

AIR FORCE CADET WING HONOR CODE REFERENCE HANDBOOK



"WE WILL NOT LIE, STEAL, OR
CHEAT, NOR TOLERATE AMONG US
ANYONE WHO DOES "

August 2003

HONOR CODE

Adopted 1960-61

**“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.**

**FURTHER MORE, I RESOLVE TO DO MY DUTY
AND TO LIVE HONORABLY, SO HELP ME GOD.”**



DEPARTMENT OF THE AIR FORCE

HEADQUARTERS 34TH TRAINING WING

USAF ACADEMY COLORADO

August 2003

MEMORANDUM FOR CADET WING

FROM: Wing Honor Chairman

SUBJECT: Air Force Cadet Wing Honor Code Reference Handbook

This honor handbook is designed to familiarize you with the United States Air Force Academy Honor Code, the structure of the Cadet Honor Committee, and the way the Cadet Honor Committee functions. It also establishes the guidance and procedures the Cadet Wing will adhere to in administering our honor process. Section 1 begins with the philosophy of the Code, along with descriptions and definitions of Honor Code principles and precepts. It also provides some basic information to help you live up to the positive principles and ideals of the Honor Code. Section 2 focuses on the structure of the honor system and the method in which potential honor violations are processed. Section 3 discusses honor probation. The Cadet Wing Honor Code Handbook should not be viewed as a collection of rules; rather, it ought to be seen as a guide to better understanding the system we all live under.

The Air Force Academy exists to produce individuals inspired to lead and serve our nation. An individual's ability to lead hinges upon the individual's ability to gain the respect of the people they find themselves surrounded by. Without respect there can be no leadership, and without integrity an individual has no hope of gaining the respect of others. Thus, it is imperative that, as an institution which seeks to produce leaders, we actively commit ourselves to integrity.

Habits foster character, which, when grown, determines a person's destiny. Consequently, it is necessary to strive daily to develop habits of uprightness so as to build a foundation of forthright integrity. An individual who has not yet committed to living with integrity will rarely choose to do such when placed in a precarious situation. Rather, it is the person who has already decided to live with integrity, and reinforced that decision with their daily actions, that will maintain their honor when placed under great stress.

We should not fear the Honor Code. On the contrary the Honor Code provides the precepts necessary to develop habits of integrity. Hopefully by embracing the Honor Code for the four years we spend at the Academy we will gain the foundation that is necessary for a life of integrity and leadership.

Although the Honor Code has not changed since 1960, the Honor System adjusts periodically to better represent and apply the ideals of integrity and excellence the Code stands for. Please forward any recommendations or questions you have to the Honor Executive Committee.

TYSON A. HADDUCK, C/LtCol, USAF
Cadet Wing Honor Chairman

Summary of Changes

Changes to the August 2003 Air Force Cadet Wing Honor Code Reference Handbook incorporate the decisions made by the Spring 2003 Honor Review Committee on the administration of the Honor System. These changes included assigning the TRG/CC as the approval authority for a deviation from the loss of status letter.

Other changes reflect results of the review conducted by Honor Executive Committee members as part of their annual handbook review. These changes were made to generally refine the language throughout the entire document in order to eliminate redundancy, provide a clearer understanding and fully document practices.

TABLE OF CONTENTS

Honor Code History and Principles	1
<u>SECTION 1: Concepts and Philosophy</u>	
1.1 - Definitions	
1.1.1 - Honor	3
1.1.2 - Principle	3
1.1.3 - Honesty	3
1.1.4 - Respect	3
1.1.5 - Fairness	4
1.1.6 - Support	4
1.1.7 - Honor Oath and Living Honorably	4
1.1.8 - Precept	5
1.2 - Honor Code Violations	
1.2.1 - Lie	6
1.2.2 - Steal	7
1.2.3 - Cheat	8
1.2.4 - Tolerate	9
1.3 - Act and Intent	
1.3.1 - Requirements	11
1.3.2 - Act	11
1.3.3 - Intent	11
1.4 - Spirit of the Honor Code	12
<u>SECTION 2: The Honor System and Procedures</u>	
2.1 - Duties and Responsibilities	
2.1.1 - Cadet Responsibilities	14
2.1.2 - Cadet Honor Committee/ Honor Executive Committee	14
2.1.3 - Wing Honor Chairman (WHC)	15
2.1.4 - Deputy Wing Honor Chairman (WHCD)	16
2.1.5 - Wing Honor NCO (WHNCO) and Wing Honor Education NCO (WHENCO)	16
2.1.6 - Group Honor Chairman (GHC)	16
2.1.7 - Group Honor NCO	17
2.1.8 - Squadron Honor Officer	17
2.1.9 - Squadron Honor NCO	18
2.1.10 - Academy Personnel	19
2.1.11 - Chief, Honor Division (CWCH)	19
2.1.12 - Deputy, Honor Division (CWCH)	19

2.1.13 - Squadron Professional Ethics Advisor (SPEA)	20
2.1.14 - Honor Liaison Officer (HLO)	20
2.1.15 - Case Legal Advisor (CLA)	20
2.1.16 - Board Legal Advisor (BLA)	20
2.1.17 - Honor Review Committee (HRC)	21
2.1.18 - Honor Review Committee Executive Panel (HRCEP)	21
2.1.19 - Academy Board	21
2.2 - Cadet Honor Committee	
2.2.1 - Line of Authority	22
2.2.2 - Elections	22
2.2.3 - Executive Committee Selections	23
2.2.4 - Tenure	23
2.2.5 - Removal	23
2.2.6 - Vacancy	23
2.3 - Reporting Suspected Violations of the Honor Code	
2.3.1 - Suspicion	24
2.3.2 - Clarification	25
2.3.3 - Case Call-in Requirement	25
2.3.4 - Other Systems (UCMJ)	25
2.4 - Investigation	
2.4.1 - Investigation Purpose	27
2.4.2 - Investigation Procedures	27
2.5 - Case Review	
2.5.1 - Case Review Purpose	29
2.5.2 - Case Review Procedures	29
2.5.3 - WHB Chairman	29
2.5.4 - CSRP Chairman	29
2.6 - Cadet Sanctions Recommendation Panel (CSRP)	
2.6.1 - CSRP Procedures	30
2.6.2 - Announcement of CSRP Decision	30
2.6.3 - Request for Immediate Probation	30
2.6.4 - Letter of Removal from Good Standing	31
2.7 - Wing Honor Board (WHB)	
2.7.1 - Purpose	32
2.7.2 - Preparation	32
2.7.3 - Notification	32
2.7.4 - New Evidence	32
2.7.5 - New Allegation or Evidence During a WHB	33
2.7.6 - Conduct of a Wing Honor Board	33
2.7.7 - Announcement of WHB Decision	35
2.7.8 - Letter of Removal from Good Standing	36

2.8 - Sanctions	
2.8.1 - Introduction	37
2.8.2 - Immediately Upon an Announcement of Violation	37
2.8.3 - Sanctioning Procedures	38
2.8.4 - Cadet Appeal Procedures	38
2.9 - Resignations/Disenrollment	
2.9.1 - Resignation Procedures	39
2.9.2 - Disenrollment Procedures	39
<u>SECTION 3: Honor Probation</u>	
3.1 - Philosophy	
3.1.1 - Background	40
3.1.2 - Overview	40
3.1.3 - Honor Probation has both punitive and rehabilitative components	40
3.1.4 - Academy Representation while on honor probation/rehabilitation	40
3.1.5 - Early release	40
3.1.6 - The stated goals of honor probation and honor rehabilitation	40
3.1.7 - Honor rehabilitation	41
3.2 - Procedures	
3.2.1 - Initial Counseling	42
3.2.2 - Honor Probation Team	42
3.2.3 - Probatee	42
3.3 - Portfolio	
3.3.1- Presentation	43
3.3.2 - Journal	43
3.3.3 - Counseling	43
3.3.4 - Mentor	44
3.3.5 - Project	44
3.3.6 - Calendar	44
3.4 - Evaluation and Completion	
3.4.1 - Evaluation	45
3.4.2 - Completion	45
Appendix A: Common Honor Questions	46
Appendix B: Honor Education	49
Appendix C: Additional Information	51
Appendix D: USAFA Honor System	55
Appendix E: Honor and Academics	56

Appendix F: Intellectual Property	58
Appendix G: Example for Deviations from Sanctions	59
Appendix H: Glossary of References/Sources	60
Appendix I: Glossary of Abbreviations	62

HONOR CODE HISTORY AND PRINCIPLES

**"WE WILL NOT LIE, CHEAT, OR STEAL,
OR TOLERATE AMONG US THOSE WHO DO."**

Original Honor Code - 1956

Formal planning for an Air Force Academy began soon after the Air Force gained autonomy in 1947. While the permanent site in Colorado Springs, Colorado, was under construction, the first class took up residence at a temporary site at Lowry Air Force Base Denver in 1955. The first Superintendent, Lieutenant General Hubert R. Harmon, believed an Honor Code would be an essential element of the new Academy and commissioned a study group a year earlier to examine the Honor Codes and systems at other military institutions. The "founding fathers" of the Air Force Academy clearly recognized the need for a code of ethical behavior which would contribute to the overall Academy mission: to develop exceptional officers. An Honor Code was needed which would inspire cadets to live honorably and thus graduate with the highest standards of individual integrity.

In September 1956, the class of 1959 adopted this code as a minimum standard for all Air Force Academy cadets. As the guardians and stewards of this Honor Code, each successive class has administered, interpreted and cultivated the Code. Every cadet must take responsibility for the vitality and effectiveness of the Honor Code.

Around the 1960-61 timeframe, the Code was revised to the current version, **"WE WILL NOT LIE, STEAL, OR CHEAT, NOR TOLERATE AMONG US ANYONE WHO DOES."** The Honor Code as it stands today is designed as a minimum standard of conduct to be applied at all times. In December 1984, the Cadet Wing voted to add the following statement to the Code, **"FURTHERMORE, I RESOLVE TO DO MY DUTY AND TO LIVE HONORABLY, SO HELP ME GOD."** The Code, with this additional language added, is the Honor Oath. The Honor Oath helps cadets realize the importance and close relationship between honor and duty. The oath reflects the acceptance of a personal commitment to excellence in all aspects of military service based upon a strong foundation of duty and "Integrity First."

Aristotle, the teacher of the boy who would become Alexander the Great, developed a theory of philosophy in terms of virtues. Aristotle believed that one can become an excellent person only by performing excellent actions until doing so becomes habitual. This has been the foundation of most military academies, including the Air Force Academy. Even before Rome and Greece, there was a rich oral tradition and written history describing deeds of service with noble intent of heroes long past including Gideon, King David, Moses, Greek Mythology figures, and many others. This rich tradition inspired military personnel to act with high principle, live honorably, and do their duty. These traditions continued through codes of chivalry in medieval times to many examples of honor with our own traditions here in America. According to General MacArthur (1942), the code of the warrior, with its emphasis on sacrifice, "will stand the test of any ethics or philosophies the world has ever known [because] it emphasizes the things that are

right and condemns the things that are wrong.” James Toner (1995) adds, “Codes are encapsulations of wisdom and virtue...they exhort us to act as we should and at their best, stimulate us to investigate and discover more about the concepts they seek to promote.”

There are a variety of codes. A creedal code is a statement of the fundamental beliefs of a particular profession. There are fighting codes governing soldiers’ behavior in combat and toward the enemy. There are prisoner’s codes, like our Code of Conduct, explaining proper conduct during captivity. Codes or concepts define a minimum standard of ethical conduct. A code is not an end in itself, but rather a means to help develop strong and honorable character. Codes should **not** be feared, but rather used as a cornerstone to help develop one’s character.

The advantages of codes are they reflect the wisdom of the ages, they urge us to act honorably and they capture some of the discerning judgment we would hope cadets develop. It is important to note codes have limitations. Codes should never be substitutes for education in wisdom and virtue, but can be used as a primer or catalyst to stimulate character reflection and development.

Honor Codes, concepts and a variety of educational tools have been at the heart of service academies since their inception. They have historically been the cornerstone to make character central to the development of tomorrow’s military leaders. An internal code, like our Honor Code, governs the relationships among personnel within the organization in order to develop trust and cohesion among its members providing an environment that will foster character development. Character development encompasses more than just the Honor Code; it also includes the Air Force and Academy Core Values, Academy Character Development Outcomes, human relations, ethics, and moral and spiritual development.

The military codes set the service academies apart from almost every other college because of their high ethical standards and the strong focus on character development. A code (or concept) reminds us that: 1) there is a right and a wrong in most cases; 2) as future officers, we have the responsibility to make moral judgments; 3) just because there is diversity among different societies and cultures does not mean right and wrong is unknowable; and 4) codes help prevent us from falling down the slippery slope of ethical relativism (anything goes).

As professionals entrusted with the defense of this nation, we must exhibit a level of integrity which is beyond reproach. When this trust is broken, confidence in the military and in our national defense can suffer greatly. To prepare ourselves for this demanding aspect of life as commissioned officers, the Cadet Wing has accepted the Honor Code as a **MINIMUM** standard. Your success as officers depends upon your integrity and honor, and if you are to be effective leaders you must diligently practice integrity and make decisions based upon what is right, rather than what is easy or convenient. It should be clear that compliance with the narrow tenets of the Code is **only** a beginning. The Code requires you to be an honest person by avoiding lying, stealing and cheating. The Code also requires you to undertake the professional responsibility of self-policing or non-toleration.

SECTION 1: Concepts and Philosophy

1.1 Definitions

1.1.1 **HONOR**: The noun denotes: “respectability, esteem and complete integrity of character demonstrated in both public and private life...” An honorable person is “marked by uprightness in principle and action.” (Webster, et al.).

1.1.2 **PRINCIPLE**: Fundamental truths or ethical values. They do not change over time. Principles help explain the why behind rules, regulations, etc. **The positive principles outlined in the Honor Code are honesty, respect, fairness and support.**

1.1.2.1 Positive principles encompass and go far beyond the “Four Nots” of lying, stealing, cheating or tolerating:

Honesty in place of not lying;

Respect in place of not stealing;

Fairness in place of not cheating;

Support in place of not tolerating.

1.1.2.2 These positive principles provide a better basis from which to explore integrity. They give us a framework for making decisions because they are morally positive and inspiring, not because they threaten retribution. These concepts go beyond a simple all-or-nothing approach to honor. Other aspects of USAFA character development support and go beyond the concepts of the Honor Code.

1.1.3 **HONESTY**: Honesty means honesty to yourself, as well as to others and encompasses truthfulness, sincerity and candor. True honesty goes far beyond merely not lying—including both communication and conduct. Leadership is built on trust; trust is built on honor.

1.1.3.1 **Positives of Honesty**:

Provides a sense of accomplishment

Provides for a reputation of integrity

Provides an environment of trust

Builds moral courage

1.1.4 **RESPECT**: Respect for human dignity is the foundation of mutual respect which requires us to treat all human beings with dignity and rights equal to our own. That is the heart of the golden rule: *"Do unto others as you would have them do unto you."* (Rehberg, 1994).

1.1.4.1 **Positives of Respect** (McDowell, 1995; LDM):

Enhances self worth

Creates positive personal and professional relationships

Enhances pride and motivation in a unit

Provides the foundation for credible and effective leadership

1.1.5 **FAIRNESS**: Living fairly means treating others with respect and allowing them to succeed without hindrance. Fairness is related to the concepts of justice, equity, and

consistency. The underlying aspect of fairness is impartiality, which means decisions should be made objectively based on consistent and appropriate standards without favoritism or prejudice (Josephson, 1993).

1.1.5.1 **Positives of Fairness:**

- Provides for a clear conscience and inner peace
- Creates a harmonious environment
- Fosters respect by creating a reputation for fairness

1.1.6 **SUPPORT:** The heart of this principle lies in the idea that we support fellow cadets **BEFORE** they make a poor decision and break the Honor Code. It also means supporting the people you know by not putting them in a situation where their integrity may be challenged or questioned. Supporting each other goes far beyond not tolerating honor violations.

1.1.6.1 **Positives of Support:**

- Maintains high standards of integrity
- Moves each person to always do the morally “right thing”
- Promotes trust between friends
- Fosters cadet ownership of the honor system

1.1.6.2 Those who violate the code but are willing to accept responsibility for their actions might be able to recover and re-commit themselves to living honorably...with your support.

1.1.7 The Honor Oath contains two other positive principles:

Duty and **Living Honorably**

1.1.7.1 **DUTY:** “A legal or moral obligation to do what should be done” (Gabriel, 1982: 155). It involves our sense of responsibility to something outside ourselves. Duty is also proactively accomplishing those tasks to the best of your ability with an attitude and desire of “Excellence In All We Do.”

1.1.7.2 **Positives of Duty:**

- Encourages “Service Before Self”
- Displays leadership by example

1.1.7.3 **LIVING HONORABLY:** Cadets with forthright integrity voluntarily decide the right thing to do and do it in both their professional and private lives. They do not choose the right thing because of a calculation of what is most advantageous to themselves but because of an inclination to do the right thing.

1.1.7.4 **Positives to Living Honorably:**

Enhances confidence

Fosters trust

Helps to maintain convictions

1.1.8 **PRECEPT:** These are the rules that provide the minimum standards. The precepts of the Code are the letter of the code: not lying, stealing, cheating, or tolerating. By practicing the positive principles we live the spirit of the code and the precepts become second nature.

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.

1.2.1.1 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" refers to non-verbal, non-written forms of communication, such as a nod of the head. The key is whether the person who communicates by gesture intends, then or later, to deceive someone else.

1.2.1.2 To exhibit forthright honesty, you have a responsibility to ensure that others know and understand what you believe to be the truth in any situation. 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 may have allowed a lie to be created and may 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.

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. Certain exceptions to this have been recognized and are included in Appendix F.

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 The essence of cheating is the act of deceiving or attempting to deceive another into thinking some piece of work is yours when it is not. The submission of undocumented work clearly implies it is the product of your own words or ideas, and that you have not used this work 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. Individual effort is the standard at the Academy. Any exception to this standard will be explicitly stated in the syllabus or on the assignment sheet. Various exceptions to individual effort may allow you to work together with other persons (questions, consultations, or discussions) or to refer to works produced by others. 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. A further discussion of honor and academic issues is provided in Appendix E.

1.2.4 **TOLERATE:**

TOLERATION IS THE FAILURE TO REPORT A SUSPECTED VIOLATION OF THE CADET HONOR CODE.

1.2.4.1 If you suspect another cadet of committing an Honor Code violation, **you should promptly address the situation with the individual.** If suspicions are no longer present, it should be cleared up at that time. 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 are responsible for enforcing the Honor Code.

1.2.4.2 Non-toleration is one of the most demanding precepts of the 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 forces 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 Code is without 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 Cadet Wing. This stance extends beyond the Academy and into the Air Force 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 Air Force Cadet Wing, each cadet is a guardian of the Honor Code and responsible to fellow cadets and to the Wing. If the 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 Cadet Wing. By accepting the responsibility of policing ourselves the Cadet Wing maintains ownership of the honor system. Therefore, each cadet is expected to take appropriate action when an apparent breach of the Honor Code is encountered.

1.2.4.4 Some may rationalize toleration of honor violations as protecting or helping a fellow cadet. Nothing could be further from the truth. Success in any endeavor is built by developing proven character traits such as **Integrity, Service and Excellence.** Our character is developed through what we practice, be it good or bad. When we stand by and allow someone to lie, steal, or cheat, we are helping them to fail--not succeed. Tolerating an honor code violation not only hinders character development of the person who violated the code, but also shows a lack of moral courage on the part of the person who tolerated and an unwillingness to stand up for what is right. The best way to help another cadet is to support efforts to practice integrity and not accept anything other than forthright honesty. One must also keep in mind that, while loyalty to classmates and friends is essential, military personnel's ultimate loyalties should lay with their service and country. Cadets' priorities must lay with the Air Force and their country before their classmates. Misplaced loyalty may result in the toleration of Honor Code violations.

1.2.4.4.1 Some reasons people tolerate:

Peer pressure

Failure to recognize what an honor violation really entails: a breaking of the trust that exists between cadets and a breaking of the oath by which we agreed to live

Not wanting to encourage another cadet to take responsibility for his or her actions

Not wanting to do something that might lead to the punishment of another cadet

Rationalizing misplaced loyalties

1.2.4.5 **The cadet who reports an honor incident is not the “villain.”** Maintaining standards is everyone’s professional responsibility, especially on issues so 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, the 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 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 Wing 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 cannot trust our fellow servicemen and we cannot serve with people who do not consider the effects their actions may have on others.

1.2.4.6 **Think about why we are at the Academy.** Our four years here are intended to develop us into outstanding officers in the US Air Force. The public and the Air Force 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

1.3.1 **REQUIREMENTS:** 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 his or her actions. An example is when a cadet answers a question based on incomplete information. When the cadet later finds out his or her answer was untruthful, he or she should immediately go correct their answer. If the cadet does so, then no intent existed to deceive, although a deceitful statement was made. Such emotional appeals as, "I didn't mean to lie... it just came out," do not exonerate a cadet of his or her intent. Even in the most stressful of circumstances, cadets are faced with a fundamental decision; to be honest, or not. The split second when we make that decision is often where intent is determined, and if we choose not to be completely honest, our next action will likely be 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.

1.3.2 **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 a necessary requirement that the cadet be successful in completing 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.

1.3.3 **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. 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, as in the case of an unintentional honor issue that goes uncorrected.

1.4 Spirit of the Honor Code – “Do the right thing and live honorably.”

1.4.1 You should live up to the spirit of the Code as well as strive to exceed the principles of the Oath. Simply stated, "Do the right thing and live honorably." Both officers and cadets are expected to have higher standards of integrity than those laid out by the Code. For example, omitting information on a form or report communicates something to the reader. Decisions based on the absence of information could lead to mission failures. Nearly everyone will agree that this would be a dishonorable act. Also consider other cases, which may arise. If you were to allow a falsehood to stand, then you have just allowed a lie to be created. Being asked to lie, steal, or cheat should be a signal something is wrong. You are assumed to be trustworthy. When directed to do something, the commander will assume the action is done. When asked a question, your commander will make critical command decisions on the assumption that your answer is truthful and complete. In short, the Air Force operates on trust. Think what it would be like if you had to question your peoples' every action. Was the checklist seen? Will the tankers be at the refueling point? Do we actually have 16 combat ready aircraft for this mission? An effective leader can ill afford to lose trust in his or her people, but it will happen if subordinates continue to violate regulations and procedures. If you were to intentionally violate a regulation, you would in fact be violating your commander's trust in you.

1.4.2 The Honor Code is a minimum standard all cadets must uphold. When you see a wrongful action, ask yourself if the action involves lying, stealing, cheating, or tolerating. If so, it must be pursued under the Honor Code. Address the situation with the individual and ask them to explain their actions. By setting these higher standards, you will be able to achieve the higher ideal of ethical behavior.

1.4.3 These higher ideals are what we call the Spirit of the Code. Simply put, the Spirit of the Code requires cadets to go beyond not lying, stealing, cheating, or tolerating, and to do the right thing despite internal or external pressures to the contrary. The Spirit of the Code is best summed up by the following: The Code says, do not lie--The Spirit says, be truthful. Or as Paul W. Bucha, Medal of Honor recipient, states: “Tell the truth, live the truth, be the truth.”

1.4.4 This is our Honor Code and we are extremely proud of it. We are all equals when it comes to honor. The Honor Code sets a standard in these positive principles: honesty, respect, fairness and support. The four positive principles provide the ideals that will help us live by the Spirit of the Code. Living honorably is what we call integrity, which is a moral wholeness or “walking our talk.” Integrity is essential to all considerations of ethics. Moral courage is an important aspect of integrity requiring us to do what is right even when it is likely to cost us more than we want or think is fair. It may require us to stand up for our beliefs and demonstrate the courage of our convictions.

1.4.5 Living up to the spirit of the Honor Code, or living honorably, is a life-long aspiration and a lifetime process. The truly honorable cadet will not hide behind our Code, nor will cadets try to live by only these bare minimums. Character development encompasses more than just the Honor Code; it also includes the Air Force and Academy Core Values, Academy Character Development Outcomes, human relations, ethics, and moral and spiritual development. Every cadet must understand and respect the Honor Code and should expect every other cadet to regard the Honor Code highly if it is to remain the cornerstone of cadet life. Your four years at the Academy will provide you with a foundation and an opportunity for your character development;

the development you will build on throughout your career and lifetime. The Academy experience is designed to make character central to tomorrow's Air Force leaders.

1.4.6 More information on going beyond the Honor Code can be found in the Academy Character Development Manual. Ask your Honor Representative, SPEA (Squadron Professional Ethics Advisor), or talk to someone in the Center for Character Development (34 TRW/CWC) if you have further questions.

SECTION 2: The Honor System and Procedures

2.1 Duties and Responsibilities

2.1.1 Cadet Responsibilities:

2.1.1.1 Each cadet is responsible for establishing and maintaining a sense of personal integrity which will serve 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 which will stand firmly as an inspiration to fellow cadets at the Academy and to fellow officers and enlisted personnel in the United States Air Force after graduation.

2.1.1.2 While the Cadet Wing Honor Code is very simple and straightforward, the Honor System that supports it is often evaluated by the SecAF, Air Force General Counsel, Congressional members, defense counsel, and members of the media. The Cadet Honor Committee manages a large portion of the administration of this system. They are responsible for reporting suspected infractions of the Honor Code, conducting clarifications, investigating allegations, conducting case reviews, and conducting Cadet Sanctions Recommendation Panels or Wing Honor Boards which potentially find a cadet in violation of the Honor Code. Since the mechanics of the honor process are physically run by cadets with active duty personnel serving only as overseers, it is imperative that members of the Cadet Honor Committee hold their positions for an extended period to ensure they are properly trained and maintain a consistent method by which they administer the Honor Code.

2.1.1.3 Each cadet at the Academy is a guardian and owner of the Honor Code. As such, they are ultimately responsible for its administration and health. The Cadet Honor Committee was developed as a representative body of the Cadet Wing to ensure a practical and proper administration of the honor system. The Cadet Honor Committee is responsible to the Commandant through the Wing Honor Chairman (WHC). The Cadet Honor Committee consists of two first-class and two second-class honor representatives on Wing Staff (Wing Honor Chairman and Deputy Wing Honor Chairman and NCOs), two first-class and two second-class honor representatives from each of the four groups (Group Honor Chairman and NCOs), and two first-class and two second-class honor representatives from each of the 36 squadrons (Squadron Honor Officers and NCOs). Wing and Group staff honor positions may not hold other positions in the Wing. Squadron positions are allowed to hold additional positions based on the following rationale. There is one primary and secondary squadron honor officer for each semester. At the end of the fall semester, these positions are interchanged. The primary honor officer should not be assigned any other position in the Wing for the semester in which they are primary. The secondary officer supports the primary officer, but may also hold another position in the Wing.

2.1.2 **Cadet Honor Committee/Honor Executive Committee:** A representative body is required for purposes of practical administration of the Honor System. The committee is responsible to the Commandant of Cadets through the WHC. The Cadet Honor Committee was established to serve the Cadet Wing in this capacity. The Cadet Honor Committee consists of two first-class and two second-class honor representatives on Wing Staff, two first-class and two second-class honor representatives from each of the four groups, and two first-class and two

second-class honor representatives from each of the 36 squadrons. The Wing Staff honor representatives consist of the WHC, the Deputy Wing Honor Chairman, the Wing Honor NCO, and the Wing Honor Education NCO. The Group Staff honor representatives consist of two Group Honor Chairmen and two Group Honor NCOs from each group. The Squadron Honor Representatives consist of one Primary Honor Officer and one Primary Honor NCO for each semester. The off-semester Honor Officer and NCO serve as backups in support of Primary Honor Representatives. These squadron duties are interchanged at the end of the Fall Semester. The Honor Executive Committee is made up of the Wing and Group members of the Cadet Honor Committee.

2.1.3 Wing Honor Chairman (WHC): Responsible to the Commandant of Cadets for the administration of the Honor Code. Develops, recommends, and implements through the Honor Review Committee (HRC), policies and procedures for the administration of the Air Force Academy Cadet Wing Honor Code. The WHC is the Cadet Wing authority on questions of honor.

2.1.3.1 Supervises all investigations of suspected honor violations. Ensures the honor system functions properly by monitoring and coordinating all ongoing honor cases. Responsible for informing the Cadet Wing on the current state of honor.

2.1.3.2 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 Code investigations.

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

2.1.3.4 Appoints representative or attends Character Development Commission meetings and Academic Review Counsel meetings.

2.1.3.5 Permanent member of Cadet Sanction Recommendation Panel (CSRP). As such, validates cadet admissions to violating the Honor Code and provides a sanction recommendation to CSRP Chairman.

2.1.3.6 Prepares an end-of-tour report. The report should cover; 1) the state of honor in the Cadet Wing, 2) the degree to which the Academy atmosphere is conducive or detrimental to the development of ethics, 3) any specific problem areas related to honor and 4) the degree to which the honor system and those operating it are held in trust and esteem by the Wing. This report will be submitted to the Chief, Honor Division no later than 15 May.

2.1.3.7 Ensures this handbook is kept current and the procedures are properly followed by the Cadet Honor Committee.

2.1.3.8 Organizes and structures Cadet Honor Committee by semester, ensuring all positions are properly filled.

2.1.3.9 Meets with the Chief, Honor Division to provide regular updates on the status of open honor cases.

2.1.3.10 Ensures Squadron Honor Representative elections are held. Responsible for selecting alternates to fill vacant positions in Cadet Honor Committee. Must provide list of newly elected honor representatives to the Policy and Evaluations office.

2.1.3.11 Removes members of the Cadet Honor Committee for cause.

2.1.3.12 Designates to Director, Center for Character Development representatives to attend off-site conferences.

2.1.4 **Deputy Wing Honor Chairman (WHCD)**: Responsible to the WHC. Keeps the Cadet Wing informed on important honor issues and ensures quality honor education takes place.

2.1.4.1 Responsible for all honor education within the Cadet Wing during the Academic Year.

2.1.4.2 Develops and supervises Basic Cadet Training Honor Education Program.

2.1.4.3 Coordinates with Chief, Character and Leadership Division and Chief, Honor Division for honor education/information given to all other the Academy organizations.

2.1.4.4 Voting member of the HRC.

2.1.4.5 Coordinates with Office of Institutional Research and Assessment regarding Annual Honor Survey.

2.1.4.6 Responsible for drafting and distributing Cadet X Letters.

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

2.1.4.8 Assists, advises and assumes role of WHC as required.

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

2.1.5.1 Serves as liaison between the WHC and the Cadet Honor Committee NCOs.

2.1.5.2 Responsible for selection of Honor Executive Committee NCOs for the following year.

2.1.6 **Group Honor Chairman (GHC)**: Responsible to the WHC. The GHC ensures the activities of the Squadron Honor Representatives are standardized and conform to the guidelines of the Cadet Honor Committee.

2.1.6.1 Monitors the status of both the Honor Code and the honor system within the group. Guards against any practices within the group which are inconsistent with the Honor Code or honor system.

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

2.1.6.3 Serves as liaison between the Group Commander and the Cadet Honor Committee.

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

2.1.6.5 Trains Group Honor NCOs as future GHCs.

2.1.6.6 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 Wing Honor Board (WHB) or CSRP or dropped.

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

2.1.6.8 Writes sanction recommendations upon completion of CSRP/WHB for cadets found in violation of the Honor Code.

2.1.6.9 May be required to serve as summer Honor Chairman.

2.1.6.10 May serve as WHC in the event that WHC and WHCD 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 Cadet Honor Committee 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 to include: start date, Case Investigative Chairman, Investigative Team (IT), Case Legal Advisor (CLA) and case outcome.

2.1.7.3 Notifies cadets selected for WHB duty.

2.1.7.4 Acts as Sergeant At Arms and/or Cadet Recorder for WHB as required.

2.1.8 **Squadron Honor Officer:** Responsible the GHC. There is one Primary and Secondary Honor Officer for each semester. At the end of the Fall Semester, these positions will be interchanged. The Primary Honor Officer should not be assigned any other position in the Wing. The Secondary Honor Officer supports the Primary Honor Officer, but may also hold another position in the Wing. In the event both the Primary and Secondary Honor Officers 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 Maintains an effective honor program within the squadron. Must inform Squadron AOC, MTL, and Chain of Command of all ongoing honor issues.

- 2.1.8.2 Counsels individuals concerning the Honor Code and acts as an ethical advisor.
- 2.1.8.3 Educates all members of the Squadron on the Honor Code and system. Coordinates with Squadron Professional Ethics Advisor (SPEA) for preparation and execution of all lesson plans.
- 2.1.8.4 Attends all group honor meetings.
- 2.1.8.5 Responsible for conducting all honor clarifications within their squadron. Must notify the Honor Division within 24 hours after the clarification and complete the case call-in sheet if any member of the clarification suspects an honor violation has occurred.
- 2.1.8.6 Leads IT when designated by GHC.
- 2.1.8.7 Performs WHB and/or CSRP duty as directed.
- 2.1.8.8 Notifies AOC, MTL, SPEA, Squadron Commander, and Honor Liaison Officer (HLO) of CSRP or WHB time and location, as well as outcome of case.
- 2.1.8.9 Writes sanction recommendations for cadets in squadron found in violation of the Honor Code.
- 2.1.8.10 Oversees and assists cadets in squadron retained on honor probation. Also required to do monthly counseling for these cadets.
- 2.1.8.11 Required to conduct Squadron Honor Representative Election and submit results to WHC no later than 20 February.
- 2.1.8.12 Trains Honor NCOs to become future Honor Officers.
- 2.1.9 **Squadron Honor NCO**: Responsible to and assists the Squadron Honor Officer. There is one Primary and Secondary Honor NCO for each semester. At the end of the Fall Semester, these positions will be interchanged. The Primary Honor NCO should not be assigned any other position in the Wing. The Secondary Honor NCO supports the Primary Honor NCO, but may also hold another position in the Wing. In the event both the Primary and Secondary Honor Officers 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 the administration of the Honor Code and gains the expertise that will be required as a future Honor Officer.
 - 2.1.9.2 Performs duty of IT when designated by GHC.
 - 2.1.9.3 Performs WHB duty as directed.
 - 2.1.9.4 Assists the Squadron Honor Officer in teaching Honor Education lessons.

2.1.10 **Academy Personnel:** All personnel assigned to the Air Force Academy are expected to uphold Honor Code principles and precepts. Exemplifying the spirit of the Honor Code by maintaining high standards of personal honesty and conduct is the duty of every person. Individuals must report apparent breaches of the Honor Code using the procedures outlined in section 2.3.

2.1.11 **Chief, Honor Division (CWCH):**

2.1.11.1 Provides support to the Cadet Honor Committee in the administration of the Honor Code and the honor system. Provides copy of this handbook to SAF/GC after yearly update.

2.1.11.2 Functions in an advisory and support capacity to the Cadet Honor Committee and assists the honor representatives in maintaining the vitality of the Honor Code and system.

2.1.11.3 Assists the Cadet Honor Committee in seeking approval and implementing cadet initiatives related to honor.

2.1.11.4 Advises cadets and officers on honor sanction procedures.

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

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

2.1.11.7 Acts as the spokesperson and liaison officer to other Academy agencies on the operation of the honor system and trends.

2.1.11.8 Responsible for training the Honor Executive Committee in the administration of the honor system.

2.1.11.9 Oversees all aspects of the honor process and provides feedback on honor cases.

2.1.12 **Deputy Chief, Honor Division (CWCH):**

2.1.12.1 Assist as directed, and performs all duties in absence of the Chief.

2.1.12.2 Oversees status of all probation cases.

2.1.12.3 Schedules annual Honor discussion with Academic and Athletic Departments.

2.1.12.4 Schedules monthly Newcomer Orientation honor briefing.

2.1.12.5 Provides monthly statistics and timelines on honor cases to SAF/MR.

2.1.13 **Squadron Professional Ethics Advisor (SPEA)**: SPEAs are personnel assigned to the Academy who have volunteered to serve as advisors to a cadet squadron on matters of honor and professional ethics.

2.1.13.1 Acts as an advisor to the Squadron Honor Representatives on the Honor Education Program.

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

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

2.1.13.4 Understands honor probation's purpose and procedures. Assists in establishing a personal development plan for cadets on honor probation, as well as counsels/evaluates these cadets monthly.

2.1.14 **Honor Liaison Officer (HLO)**: HLOs are personnel assigned to an Academy organizational unit, typically in DF, who foster the spirit of honor in that department. HLOs also represent that department in the honor system.

2.1.14.1 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.

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

2.1.14.3 Oversees honor system-related matters in that department. Requests clarifications through the Squadron Honor Representative. This typically includes arranging the preparation and submission of witness statements, if required and getting and distributing feedback on honor system outcomes to unit members.

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

2.1.16 **Board Legal Advisor (BLA)**: An advisor from DFL or HQ USAFA/JA, familiar with legal implications of honor proceedings, who is present at all WHBs. Ensures the WHB proceedings meet all legal requirements, are conducted properly, and provides advice and consultation to the WHB Chairman. The BLA will not vote on any WHB allegations nor will

they take an active role in questioning or discussion. The BLA for a given case may not be the CLA for that case. The BLA is constrained strictly to an advisory role to the WHB Chairman's

final authority and will only intervene if a problem arises which if not corrected would render the WHB legally invalid.

2.1.17 **Honor Review Committee (HRC)**: The HRC (reference USAFAI 36-168) 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. Both the WHC and the WHCD are primary voting members and represent the Cadet Wing along with five other cadets. There are also eight officers representing various Academy interests who are voting members. The HRC has a standing subcommittee, the Honor Review Committee Executive Panel (HRCEP).

2.1.18 **Honor Review Committee Executive Panel (HRCEP)**: The HRCEP (reference USAFAI 36-168) reviews practices in the Cadet Wing which may be inconsistent with the Honor Code and investigates and makes recommendations on "improper" questioning (see Appendix C). 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 system. The USAFA-graduate member of the HRC, the WHC, and the Cadet Vice Wing Commander make up the voting members of this panel.

2.1.19 **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 of Cadets, the Dean, the Director of Athletics, and senior leaders representing various mission elements at the Academy.

2.2 Cadet Honor Committee

2.2.1 **Line of Authority**: The line of authority within the Cadet Honor Committee serves as an administrative chain of command. The Committee is built upon three levels: Wing, Group, and Squadron. The Honor Executive Committee is made up of the Wing and Group honor positions. The remaining members of the Cadet Honor Committee are located at the Squadron level. The purpose of this relationship is to allow smooth functioning and operation of the Committee.

-Wing Staff:

- Wing Honor Chairman, C/Lt Col Tyson Hadduck
- Deputy Wing Honor Chair, C/Lt Col Marcus Durham

- Group Staff:

- 1st Group: C/Lt Col Delevane Diaz
C/Lt Col Owen Johnson
- 2nd Group: C/Lt Col Amanda Baranek
C/Lt Col Brian Kirchner
- 3rd Group: C/Lt Col Erika Evans
C/Lt Col Derrick McClain
- 4th Group: C/Lt Col Marshall Meringola
C/Lt Col Thomas Percival

-Squadron Staff:

- Primary and Secondary Honor Officers for each squadron

2.2.2 **Elections**: Before 20 February, Primary Squadron Honor Officer will conduct elections for the next academic year's second-class Honor Representatives.

2.2.2.1 Eligibility: All third-class cadets, except those on any probation, are eligible. Third-class cadets on honor probation may submit a waiver to the Squadron Honor Officer. The Honor Officer will contact the NCOIC of Honor Probation for status of the individual's honor probation performance. Probates must be successfully completing all tabs in their honor portfolio to be eligible for elections. This approval must occur prior to elections. The Cadet Squadron Commander and Squadron Honor Officer, in coordination with their Squadron 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 Cadet Honor Committee should be highly respected, trusted, approachable, and professional.

2.2.2.2 Procedure: With entire squadron assembled, Primary Squadron Honor Officer presents each candidate. Each candidate will then address his or her squadron concerning their qualifications. Once presentations are complete, have each squadron member cast their vote. Each member may vote for two candidates. Votes will be counted by the Primary Squadron Honor Officer and verified by the Primary Squadron Honor NCO. The two candidates receiving the largest number of votes will be appointed to next year's Cadet Honor Committee. The candidate receiving the third largest number of votes will be selected as an alternate. Primary Squadron Honor Officer must turn these results in to WHC before 20 February.

2.2.3 Executive Committee Selections: Second-class cadets on the Honor Executive Committee will conduct interviews to select the new Honor Executive Committee NCOs. This will be performed between 20 February and 10 March, with candidates being drawn from among the newly elected Squadron Honor Representatives.

2.2.3.1 Eligibility: Must have been elected to next year's Cadet Honor Committee and volunteer for a position on the Honor Executive Committee. The applicant must also be a cadet in good standing. Academic, military, and athletic standing will be taken into consideration.

2.2.3.2 Procedure: Wing Honor NCO will assemble a selection board consisting of all second-class cadets on the Honor Executive Committee. This board will convene to conduct interviews. The interviews will be based on both a written and oral presentation. The written portion will be submitted before the oral portion. Wing Honor NCO must approve of the ten selectees for the Honor Executive Committee positions. The names of the ten selections for the Honor Executive Committee and the names of the 72 newly elected squadron honor representatives will be forwarded to the Commandant of Cadets for final approval.

2.2.4 Tenure: Once elected to the Cadet Honor Committee, a cadet remains on the committee four semesters. Second-classmen, or Honor NCOs, spend the first year learning how to properly conduct cadet duties associated with the honor system. This is accomplished through training sessions conducted by the Honor Division and training throughout the year by the first-classmen. The expectation is that the second-classmen will 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.

2.2.4.1 A 4-semester tenure of the Cadet Honor Committee is vital to ensure the integrity of the honor system is maintained. To uphold the administration of the honor system the Honor Executive Committee must maintain a 4-semester tenure on their respective group or wing staff as validated by the SecAF and HHQ agencies during their reviews. The present tenure ensures that cadets are able to receive the training and experience necessary to successfully withstand reviews and effectively administer the system.

2.2.4.2 After Spring Break, the Honor Executive Committee NCOs will begin on the job training to include, but not limited to, being Chairmen of WHBs and CSRPs for cadets of equal or lesser rank.

2.2.5 Removal: Members of the Cadet Honor Committee may be removed for cause. The final authority for removals is the WHC. Only the Commandant of Cadets may remove the WHC.

2.2.6 Vacancy: If a vacancy should occur anywhere in the Cadet Honor Committee, the WHC will appoint a replacement to that position.

2.3 Reporting Suspected Violations of the Honor Code

2.3.1 **Suspicion:** 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. A cadet's first responsibility, if he or she suspects an honor violation has occurred, is to address the situation directly to the respondent (cadet suspected of a violation).

2.3.1.1 Before confronting the respondent, the initiator should first understand the serious implications of questioning someone's integrity. This is a stressful situation and the manner in which it is addressed could unnecessarily make it more stressful.

2.3.1.1.1 Guidelines initiators will use to minimize the amount of stress imposed on the respondent during any pre-clarification meetings are the same as those used during clarifications. The guidelines are outlined following paragraph 2.3.1.5

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

2.3.1.3 If the situation is resolved to the full satisfaction of the initiator after this initial confrontation, no further action is necessary.

2.3.1.4 If suspicion still exists after this initial confrontation, a clarification is necessary. The initiator should inform the respondent that he or she intends to pursue a clarification. The initiator, or in cases involving DF, the Honor Liaison Officer (HLO) will contact the respondent's Primary Honor Officer to schedule a clarification. If unsure of how to contact the respondent's Primary Honor Officer, contact the WHC, GHC, or Honor Division at 3-4275.

2.3.1.5 Initiators outside the Academy will normally report the matter directly to the WHC via the Honor Division, (719) 333-4275, room 3C18, Vandenberg Hall.

- A Honor representative will conduct the clarification
- 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
- Immediately reveal all evidence or reasons before requesting any response
- Allow the respondent to fully explain the events concerning his or her conduct
- Do not ask questions you already know the answers to
- Do not ask misleading or loaded questions
- Try not to misconstrue the respondent's explanation. Your interpretation of his or her words may not be the only possible interpretation

2.3.2 **Clarification**: Once contacted by an initiator or respondent, the respondent's Primary Honor Officer will conduct the first official step in the honor system.

2.3.2.1 The Primary Honor Officer will schedule a time and location to hold the clarification ensuring both the initiator and respondent are present. The Primary Honor Officer will also be present to lead the clarification. These three are the only people required to be present for the clarification. The Primary Honor Officer will decide if others may attend. In cases involving international cadets, they will be given the opportunity to contact an interpreter and have them present during each step of the honor process.

2.3.2.2 The Primary Honor Officer will pre-brief the initiator and respondent about the clarification. This briefing will explain the clarification to be a fact-finding meeting, not an interrogation. It will also outline how the clarification will be conducted.

2.3.2.3 The Primary Honor Officer should ensure everyone is at ease before beginning. The clarification begins with the initiator presenting all relevant facts and reasons for suspicion. This is to prevent improper questions and ensure the respondent understands the initiator's exact concerns. Once the initiator has presented all relevant facts, the respondent will have the opportunity to explain all evidence and facts concerning his or her conduct. At this point, if any questions remain, they will be addressed. The honor officer may ask the respondent to leave the room so that the honor officer and the initiator can discuss the situation. 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.

2.3.2.4 At the conclusion of the clarification, the Primary Honor Officer will ask 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?" This will help determine what needs to be done as far as case call-in requirement.

REMEMBER:

- | | |
|------------------------------|-----------------------------|
| - Put cadet at ease | - Act professionally |
| - Fully disclose information | - It's not an interrogation |

2.3.3 **Case Call-in Requirement**: If the initiator, respondent, and Primary Honor Officer at a clarification all agree that no honor violation occurred, then no further action is required. If, however, any one of those three suspects an honor violation occurred, the Primary Honor Officer must report the situation to the Honor Division (3-4275) as soon as possible. At this point, the suspected honor violation becomes a case. If a case called in to the Honor Office involves an international cadet, the Honor Division will contact the Office of International Programs (DFIP) and ensure they are informed throughout the entire process.

2.3.4 **Other Systems (UCMJ)**: Academy personnel share the same responsibilities as cadets for reporting potential honor violations and should follow the same procedures outlined above. 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 the Honor Division. In such an event, the Staff Judge Advocate (USFA/JA) should be consulted immediately, as well as the Chief, Honor Division. The Commandant will

decide whether the case will be handled under the Honor System, another administrative process, or the UCMJ. If the Commandant chooses another administrative process or the UCMJ to handle the matter, and an honor investigation has been opened, the processing of the honor case will be stopped pending the resolution of the other administrative/UCMJ process as applicable. If the cadet is retained after the other administrative/UCMJ process is completed, the honor case will be reopened and processed.

2.4 Investigation

2.4.1 **Investigation Purpose:** An Investigation Team (IT) conducts an investigation in order to determine whether there is sufficient evidence to support a reasonable belief that an Honor Code violation has occurred. 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 (see paragraph 2.3.4).

2.4.2 **Investigation Procedures:** The following is a step-by-step explanation of the investigation process.

2.4.2.1 When a case is reported to the Honor Division, the WHC assigns the case to a GHC, who then becomes the Case Investigative Chairman. The Case Investigative Chairman maintains supervision over the investigation, provides any additional assistance required by the investigators, and reviews the completed investigation for thoroughness and fairness.

2.4.2.2 Once the Case Investigative Chairman is assigned a case, he or she appoints 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 made up of two members of the Cadet Honor Committee. Usually it is a Primary Honor Officer and Primary Honor NCO from the same squadron.

2.4.2.3 The IT informs DFL that a new case has been “called-in” and requests a CLA be assigned. The CLA is available to answer legal and procedural questions throughout the investigation and to advise the Cadet Honor Committee, in general, and GHCs responsible for investigations and any CSRP or WHB. Specifically, the CLA can give guidance and suggestions on the nature of the allegation(s), what to investigate, and how to obtain difficult evidence.

2.4.2.4 The IT collects all pertinent information for an alleged violation and should interview any witnesses who can help with the case. Witnesses will be advised that any statements provided may be used as evidence in a CSRP, WHB, or other official proceedings. If a written statement from a witness is impractical or not forthcoming, the IT will prepare a written summary of the testimony based upon personal interview, telephone interview, or other communication with the witness. The IT must also collect all evidence that applies to the case such as academic tests, computer disks, regulations, etc. The respondent’s Squadron Honor Representatives will assist the IT as required. The IT will not reveal any evidence collected to the respondent. 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., will deny a cadet due process and such personnel have a duty to disclose any conflict which will render them unable to be impartial. Professionalism requires detachment and a complete lack in personal interest in the outcome of the investigation.

2.4.2.5 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 IT may miss class with prior approval from the GHC and their instructors, if necessary, for investigative purposes. The GHC will also be available for any additional assistance.

2.4.2.6 Questioning of witnesses or the respondent about committing an Honor Code violation will be 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 straight-forward, fact-finding approach. Such practices as misrepresentation, entrapment, and threats of prosecution have no place in the investigative process.

2.4.2.7 The IT must consult the CLA before formulating the case allegation(s) on the Letter of Notification (LON). The LON informs the respondent of allegations against them and their rights. It also provides the respondent the opportunity to admit or not admit to violating the Honor Code. Once allegation(s) are formulated, the IT serves the respondent with the LON. After the respondent has been served the LON, he or she has 48 hours to decide whether or not to admit. The IT will also advise the respondent that the IT will take statements or any other evidence the respondent wishes to submit. 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.

2.4.2.7.1 At this point, if the respondent admits to an honor violation, the IT will offer the respondent an opportunity to request placement on Immediate Honor Probation.

2.4.2.7.2 The letter requesting Immediate Probation acknowledges the respondent understands his or her rights, reiterates the presumptive sanction of disenrollment, and states that the Commandant shall reserve the right to sanction either the probation or disenrollment. Upon requesting Immediate Probation, the respondent must schedule an appointment with the Honor Division. The probation process will not officially start until the Chief, Honor Division approves the Immediate Probation request. The Request for Immediate Probation is *not* a guarantee the CSRP will validate the admission or the Commandant will elect to retain the respondent.

2.4.2.8 After the IT completes the investigation, they will record their findings in a summary report for the review process. The IT will carefully document all actions, to include unobtainable information, and reasons for omitting obtained information. This is so the WHB will not have to go back to determine for themselves what information is simply not available.

2.4.2.9 After the IT completes the summary report, they submit the completed Case Evidence Package (CEP) to the Case Investigative Chairman. The Case Investigative Chairman ensures the CEP is complete.

2.5 Case Review

2.5.1 **Case Review Purpose:** To determine if the formulated allegations are valid and determine whether substantial evidence of a wrongful act is present to warrant forwarding the case to either a CSRP or a WHB.

2.5.1.1 The allegation must fall under the definitions of lying, stealing, cheating, or tolerating, as outlined in the Honor Code Reference Handbook, to be considered under the honor system.

2.5.2 **Case Review Procedures:** The following is a step-by-step explanation of the case review process.

2.5.2.1 After an investigation is complete, the Case Investigative Chairman, the WHC, and the Chief, Honor Division review the CEP. During this review, the original package will be turned over to the NCOIC of the Honor Division for database update and copying of evidence.

2.5.2.2 The Case Investigative Chairman, WHC, and Chief, Honor Division review the CEP to ensure that the investigation is thorough and complete. If any of the three individuals determines the CEP is incomplete, the case may be sent back to investigation. When the CEP is deemed complete, the Case Investigative Chairman, WHC, and Chief, Honor Division will review the case. If there is evidence in the CEP to support additional allegations, these allegations may be added by the Case Investigative Chairman, WHC, or Chief, Honor Division. Any allegations added during the review process will be put on a letter of notification (LON) and served to the respondent.

2.5.2.3 The Case Investigative Chairman, WHC, and Chief, Honor Division decide if evidence exists to support the allegation(s). A case will be dropped if there is no substantial evidence of a wrongful act. “Substantial evidence” is evidence from which a fact finder could reasonably conclude that a fact is true. If either the Case Investigative Chairman or the WHC believe the case should be forwarded, the case will be forwarded. If both the Case Investigative Chairman and the WHC believe the case should be dropped, but the Chief, Honor Division believes the case should be forwarded, the HRCEP will review the case and be the final determinant as to whether the case is forwarded or dropped.

2.5.2.4 Cases forwarded from review with admitted allegations will meet a CSRP. The review will also determine if admitted cases meet the criteria necessary for a self-report (see Appendix C). Cases forwarded from review with not-admitted allegations will meet a WHB.

2.5.3 **WHB Chairman:** In a case being forwarded to a WHB, the WHC will appoint a GHC different from the one that supervised the investigation to chair the board. The WHB Chairman will meet with the BLA as soon as possible. The BLA will review the CEP and make recommendations concerning any redactions and questions which should be asked during the WHB.

2.5.4 **CSRP Chairman:** The case investigative chair overseeing admitted cases will also chair the CSRP.

2.6 Cadet Sanctions Recommendation Panel

2.6.1 **CSRP Procedures:** The CSRP is made-up of the CSRP Chairman who is the Case Investigative Chairman, the WHC, and a 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 will be used. The panel members will have a chance to review the evidence. The respondent will then be brought in and the CSRP will ask him/her questions concerning the allegation(s). For an admission to be valid, the respondent must be admitting to both act and intent. Once the CSRP validates the respondent's admission, the chairman declares the cadet in violation of the Honor Code and categorizes the violation as a self-report if applicable. If the CSRP Chairman feels the respondent is not admitting to the allegations, the case is to be treated as a deny and should be forwarded to a WHB. In making a sanction recommendation, the CSRP will consider whether the violation was self-reported, as that term is defined in Appendix C. In some instances, the panel may determine act and/or intent were not present. In these instances, the chairman will declare the cadet not in violation of the Honor Code. If a cadet is found not in violation by a CSRP, they will be returned to the Cadet Wing as a Cadet in Good Standing, and nothing should be presumed because the cadet met a CSRP. Cadets found in violation require sanctions recommendations (see section 2.8.2). These recommendations will be compiled by the CSRP Chairman, who will also make a recommendation that is included in the sanction package to the Commandant.

2.6.1.2 The respondent may have the panel open or elect to close the panel to spectators. If closed, the only non-participants allowed to attend are Squadron Honor Representatives, Honor Executive Committee members, and Honor Division Staff. The respondent may also choose to have his or her AOC, MTL and/or SPEA present. Only personnel assigned to the USAF Academy are allowed as spectators at open panels, but this does not apply to counsel representing the respondent (see section 2.7.1). The WHC may restrict USAF Academy personnel attendance and/or approve spectators other than Academy personnel to attend CSRP proceedings. Cadets attending Cadet Sanctions Recommendation Panels must have prior instructor approval to miss any classes during this proceeding, prior AOC approval for any squadron activities/appointments that will be missed during this proceeding, and prior approval from coaches for any intercollegiate activities missed. Also, cadet spectators must be in service dress uniform.

2.6.2 **Announcement of CSRP decision:** There is a tremendous responsibility that rests with the panel members as they represent the cadet wing. 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 in any official record or communication improperly undermines the decision and respect due the panel. Additionally, references to CSRP findings in collateral proceedings are to be avoided.

2.6.3 **Request for Immediate Probation:** The CSRP Chairman will offer the respondent an opportunity to request placement on Immediate Honor Probation when found in violation at the CSRP, if the cadet did not request Immediate Probation when served the Letter(s) of Notification (LON). There are only two times during the Honor Process the respondent will be offered a

chance to request Immediate Probation; when electing to admit on the LON, or immediately following a finding of violation at a CSRP.

2.6.3.1 The letter requesting Immediate Probation acknowledges the respondent understands his or her rights, reiterates the presumptive sanction of disenrollment, and states that the Commandant shall reserve the right to sanction either probation or disenrollment. Upon requesting Immediate Probation, the respondent must schedule an appointment with the Honor Division. The probation process will not officially start until the Chief, Honor Division approves the Immediate Probation request. The Request for Immediate Probation is *not* a guarantee the Commandant will elect to retain the respondent.

2.6.4 **Letter of Removal from Good Standing:** Upon the adjournment of a CSRP, the CSRP Chairman will serve the cadet found in violation a Letter of Removal from Good Standing from the Commandant. As such, the following administrative provisions apply to the cadet:

- Removal of all rank
- Removal from all positions
- Removal from all Academy representation (i.e., sports, clubs, etc.)
- Removal from all merit lists (wear of merit pins is unauthorized)
- Restricted to cadet duty area as defined in AFCWI 36-3001, Attachment 4
- Loss of all privileges as defined in AFCWI 36-3001, Chapter 4

Any request to deviate from the loss of privileges in these sanctions must be forwarded through the cadet's chain of command and approved by the Group AOC as outlined in Appendix G.

2.6.4.1 If the CSRP validates the admission of an Honor Code violation as a self-report (see Appendix C) then the cadet may be placed on honor rehabilitation. Cadets may be placed on honor rehabilitation for a reduced length of time as compared to admitted honor probation cases. Upon the adjournment of the CSRP, the CSRP Chairman will serve the cadet found in violation a Letter of Removal from Good Standing from the Commandant. As such, the following administrative provisions, specific to honor rehabilitation, apply to the cadet:

- Removal of all rank
- Removal from all positions
- Removal from all Academy representation (i.e., sports, clubs, etc)

Any request to deviate from the loss of privileges in these sanctions must be forwarded through the cadet's chain of command and approved by the Group AOC as outlined in Appendix G. If the cadet fails to progress on honor rehabilitation as directed, then the following administrative provisions will be added:

- Removal from all merit lists (wear of merit pins is unauthorized)
- Restricted to cadet duty area as defined in AFCWI 36-3001, Attachment 4
- Loss of all privileges as defined in AFCWI 36-3001, Chapter 4

2.7 Wing Honor Board (WHB)

2.7.1 **Purpose:** 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. WHB proceedings are non-adversarial administrative actions having no prosecutor or defense representation. Hence, legal counsel for the respondent is not permitted to be present in the boardroom during any of the proceedings. However, legal counsel may be present outside the boardroom to consult with the respondent during recesses.

2.7.2 **Preparation:** Prior to a WHB, the WHC appoints a WHB Chairman. The WHB Chairman is a GHC who is different from the Case Investigative Chairman. He or she meets with the BLA to make any redactions if necessary from the CEP to prepare the CEP for the WHB.

2.7.3 **Notification:** The WHB Chairman will provide the respondent with a copy of all statements which will be used as evidence at the board. The respondent will be given 72 hours notification by the WHB chairman prior to the scheduled Honor Board. Generally, all evidence which is relevant will be 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. The WHB Chairman may approve requests from the respondent for delay beyond the scheduled meeting for good cause. If the 72-hour notification requirement is not met, then the respondent may waive the 72-hour notification requirement. If not, the WHB must be rescheduled to meet the 72-hour notification criteria.

2.7.3.1 Furthermore, the WHB Chairman will advise the respondent that consultation with third parties is permissible at any time. The respondent is encouraged to seek legal advice, talk with parents, chaplain, coach, friends, other cadets, etc. Also, 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. The WHB Chairman will also notify the respondent of WHB procedures, to include date, time, location of the hearing, and decorum. The WHB Chairman will also inform all witnesses of WHB procedures, to include date, time, location of the hearing, and decorum. The WHB Chairman will make every effort to insure that all witnesses will be able to attend during the designated time as exceptions/exemptions to testimony must meet the criteria outlined in section 2.7.6.5.1.1 of AFCW Honor Code Reference Handbook.

2.7.4 **New Evidence:** In the event new evidence is provided by other than the respondent prior to the WHB, the respondent must have 72-hour notification or must waive that requirement. New evidence provided by the respondent must also meet this 72-hour 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 72 hours for good cause.

2.7.5 New Allegation or Evidence During a WHB: If evidence of potential Honor Code violations other than those listed on the Letter(s) of Notification arises at the Honor Board, the WHB Chairman should call a temporary recess. After consulting the Chief, Honor Division, the WHB Chairman will either reconvene the board to reach a verdict on the existing allegations or prepare a supplemental letter of notification which incorporates the new allegations. The Honor Board may proceed without delay only if further investigation of facts is not requested, the respondent has been served with the supplemental letter of notification, and the respondent waives the requirement of 72 hours notice. The WHB Chairman may grant requests from the respondent for delay beyond the 72 hours for good cause.

2.7.6 Conduct of a Wing Honor Board: When the review determines that a case should be heard at a Wing Honor Board, a board of eight cadets in good standing will be selected randomly from squadrons other than the respondent's squadron as follows:

Class of respondent	1 st	2 nd	3 rd	4 th
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 ^o)	2	2	-	-
Third Class At-large	-	-	2	2

Board members are randomly and individually notified.

2.7.6.1 At every WHB, regardless of the respondent's class, there will be 3 honor representatives, 2 cadet-chain-of-command members, and 3 at-large cadets.

2.7.6.1.1 Second-class cadets who have not completed the appropriate level of honor training cannot serve as honor representatives on a WHB and if necessary may be replaced by a first-class cadet who has completed the appropriate training, regardless of the respondent's class.

2.7.6.2 The non-voting participants of the board are the WHB Chairman, BLA, the verbatim recorder, the Sergeant at Arms, and the officer mentor.

2.7.6.3 The officer mentor on the WHB must be an O-4 or above, a graduate of a service academy or have worked with cadets at the Academy for at least 1 year. The purpose of the officer mentor at WHB proceedings is to offer lessons and insights acquired from years of experience as part of the active duty Air Force. Therefore, the officer mentor will take part in all proceedings of the WHB, to include questioning the respondent and witnesses, reviewing evidence, and taking part in deliberations. The officer mentor will not vote in the secret ballot to determine violation / no violation.

2.7.6.4 Alternate board members selected randomly from these groups will also be available to replace primary members who are successfully challenged or excused so that board membership always remains at eight. One of the eight GHCs who did not supervise the investigation will serve as the non-voting WHB Chairman at each WHB. The WHB Chairman may also excuse any board members who, in his or her assessment, have a direct involvement which constitutes

an adversarial relationship or a conflict of interest with the individual cadet or case being considered. In this context, what amounts to an adversarial relationship or conflict of interest must stem from a personal involvement in the case as opposed to a professional one. Board members have an affirmative duty to recuse themselves in order to comply with this guidance. The WHB Chairman will decide all questions regarding the recusal of WHB members.

2.7.6.5 At the hearing, the WHB Chairman will use the WHB Script to advise on the conduct of the proceedings and provide the following guidance to the respondent:

2.7.6.5.1 The respondent is required to be present during the presentation of all testimony.

2.7.6.5.1.1 The Wing Honor Board Chairman will insure that all previously listed witnesses (listed on the call-in sheet or anyone with whom a statement was taken regarding the case) will have testified prior to closing the WHB for deliberations. No board should take place without the initiator present to testify. Every reasonable effort will be made to hear the verbal testimony of witnesses (in person, telephone, teleconferencing, etc). Any exceptions to a witness' inability to testify that is known before the investigation end date must be cleared by the IT Chairman (a GHC for that particular group) and the CLA for that particular case. Should a witness be unable to testify on the day of the WHB (due to emergency leave, remote TDY, other duty of higher priority, etc), the WHB Chairman must consult with the Cadet Wing Honor Chairman and/or the Chief of the Honor Division (or their deputies) to receive the authority to proceed with the WHB without the testimony of that witness. If that authority is not granted, or the approving authorities cannot be reached, the WHB will be recessed until a later date.

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

2.7.6.5.3 The respondent will be given full opportunity to call witnesses with WHB Chairman approval.

2.7.6.5.4 The respondent may testify on his or her own behalf. However, if the respondent testifies falsely on material issues and thus raises a separate allegation, the testimony given at the Honor Board can be used in a new honor investigation and/or subsequent related proceedings. The respondent will not be required to testify and the WHB Chairman will inform him or her of this. The decision not to testify will not be construed as evidence against the respondent.

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

2.7.6.5.6 The respondent may have the board open or elect to close the board to spectators. If closed, the only non-participants allowed to attend are Squadron Honor Representatives, Honor Executive Committee members, and Honor Division Staff. The respondent may also choose to have his or her AOC, MTL and/or SPEA present. Only personnel assigned to the USAF Academy are allowed as spectators at open boards (this does not apply to counsel representing

the respondent--see section 2.7.1). The WHC may restrict USAF Academy personnel attendance and/or approve spectators other than Academy personnel to attend WHB proceedings. Cadets attending Wing Honor Boards must have prior instructor approval to miss any classes during this

proceeding, prior AOC approval for any squadron activities/appointments that will be missed during this proceeding, and prior approval from coaches for any intercollegiate activities missed. Also, cadet spectators must be in service dress uniform.

2.7.6.5.7 After delivering the final board instructions, the WHB Chairman, voting board members, and the officer mentor will discuss the case in closed deliberations. Voting members and the officer mentor are not permitted to leave the boardroom during deliberations to communicate with anyone about the case. However, they are permitted to leave during recesses, but cannot engage in any off-the-record communications with anyone. For this session, the room will be cleared of all other personnel except members of the Honor Executive Committee and Honor Division staff. Honor Executive Committee members are allowed to be present so that they gain knowledge and experience to better prepare them to act as board chairs. Members of the Honor Division staff may enter deliberations at any time for the purpose of ensuring that the process is being conducted in accordance with all applicable policies and regulations and to be able to provide feedback to the WHB Chairman on the conduct of the board after it is over. Observers will not communicate with the WHB Chairman, voting members, or the officer mentor while they are in closed session. The WHB Chairman may recess the board at his or her discretion to consult with the BLA or Honor Division staff for advice in legal or procedural matters and will continue to make independent decisions on such matters. When deliberations are complete, the board will vote by secret written ballot, with the votes counted by the WHB Chairman and verified by the officer mentor. A board member will vote a violation has been committed only if the evidence convinces that member beyond a reasonable doubt that the respondent has violated the Honor Code as alleged. Reasonable doubt is a doubt based on reason and common sense. 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. A three-fourths majority vote (6 of 8) is required to find a cadet in violation of the Honor Code. The decision, but not the vote, will be announced to the respondent cadet in a recorded session, during which the WHB Chairman will also indicate for the record the names of any observers who were present during deliberations. Upon completion of the board all ballots are destroyed. Cadets who are found not in violation at the WHB remain, as they were, cadets in good standing, and nothing should be presumed because they met a WHB. Board members are required to provide a sanction recommendation if a cadet is found in violation of the Honor Code (see section 2.8.2).

2.7.7 **Announcement of WHB decision:** There is a tremendous responsibility that rests with the board members as they represent the cadet wing. 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 WHB in any official record or communication improperly undermines the decision and respect due the WHB. Additionally, references to WHB findings in collateral proceedings are to be avoided.

2.7.8 **Letter of Removal from Good Standing:** Upon the adjournment of a WHB, the WHB Chairman will serve the cadet found in violation a Letter of Removal from Good Standing from the Commandant. As such, the following administrative provisions apply to the cadet:

Removal of all rank

Removal from all positions

Removal from all Academy representation (i.e., sports, clubs, etc.)

Removal from all merit lists (wear of merit pins is unauthorized)

Restricted to cadet duty area as defined in AFCWI 36-3001, Attachment 4

Loss of all privileges as defined in AFCWI 36-3001, Chapter 4

Any request to deviate from the loss of privileges in these sanctions must be forwarded through the cadet's chain of command and approved by the Group AOC as outlined in Appendix G.

2.8 Sanctions

2.8.1 **Introduction:** Each cadet who attends the Air Force 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 nearly impossible to measure. Compliance with the Honor Code is a requirement for membership in the Cadet Wing. This has always been true and still exists as the **MINIMUM** standard. Therefore, a failure to meet this standard may result in disenrollment from the Academy.

2.8.1.1 One of the basic foundations of the cadet honor system is that under certain conditions, a cadet who has violated the Honor Code may recover from that ethical lapse. The assumption is that moral development may be accomplished through diligence if the offense is not extreme, and the cadet has willingly accepted responsibility and demonstrated resolve to live honorably. For this reason, there is a rehabilitation program providing the possibility for Honor Rehabilitation or Honor Probation as opposed to guaranteed disenrollment. Disenrollment, Honor Rehabilitation, or Honor Probation, with its associated administrative consequences, are the sanctions available for a breach of the Honor Code.

2.8.2. **Immediately Upon an Announcement of Violation:**

2.8.2.1 Members of a CSRP or WHB are required to provide a sanction recommendation to the panel or board chairman. 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. Although **the presumptive sanction for any violation is disenrollment**, the system is not always cut and dry. Each violation will be carefully considered on a case-by-case basis. As the possibility for probation still exists, the following primary factors are used as considerations for sanctioning:

Time under the code (how long has the cadet been at USAFA)
Forthrightness (how forthright has the cadet been in the honor process)
Egregiousness (how severe and deliberate the act was)
Type of report: self-report, admit, non-admit.

2.8.2.2 The above factors are the considerations used by Wing Honor Boards and Cadet Sanctions Recommendation Panels in making sanctions recommendations to the decision authorities. The Commandant and higher reviewing authorities consider the cadet's entire record, with emphasis on the above factors. The Squadron AOC must also address these four factors when completing the Form O-299. The package provided to the Commandant includes the WHB or CSRP recommendations; the items listed in paragraph 2.8.3.1; recommendations from the Chief, Honor Division, the cadet's squadron commander, first class honor representative, and officer chain of command; and any matters submitted by the cadet. If the package includes a recommendation for disenrollment, it will be reviewed by the Staff Judge Advocate prior to a decision by the Commandant.

2.8.3 Sanctioning Procedures:

2.8.3.1 Cadets found to have violated the Honor Code at a WHB or CSRP will set up a meeting with CWCH to receive a copy of releasable case file documents. Releasable case file documents include a copy of the Executive Summary - Section 1, the Investigation Team Summary, Letter(s) of Notification, Witness Statements, other evidence, Statement of Understanding, Loss of Status as a Cadet in Good Standing Letter, Request for Immediate Probation (if applicable), and WHB Transcript (if applicable). The cadet will then have 5 duty days to submit matters for consideration. Delays may be granted by the Chief, Honor Division. Documents which may be included consist of any number of signed character reference letters or written statements, and, if the cadet chooses, a personal written statement from him/herself. Only the cadet may request an extension and must submit a letter to the Chief, Honor Division requesting the extension. Extensions may be granted for legitimate causes.

2.8.3.2 The documents submitted by the cadet, along with the recommendation of the CSRP or WHB, will be forwarded to the Commandant. Also forwarded in the same package will be the sanction recommendations by the cadet's Squadron AOC, Group AOC, Squadron Commander, and Squadron Honor Representative. The Squadron and Group AOC recommendations will be made on the USAFA Form O-299. When writing recommendations, the Squadron AOC must address the four factors, which are identified in paragraph 2.8.2.1. If the package includes a recommendation for disenrollment, USAFA/JA will then conduct a complete legal review. The package will be processed through 34 TRW/CWC, the 34 TRG/CC, and the 34 TRW/CV for sanction recommendations to the Commandant. The Commandant will then either suspend the disenrollment recommendation and place the cadet on honor rehabilitation/honor probation, or recommend the cadet be disenrolled.

2.8.3.3 If the Commandant suspends disenrollment and places the cadet on honor rehabilitation or honor probation, the cadet will set up a meeting with the NCOIC of Honor Probation within 24 hours of being served, unless they have been previously approved for Immediate Probation. The cadet must successfully complete honor rehabilitation or honor probation (see Section 3.4) to terminate disenrollment proceedings and be restored to the cadet wing as a cadet in good standing.

2.8.3.4 If the Commandant's recommendation is for disenrollment, the cadet may resign or appeal the recommendation to the Superintendent.

2.8.3.4.1 The Superintendent may concur with the Commandant's recommendation and disenroll the cadet or nonconcur with the Commandant's recommendation and place the cadet on honor probation.

2.8.4 Cadet Appeal Procedures:

2.8.4.1 If a cadet appeals the Commandant's recommendation for disenrollment, the case will be forwarded to the Cadet Disenrollment office. Subsequently, USAFA/JA will complete an additional legal review, considering all inputs, and forward the case to the Superintendent. The Superintendent may act on the case, but has the option to consult the Academy Board (see section 2.1.19) to discuss the case.

2.8.4.1.1 The Academy Board members will receive a copy of the complete package, to include all matters submitted by the cadet, and review the package prior to convening.

2.9 Resignations/Disenrollment

2.9.1 **Resignation Procedures:** The following procedures are used any time a cadet elects to resign while involved in the honor process:

2.9.1.1 The cadet will go to his/her Squadron AOC to begin the resignation process through the Group AOC's office.

2.9.2 **Disenrollment Procedures:** The following procedures will be used anytime a cadet has been disenrolled.

2.9.2.1 The cadet will begin out processing through his/her Group AOC's office.

SECTION 3: Honor Probation and Rehabilitation

3.1 Philosophy:

3.1.1 **Background:** As stated earlier, the presumptive sanction for any Honor Code violation is disenrollment. However, the Commandant of Cadets or the Superintendent has the authority to suspend a recommendation of disenrollment for a period of time, giving the cadet an opportunity to recover from their violation and be restored to the cadet wing. This period, called honor probation or honor rehabilitation, has been highly formalized and “reengineered” throughout its history for maximum benefit to the cadet, the wing, and the Air Force.

3.1.2 **Overview:** Honor probation and honor rehabilitation are two programs during which a cadet who has violated the Honor Code recognizes/admits his/her 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 on probation or rehabilitation have failed the program and are subject to disenrollment.

3.1.3 **Honor probation and honor rehabilitation have both punitive and rehabilitative components:** The punitive side entails a cadet losing his/her good standing in the wing. This loss of good standing is automatic when a cadet is found in violation of the Honor Code. The Commandant specifies the length in each case, and the cadet is subject to the administrative sanctions described in paragraphs 2.6.4 and 2.7.8. Any request to deviate from the loss of privileges in those sanctions must be forwarded through the cadet’s chain of command and approved by the TRG/CC as outlined in Appendix G. The rehabilitative side of this sanction allows for the cadets to grow and develop their understanding of and commitment to professional values. It should involve 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 code and become a well-rounded cadet.

3.1.4 **Academy representation while on honor probation or honor rehabilitation:** During the period of suspended disenrollment, the cadet is considered not in good standing. Cadets who are not in good standing as a consequence of an honor violation are ineligible to represent the Academy in extracurricular events. This is necessary to preserve sanctity of honor, by signifying that the Air Force Cadet Wing does not want to be represented by a cadet who has forfeited honor until such time as honor is restored in that cadet.

3.1.5 **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 speedily to produce portfolio results. Therefore, early release, validation of requirements, or any other exemption from the full term and conditions of this sanction is prohibited.

3.1.6 **The stated goals of honor probation and honor rehabilitation are:** 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) that allowed them to violate the code. To change habits one must reflect on what habits led to the violation and why. Therefore, a portfolio was developed with six requirements to aid in that reflection.

3.1.7 **Honor rehabilitation**: For self-reported cases, cadets may be placed on honor rehabilitation for a reduced length of time compared to those cadets involved in an honor case where they admitted when confronted. Some punitive aspects administered in honor probation do not apply when a cadet is placed on honor rehabilitation (see paragraph 2.6.4.1).

3.1.8 For clarification purposes, in the following sections (3.2 – 3.4) the term honor probation also applies to the honor rehabilitation sanction.

3.2 Procedures:

3.2.1 **Initial Counseling**: Cadets sanctioned honor probation are required to schedule a counseling session with the NCOIC, Honor Probation at the beginning of their probation period. At this meeting the details and expectations for their probation period are outlined, and they are given two weeks to make their probation plan. At the end of this two-week period a follow-up counseling session is conducted to ensure all the requirements have been suitably planned for. If so, the cadet is then required to execute the probation plan. The core element in this probation plan is a three-ring binder referred to as a “probation portfolio.” The portfolio contains six sections to include a presentation script and outline, daily journal, chain of command counseling forms, mentor, a self-selected project, and a calendar. Additional counseling sessions will be conducted by the NCOIC of Honor Probation at the midpoint of probation, at five weeks until the end of probation, and at the end of probation. At the midpoint assessment, the NCOIC of Honor Probation will meet with the probatee’s AOC to discuss the cadet’s progress. If the cadet is successfully completing all six tabs of the probation portfolio, the AOC can initiate a letter for a probation liberty. The liberty/pass package will be approved by the 34 TRG/CC.

3.2.2 **Honor Probation Team**: Another critical part of the probation program is educating and informing all the members of the honor probation team. The team consists of the Air Officer Commanding, Military Training Leader, Squadron Commander, Honor Officer, Flight Commander, Element Leader, SPEA, and mentor. These people are involved with guiding, counseling and overseeing the cadet’s probation. The Honor Division will meet with every probation cadet’s team to brief probation expectations so that all are “working off the same sheet of music.”

3.2.3 **Probatee**: Each cadet afforded the opportunity to partake in this probation program bears the ultimate responsibility for his or her success or failure. The cadet is given instruction on what is required and provided resources and support from both the Honor Division and their honor probation team. However, the cadet must take the initiative to ensure all work is complete in accordance with their timeline. This program requires actions to be accomplished on a monthly basis, and there are no caveats for cadets who fall behind. The minimum requirements for the portfolio are outlined in section 3.3. Accomplishing these minimum portfolio requirements and internalization of the Honor Code ensure successful completion of honor probation. Cadets failing the minimum requirements with unacceptable/deficient performance will be recommended for disenrollment.

3.3 Portfolio:

3.3.1 Presentation:

3.3.1.1 A cadet on honor probation must give a presentation to his/her entire squadron at the beginning and end of the probationary period. Additionally, one presentation must be given to each team or club the cadet is a member of. Each presentation must be evaluated by a member of the honor probation team. The presentation given at the beginning of the probation period contains a summary of what happened to them, how they feel, and a brief discussion of the honor process and probation. The immediate benefits of this presentation are often two-fold in that they stop rumors by getting the facts out and act as a warning to others as to the circumstances of jeopardizing ones integrity. The other requirements for this area are written documents including a Cadet-X letter, scripted narrative, and presentation outline.

3.3.1.2 The presentation given at the end of the probation period contains much of the same with the addition of relaying what was learned while on probation, thanking those who helped see them through their probation journey and is often a means of closure.

3.3.2 Journal:

3.3.2.1 During probation, cadets keep a journal in which they can organize their thoughts and ideas while on probation. Each cadet is required to make a journal entry at least every two or three days. These entries must be about honor, integrity, morals, or values. The journal should have a descriptive and a reflective portion. The descriptive portion should relate activities/experiences relevant to probation, such as things that highlight professional values. The reflective portion is very intense. Cadets typically go through a process where they delve deep within their inner psyche and examine their personal value system and its foundation. They examine what they see as their current level of integrity in comparison to that level of integrity they believe is required of an officer, and how to close the gap between the two.

3.3.2.2 During honor probation, documentation is very important. The journal provides a valuable piece of documentation. It can help the SPEA, AOC, and Squadron Commander be more informed on the cadet's activities. The cadet must bring the journal to any counseling sessions. The counselor will 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. There is no limit on the length of the entry, but often a couple of paragraphs per entry will suffice to cover the events and reflections. Journals are to be personal reflections. Use of articles, quotes, etc. should be documented and credit given to the author.

3.3.3 Counseling:

3.3.3.1 Cadets on honor probation are required to be counseled once a month by their element leader, flight commander, squadron honor officer or NCO, squadron commander, SPEA and AOC. Cadets are encouraged to meet more frequently. During these sessions, the counselor should go over the honor development plan with the cadet and discuss their goals and plans for reaching them. Counselors help the cadet to look forward, and offer advice on what they can do to improve their probation and reach their goals. Often times this develops into the counselor, be

it officer or cadet, reflecting on their own personal integrity and developing a plan to improve their own character and become better leaders. It benefits not only the cadet, but those who counsel as well. Summer periods (June and July) have slightly different requirements and cadets impacted are individually notified of summer probation guidelines by the Honor Probation NCOIC.

3.3.3.2 It is very important for the counselor to provide immediate, direct feedback, especially if it is negative. The cadet must know where he/she stands to know what they need to do to improve. It is not fair to tell the cadet in the fifth month of probation that he/she has been performing poorly the entire time if he/she has not received this type of feedback from the beginning. The recommendation by any member of the chain of command to either retain or disenroll at the end of the probation period should not come as a surprise to the cadet. He/she will already know if provided continuous, clear, immediate feedback throughout the probation period.

3.3.4 **Mentor:**

3.3.4.1 The Honor Division maintains a list of officers (pay grade O-5 or above, retired or active duty) who have volunteered to serve in a mentor capacity. Cadets will select from this list and justify in writing their selection. The cadet must meet with the selected mentor at least once a month for an hour in duration. A mentor, with their experience and maturity, can help cadets reflect, rehabilitate, and be restored to the wing in good standing. Anyone can get a cadet through probation, but the cadet is responsible for carrying that burden. 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. The expectation from this probation experience is that the cadet will internalize the Honor Code and use it as a filter between their thoughts and behavior. Mentoring is considered one of the most robust methods of character development.

3.3.5 **Project:**

3.3.5.1 Cadets must develop a project which will aid them in their internalization process. It must be comparable to a detailed academic research project, demanding the probatee's attention throughout the entire probationary period. Cadets are given wide latitude in determining what their project will be. Literary reviews, essays, honor lessons, and video productions are just a few examples of successful projects. They may take a supportive or opposing stance, but it must be developed with the goal of educating the entire cadet wing on honor and integrity.

3.3.6 **Calendar:**

3.3.6.1 The calendar serves as the roadmap of events and requirements necessary to successfully complete the probationary period. It is established for the duration of the probation period and contains items such as presentation dates, mentor meetings, other character development related meetings, and is used to track journal entries. Other considerations are project milestones, SCRBs, mandated follow-up meetings with the NCOIC of Honor Probation, and all counseling sessions with the probation team.

3.4 Evaluation and Completion:

3.4.1 Evaluation: At the end of the period, the cadet will be evaluated and the Commandant will make a decision to either restore the cadet to good standing, or continue the disenrollment process by forwarding the case to the Superintendent. Restoration requires that the cadet has demonstrated that he or she has internalized the values of the Honor Code and resolved to live honorably. This demonstration takes the form of a successful portfolio. Honor probation and honor rehabilitation are two programs during which a cadet who has violated the Honor Code recognizes/admits his/her mistake, understands it, takes responsibility for it, learns from it, and moves beyond it with a deeper commitment to professional values. Members of the honor probation team and the NCOIC, Honor Probation will evaluate the cadet's performance. The AOC, SPEA, Squadron Commander, and NCOIC, Honor Probation will make a recommendation to the Commandant based on an objective assessment of acceptable completion of the six areas within the portfolio and an overall subjective assessment of the cadet's internalization of the values of the Honor Code. These recommendations will be included in a decision package, which is routed through the Group AOC, Honor Division, 34 TRW/CWC, 34 TRG/CC, 34 TRW/CV, and to the Commandant. The overall evaluation/recommendation may be one of successful completion and restoration to the cadet wing or unacceptable/deficient performance with disenrollment.

3.4.2 Completion: The Commandant and higher reviewing authorities consider the cadet's entire record with emphasis on the above factors. The Commandant may remove the cadet from probation and restore him or her to the cadet wing in good standing or recommend disenrollment and re-institute the disenrollment proceedings.

APPENDIX A

COMMON HONOR QUESTIONS

The following is a list of commonly asked questions about the Honor Code.

Q: Is presenting false identification a violation of the Code?

A: Yes, as long as both the requisite act and intent are present. By presenting a false identification, regardless of how you acquired it, you are claiming to be someone else or making a false claim about pertinent personal information (age, qualification, etc.)

Q: If I am in a stressful situation and give a false response to a question, have I violated the Honor Code?

A: Yes, as long as both the requisite act and intent are present. Stress does not relieve anyone of his or her duty to respond truthfully. A lie told under pressure is still a lie.

Q: I heard a third-class cadet tell a fourth-class cadet that he suspected him of lying and if he would tell the truth now there would be no honor implications. Did he have the authority to do this?

A: No. The Honor Code is clear. Failure to report a violation of the Honor Code is toleration. The third-class cadet does not have the authority to dismiss honor violations and in this situation has violated the Code.

Q: From the day I entered the Academy I have been taught that teamwork is essential and making a classmate look bad is wrong. Doesn't the non-toleration aspect of the Code violate this idea by forcing me to turn in a classmate if I suspect a violation?

A: No. A chain is only as strong as its weakest link and when a cadet demonstrates dishonesty, that cadet weakens the team. Trust is destroyed and all suffer. Teamwork is essential to our mission, but let's look at what teamwork really is. Teamwork is a cooperative effort by a group toward the accomplishment of a goal. Our goal is to develop the character and integrity of every cadet. By allowing cadets to practice dishonesty we allow them to learn character traits that will cause failure as an officer. By ensuring every member of the team practices honesty and integrity we teach them to succeed. Some may find this difficult to accept because it requires a great deal of moral courage to confront someone about integrity. It takes a willingness to stand for a higher moral standard. As a team, we can produce officers of superior integrity and leaders with strong character.

Q: The way the honor system is set up, if I am accused of a violation and there is strong evidence, it appears the safest option is to admit even if I did not commit the violation. If I tell the truth and request an honor board, I run the risk of disenrollment. While if I falsely admit to a violation, I am reasonably assured of not being disenrolled. Won't cadets attempt to game this system?

A: Being totally honest will bring the truth to light and the matter can normally be settled without a WHB or CSRP. A cadet who has not committed an Honor Code violation and who is honorable, will not lie to improve his or her chances of remaining at the Academy.

Q: Could I commit an honor violation by improperly filling out official forms?

A: The Air Force routinely requires personnel to take attendance, account for an action, and certify completion in writing. When you have these duties and sign or initial such a form, you are giving your word as to its accuracy, your compliance, or your acceptance of responsibility. However, if something cannot be reported accurately because of the form's construction or other problems, you must ensure you clearly indicate the exceptions or problems. In short, clarify as necessary to ensure the recipient understands the meaning you have intended. For example, if a person attends a mandatory training for half the period and the form indicates only a date for attendance, then the proper action would be to write in exactly what portion was attended, but not to simply date it because the date itself would imply completion. In short, do not allow a form to cloud the truth.

Q: What is the difference between a self-reported case and an admitted case?

A: Admitted means that a cadet confesses to an honor violation on the LON. A violation is not admitted unless the respondent admits to both act and intent. If a cadet admits, his/her acceptance of responsibility becomes an important factor in the determination of the sanction. Self-reported cases are a subset of admitted cases. In self-reported cases a cadet must confess to the honor violation prior to being confronted about it. The term "confronted" does not refer necessarily to a formal honor clarification, but includes any substantive evidence which would put the cadet on notice his violation will soon be discovered. A case can be considered a self-report only if under the circumstances known at the time, it would not have been discovered unless the cadet turned himself in for the violation.

Q: If I commit an honor violation while intoxicated, is it still considered an honor violation?

A: Occasionally, cadets who commit acts which come under the Honor Code claim they had no intent because they were intoxicated and didn't know what they were doing. 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 is deciding to take responsibility for all decisions made while intoxicated.

Q: If I am found not in violation at a WHB or CSRP, can I still receive some other sort of punishment related to the allegation(s)?

A: A finding of no violation does not necessarily mean no other action will be taken for underlying misconduct not subject to the Code. For example, if someone is alleged to have plagiarized, but the WHB or CSRP found no violation, you could still face administrative sanctions by the instructor for improper documentation. Another example is failing to sign out. If there are honor implications that are found no violation, you may still suffer repercussions for your actions by receiving a Form 10.

Q: If I am on a probation and sign out to avoid an OTF hit, am I still committing an honor violation?

A: Yes, as long as the both the requisite act and intent are present. Are you deceiving someone into thinking you had a pass when in fact you did not? If you are truly living the Spirit of the Code, then the right thing to do is not to sign out if you do not have a pass to take.

Q: How Can I safely store contraband without getting in trouble?

A: If you are living the Spirit of the Code, you would do the right thing and not have contraband at all.

APPENDIX B

HONOR EDUCATION

B.1 Honor Education Introduction:

B.1.1 Honor Education is used at the Academy to ensure a base of common knowledge essential for all cadets and future officers. Cadets participate in three “formal” levels of honor education from BCT through the third-class year, each corresponding to their level of development (basics: introduction; 4-degrees: followers; 3-degrees: mentors). There are honor lessons, numerous guest speakers for honor, and other various strategies (briefings, Cadet “X” letters, etc.) included in honor education efforts. Character (Informal Honor) Education encompasses the entire 4 years at the Academy.

B.1.2 The first two 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 moral knowing, moral feeling and moral action components of character development. The following semesters transition to the application of the Honor Code principles moving towards an application of living honorably as a professional officer.

B.2 Honor Education Goals:

B.2.1 Conduct all activities in a manner that develops a life-long commitment to strong and honorable character with an emphasis on “living honorably” or “Integrity First” which is the cornerstone or foundation of character development at USAFA.

B.2.2 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.

B.2.3 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.

B.2.4 Provide instruction, skills, motivation, will and encouragement to overcome the pitfalls and barriers to honorable ethical behavior at the Academy and in the USAF.

B.2.5 Develop and maintain a climate of academic freedom and non-attribution consistent with our Academy Development Policy and Leadership Development Manual (LDM).

B.2.6 Involve Honor Representatives, SPEAs, AOCs and MTLs through a comprehensive training program that includes follow-up training and opportunities to improve teaching techniques and skills.

B.2.7 Honor education is a proactive way to remind, reinforce and reflect on what it means to live “under the Code.” Like any of life’s endeavors, to excel we must form right habits to guide our performance, especially when the “pressure is on.”

B.3 Announcement of Proceedings:

B.3.1 The Wing will receive information about selected cases for educational purposes and such information will not reveal the identities of those involved. Squadron honor representatives will analyze and discuss certain cases at squadron meetings for their educational content and as a means of keeping the Wing informed on the operation and vitality of the Honor Code.

APPENDIX C

ADDITIONAL INFORMATION

C.1 **Use the Honor Code Fairly:** The Honor Code can promote and strengthen trust among us so long as we do not use it unfairly or abusively. A cadet's word is accepted without challenge until significant evidence exists to prove otherwise. One of the benefits of being able to take cadets at their word is the saving of time and effort in carrying out administrative requirements. For example, Health and Safety Inspections must be accomplished to ensure hazardous items are not present in dorm rooms. It saves many hours of inconvenience to merely ask if these items are present as opposed to physically inspecting each dorm room. As with any system, the potential exists for abuse, and we must avoid using the Honor Code unfairly against the cadets who live by it. It is unjust to ask inappropriate personal questions or to make incriminating inquiries with no reasonable suspicion or probable cause. Such actions undermine trust and create cynical attitudes toward the Honor Code and honor system. Therefore, we must use caution in questioning others.

C.2 **Improper Questions:**

C.2.1 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 is "doubting 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.

C.2.2 It is the duty of all Academy personnel **NOT** to ask cadets *improper questions*. In general, an improper question is any question which 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.

C.2.3 In particular, an *improper question* is a question asked of a cadet :

C.2.3.1 Without justification, to intrude on the cadet's personal life or beliefs;

C.2.3.2 Without reasonable suspicion, to obtain incriminating information from the cadet; or

C.2.3.3 Without disclosing to the cadet relevant information the questioner already knows.

C.2.4 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.

C.2.5 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.

C.2.6 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.

C.2.7 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) to review the case. This petition should be made through the cadet's Group Honor Chairman. The Graduate Representative to the Honor Review Committee 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.

C.3 **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.

C.4 **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.

C.4.1 Lying frequently requires an interpretation of the subject matter jurisdiction of the honor system. Lying under the Code can occur in one of three ways: oral, written, or clearly communicated by a gesture.

C.4.1.1 Some oral statements are straightforward falsehoods. However, when an individual with an 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.

C.4.1.2 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.

C.4.1.3 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.

C.4.2 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. By contrast, a pop-off is NOT correcting a false statement, however quickly, if the person knew the statement was false when making it. A lie occurs where act and intent exist, even if told under pressure. For further clarification, please see the lying section 1.2.1

C.4.3 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. Instead, the individual's motives and moral values should be questioned. 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.

C.4.4 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 free 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.

C.5 **Moral Obligations**: Occasionally, an occurrence may constitute a technical violation of the Honor Code, but would be unconscionable to pursue under the Honor Code. For instance, if someone lies to save another's life, the higher good was probably served, and the person has acted morally. Such cases are uncommon and will be considered on a case-by-case basis by the HRCEP according to its charter.

C.6 **Self-Reported vs. Admitted**: Admitted means that a cadet confesses to an honor violation on the LON. A violation is not admitted unless the respondent admits to both act and intent. If a cadet admits, his or her acceptance of responsibility becomes an important factor in the determination of the sanction.

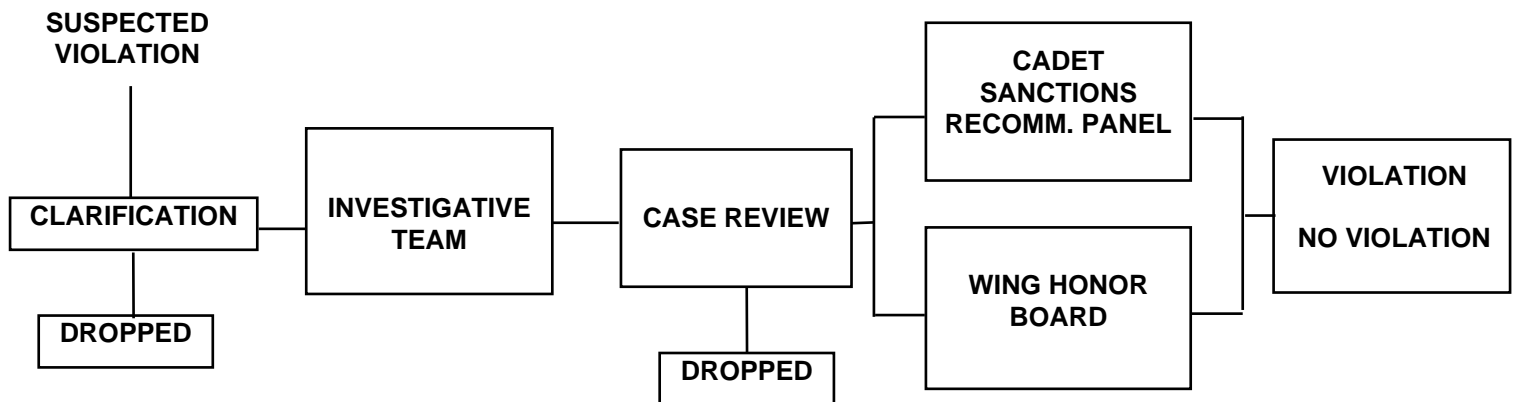
C.6.1 Self-reported cases are a subset of admitted cases. In self-reported cases a cadet must confess to the honor violation prior to being confronted about it. The term "confronted" does not refer necessarily to a formal honor clarification, but includes any substantive evidence which would put the cadet on notice his violation will soon be discovered. A case can be considered a self-report only if the honor violation would not have been discovered unless the cadet turned himself or herself in.

APPENDIX D

USAFA HONOR SYSTEM

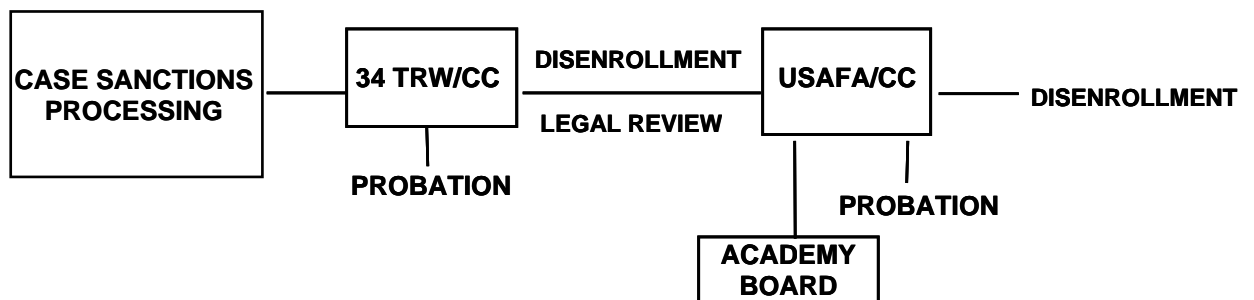
The figures below depict the cadet owned and operated USAFA Honor System.

Time goal from suspected violation to decision of violation / no violation is 45 calendar days or less.



If a cadet is found in violation of the Honor Code the case continues with the Chief, Honor Division preparing a sanction package which flows as depicted below:

Time goal from creation of sanctions package to Superintendent's decision is 45 calendar days or less.



APPENDIX E

HONOR AND ACADEMICS

E.1 **Academic Work**: 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 need to not take advantage of this environment. For graded academic work, follow these rules:

E.2 **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 reader's.

E.2.1 Fully acknowledging your sources is basic honesty. If you do it, you never compromise your integrity--if you used a source that 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. Such a charade is not compatible with the trust and responsibility we hold in you.

E.3 **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 that any permission given by your instructor applies only to that assignment. Doing your own work unless told otherwise is the normal rule in any institution of higher education.

E.4 **DO NOT TRY TO RECEIVE CREDIT FOR PREVIOUSLY USED WORK** or parts of work that you have previously done. This work was enhanced by the fact that it was reviewed by a professional. Even if the only feedback you received was the grade.

E.5 **ASK YOUR INSTRUCTOR** if you are confused or in doubt about whether something is authorized. Do not ask 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!**

E.6 **Ask for Help**: Where can a cadet seek help for dealing with an honor related question or problem? Cadets can seek help from cadet chain-of-command, Squadron Honor Representatives, the Honor Executive Committee, their AOC, their SPEA, instructors, Chaplains or the Center for Character Development.

APPENDIX F

INTELLECTUAL PROPERTY

F.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:

F.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.”

F.1.2 “the nature of the copyrighted work.” Factual works enjoy less protection than works involving more artistic interpretation. Unpublished works generally enjoyed less protection than published works.

F.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.

F.1.4 “the effect of the use upon the potential market for or value of the copyrighted work.”

F.2 **Parody**: Generally when a work is infringed primarily to parody it, there is no theft of intellectual property.

F.3 **Private, non-commercial copies of audio recordings**: These are legal (ex. making a cassette copy of your CD for use in your car is legal).

F.4 **Private use of video copies made from television**: As long as the copies are for private and non-commercial use, this is allowed.

F.5 **Archival 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.

F.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.

F.6 **Seek Assistance**: This is not an exclusive list. Should you have questions or concerns, please seek assistance from the Law Department (DFL) or someone in your Honor Chain of command.

EXAMPLE FOR DEVIATIONS FROM LOSS OF STATUS

PREVIOUS EDITION WILL BE USED.

APPENDIX H

GLOSSARY OF REFERENCES

For more information and materials on character development contact the following offices:

Center for Character Development: 34 TRW/CWC, 333-4904
Excellence Division: 34 TRW/CWCX, 333-8557
Honor Division: 34 TRW/CWCH, 333-4275
Human Relations Division: 34 TRW/CWCR, 333-4277
Character and Leadership Division, 34 TRW/CWCL, 333-7881
Spirituality and Character Development: HQ USAFA/HCS, 333-2856

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- Lickona, Thomas A., (1991). Educating for Character, New York: Bantam Books.
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USAF Academy (December, 1994). USAFA Character Development Manual, Colorado Springs, Colorado: USAF Academy.

USAF Academy (Spring, 1995). USAFA Leadership Development Manual, Colorado Springs, Colorado: USAF Academy.

United States Military Academy (April, 1999). Honor System and SOP (USCC Pamphlet 632-1), West Point, New York: USMA.

United States Military Academy (August, 1994). The Four-Year Honor Education Program, West Point, New York: USMA.

APPENDIX I

GLOSSARY OF ABBREVIATIONS

AOC	Air Officer Commanding
BLA	Board Legal Advisor
CEP	Case Evidence Package
CLA	Case Legal Advisor
CSRP	Cadet Sanctions Recommendation Panel
CWCC	Curriculum and Research Division
CWCH	Chief, Honor Division
CWCHD	Deputy, Honor Division
DFL	Dean of Faculty, Law Department
GHC	Group Honor Chairman
HLO	Honor Liaison Officer
HRC	Honor Review Committee
HRCEP	Honor Review Committee Executive Panel
IT	Investigative Team
JA	Judge Advocate
LDM	Leadership Development Manual
MTL	Military Training Leader
SCRB	Squadron Commander's Review Board
SPEA	Squadron Professional Ethics Advisor
WHB	Wing Honor Board
WHC	Wing Honor Chairman
WHCD	Deputy Wing Honor Chairman
WHENCO	Wing Honor Education NCO
WHNCO	Wing Honor NCO