0600 in the morning and leave the premises at 0145. DI came around shortly thereafter, and discovered Cadet X was not in his room. The inspecting official checked the sign-out log, called Cadet X at home and told him to return immediately. When Cadet X returned to the Academy, he admitted he had used improper sign-out procedures because he wanted to go home.

Food for Thought: Very often, this type of Honor Code violation occurs because of faulty "heat of the moment" decision making. The best thing you could do is wait 30 seconds and then ask yourself "Is 4 hours (most of which I will be sleeping) really worth potentially getting disenrolled for honor?" By waiting just a short period of time and thinking rather than reacting, you'll make the correct call.

**Example 8:** Procrastination/fear of failure

Cadet X attended an English 111 class in which a rough draft to a major paper was due. If a student did not have the rough draft, ten percent would automatically be deducted from their final paper. Rather than collect the assignments, the instructor decided to merely have the cadets place their rough drafts on their desks and he would come around the room and check them off. Cadet X placed a copy of a history paper he had written on his desk. Upon noticing the discrepancy in the title page while walking by, the instructor had sufficient reason to inquire as to the nature and origin of the rest of the paper. Cadet X next stated he expected to receive zero credit for the paper since it was obviously for another class. Under the impression Cadet X was attempting to gain an unfair advantage, the instructor requested a clarification and the case was forwarded to a Wing Honor Board.

Food for Thought: If you can't finish an assignment, take the academic hit for it. Those consequences are far less severe than compromising your integrity. In addition, if you wait until the last minute and then discover you do not understand the assignment, you have not left enough time to seek appropriate help from your instructor. Keep in mind an honest failure is far easier to live with later in life, than being constantly reminded of committing an Honor Code violation each time you look in the mirror!

**Operational Example:** Trying to look good

This is out of the book, "Ethics for the Junior Officer."

A stateside installation was picked to be the first Marine Corps site to implement a new Table of Organization, with the emphasis on logistical responsiveness to generated needs. The new Commanding General (CG) conducted personal inspections of every unit, down to companies within battalions in his division. One item he focused on was the canteen top. Even though it costs only a few cents, it is vital to the Marine in the field. During the inspection of one company, the CG asked the company commander about canteen tops. The company commander was able to answer truthfully that he had all the canteen tops he was supposed to have. But that wasn't the whole story. During his regular inspections, the CG had been asking company commanders, platoon leaders, and individual Marines about the status of canteen tops. The CG had learned that tops were scarce because the contracts for ordering them weren't a high priority among professional supply officers who were more concerned with getting big-ticket necessities. However, to a Marine in the field, a canteen top is a necessity. Because he knew his company was due for inspection by the CG, the company commander in this case went to his peers in other units and persuaded them to lend him some canteen tops for the inspection. He promised to return them later. On the day of the inspection, the company commander was ready. Each Marine in his company had a canteen with a top.

The rest of the story:

The CG surprised the Company CC with the question, "You borrowed them in anticipation of my inspection, didn't you?" The Company CC admitted he had. The CG continued. "When I'm inspecting, I'm not just looking at an individual unit. I'm inspecting the entire division. If

you willfully cover up how inept the supply system is, you're not demonstrating loyalty. In fact, your cover-up is worse than just a simple lack of canteen tops. I know the problems in the supply system. I realize that not having canteen tops is not a reflection on you or your unit. However, your attempt to grandstand and look good is a problem. You could have contributed, either knowingly or unknowingly, to my making a bad decision based on the faulty information you gave me." The CG finished by telling the Company CC: "You may have a great future in front of you. But I don't think it's in the Marine Corps." The Company Commander later resigned.

Food for Thought: In addition to deceiving his commander in an attempt to look good, the Company CC sent a very clear message to the Marines under his command: "Me looking good is far more important than your preparedness and well-being!" Remember, as cadets in charge of other cadets and as future commanders in the armed forces, you cannot hide your true nature from those you lead. Ask yourself one simple question: "Would I want to work for someone willing to sacrifice his/her integrity for self-promotion or self-glory?"

## **APPENDIX F**

### **REFERENCES, ABBRIVIATIONS/ACRONYMS AND SOURCES**

#### **References**

AFI 36-3502 Performance Measurement Program for USAFA  
USAF AI 36-3535 USAF Academy Honor Review Committee  
USAF AI 36-3536 Allocation of Cadet Time  
HRC Minutes, 17 November 2011

#### **Abbreviations/Acronyms**

AD	Director of Athletics
AFCW	Air Force Cadet Wing
AMT	Academy Military Trainer
CG	Cadet Group
CG AOC	Cadet Group Air Officer Commanding
CS AOC	Cadet Squadron Air Officer Commanding
CWC	Director, Center for Character & Leadership Development
BCT	Basic Cadet Training
BLA	Board Legal Advisor
CC	Commander
CEP	Case Evidence Package
CHC	Cadet Honor Committee
CHLO	Character and Honor Liaison Officer
CLA	Case Legal Advisor
CS/CC	Cadet Squadron Commander
CSRP	Cadet Sanction Recommendation Panel
CWCH	Director, Honor
CWCHE	Chief, Honor Education
CWCHR	Honor Remediation Officer/NCO
DF	Dean of Faculty
DFL	Dean of Faculty, Law Department
EXCO	Cadet Honor Executive Committee
GHC	Group Honor Chairman
GR	Graded Review
HCRH	Honor Code Reference Handbook
HRC	Honor Review Committee
HRCEP	Honor Review Committee Executive Panel
IT	Investigative Team
HQ USAFA/JA	Headquarters USAFA Judge Advocate
LON	Letter of Notification
NCOIC	Noncommissioned Officer in Charge
PFT	Physical Fitness Test
SCRB	Squadron Commander Review Board
SOU	Statement of Understanding

SPEA	Squadron Professional Ethics Advisor
SSS	Staff Summary Sheet
USAFA/CWVV	Standardizations and Evaluations
WHB	Wing Honor Board
WHBSRP	Wing Honor Board Sanction Recommendation Panel
WHC	Wing Honor Chairman
WHCD-E	Deputy Wing Honor Chairman for Education
WHCD-R	Deputy Wing Honor Chairman for Remediation
WHENCO	Wing Honor Education NCO
WHNCO	Wing Honor NCO
WHRNCO	Wing Honor Remediation NCO

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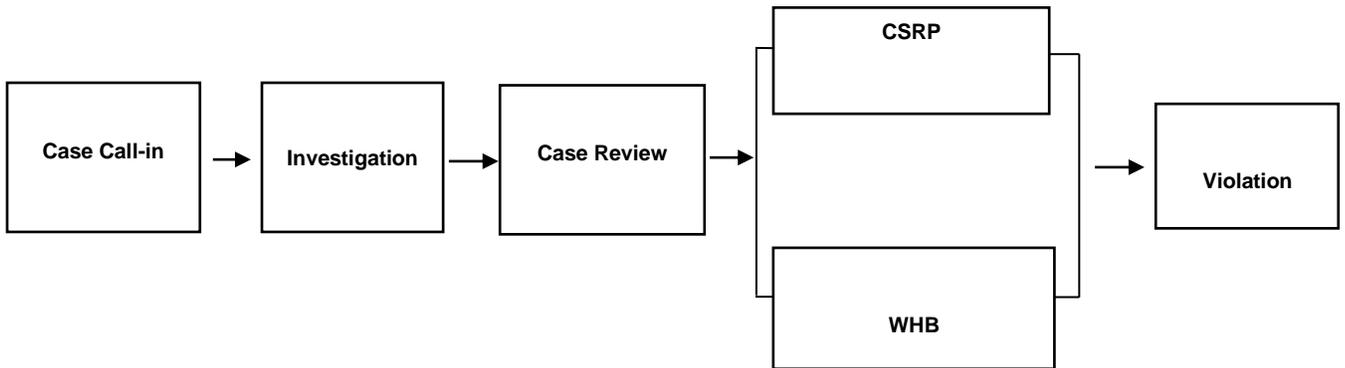
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**Attachment 1**  
**EXAMPLE FOR DEVIATIONS FROM LOSS OF STATUS**

STAFF SUMMARY SHEET						
TO	ACTION	SIGNATURE ( <i>Surname</i> ), GRADE AND DATE	TO	ACTION	SIGNATURE ( <i>Surname</i> ), GRADE AND DATE	
1	Element Leader	Coord	6	USAFA/ CWCH	Coord	
2	Flight CC	Coord	7	Group AOC	Coord	
3	Sq Honor Officer	Coord	8	USAFA/ CWV	Appr	
4	Squadron CC	Coord	9			
5	AOC	Coord	10			
SURNAME OF ACTION OFFICER AND GRADE		SYMBOL	PHONE	TYPIST'S INITIALS	SUSPENSE DATE	
CXC Cadet Name		CS-XX	3-XXXX	XXX		
SUBJECT					DATE	
Request to Deviate from Loss of Status Letter						
SUMMARY						
<p>1. PURPOSE: To request deviation from loss of status sanction in order to... (use this paragraph to explain exactly what it is you wish to do to deviate from the sanctions set forth in the Loss of Status Letter signed by teh Commandant. Be detailed and use as much room as necessary).</p> <p>2. BACKGROUND: I am not in good standing as a cadet because I was found in violation of the Honor Code for lying/stealing/cheating/tolerating.</p> <p>3. DISCUSSION: Put why you think the Vice Commandant should deviate from the sanctions letter.</p> <p>4. VIEWS OF OTHERS: N/A</p> <p>5. RECOMMENDATION: Recommend the Vice Commandant or delegated authority approve request.</p> <p>YOUR N. AME, CXC, USAF Cadet Squadron XX</p> <p>Each individual coordinating on the SSS should indicate concur/non-concur and sign/date in the appropriate block.</p>						

## Attachment 2 HONOR CODE SYSTEM

The figure below depicts the cadet owned and operated Honor Code System. The standard from case call-in to violation is 30 calendar days or less.



In order to maintain the case processing timeline standard of 60 days as described in AFI 36-3502, the Superintendent's decision should be made within 30 calendar days or less of being found in violation.

