CIVIL AIR PATROL

CAPP 52-7, 1 April 2007

Cadet Orientation Flight Syllabus

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Civil Air Patrol National Headquarters
105 South Hansell Street
Maxwell AFB AL 36112-6332

Supersedes CAPP 52-7, dated Oct 01.

Section

1

Requirements

The goal of the cadet orientation flight program is to introduce youth to flying.

The Cadet Orientation Flight Program is designed to introduce our youth to general aviation through hands-on orientation flights in single engine aircraft and gliders. The program is limited to current CAP cadets under 18 years of age. Squadron commanders should try to arrange orientation flights for new CAP cadets as soon as possible after the cadet joins CAP (national headquarters will report on those squadrons that have orientation flights of cadets flying within the first 90 days of joining CAP). The program is voluntary and primarily motivational and it should stimulate an interest in general aviation and aerospace activities. At no time will cadets sustain any costs associated with this program.

Wings can supplement this publication with prior written consent of NHQ CAP/DO.

FLIGHT REQUIREMENTS

A successful orientation flight will include at least 80% of the syllabus objectives with a flight time less than 1.2 hours in order to be credited to the cadet. The actual flight time depends upon the local conditions and the ability of both the pilot and the cadet. Therefore, the actual flight time for each syllabus flight will vary. However, all flights can safely be accomplished in 0.7 to 1.0 flight hours. National headquarters may limit the reimbursements if flights are over 1.2 hours.

50

Flights flown where less than 80% of the syllabus objectives are obtained will still be reimbursed, but the flight will be recorded as a "50" in the *Syllabus Number* field in WMIRS (Web Mission Information Reporting System). Code 50 flights, while reimbursed, will not count against the cadet's syllabus flights. National headquarters may limit the

reimbursement if there are deliberate flight terminations (for example, stopping a flight at 75% of the syllabus objectives because the pilot has already flown 1.3 hours).

75

Sometimes, pilots or squadrons want to fly cadet orientation flights but not seek reimbursement. Since national headquarters is tracking all of the cadet orientation flights flown, please enter the code "75" in the *Syllabus Number* field for orientation flights not seeking reimbursement.

99

National headquarters is also tracking all of the back seat rides, mainly as one of the criteria for the annual outstanding *Squadron of Merit* and *Squadron of Distinction* awards. Cadets are encouraged to fly in the back seat of powered aircraft as weight and balance allows. For cadets flying back seat, simply enter the code "99" in the *Syllabus Number* field. Cadets do not lose any of their syllabus flights by flying in the back seat. Cadets can fly as many back seat rides as possible. The back seat rides are observation flights only and are not reimbursable. You must have a cadet in the front seat if back seat rides are flown.

The intent of the orientation flight program is for the syllabus flights to be spread out over time and not to be completed in one or two weekends.

Flights will only be accomplished in single engine aircraft and in gliders.

Every flight will conform to the syllabus and be consistent with safety, aircraft/aircrew capabilities, and available resources. Cadet orientation flights will only be conducted in daylight and in visual meteorological conditions (VMC). All flight levels mentioned are AGL.

The pilot of powered aircraft will occupy the left front seat. The pilot of glider aircraft will occupy the rear seat, proficiency permitting (or the left seat of gliders that have side-by-side seating).

Pilots will not perform extreme maneuvers, aerobatic maneuvers, spins or emergency procedures (unless, of course, there's an emergency).

Cadets are encouraged to handle the flight controls except during the critical phases of the flight (like take-off and landing or in an emergency).

CADET REQUIREMENTS

Cadets are responsible for carrying the sign-off sheet (see **attachment 1**) to the pilot and for delivering the completed sign-off sheets to the squadron commander for processing.

PILOT REQUIREMENTS

Cadet orientation flight pilots will be qualified and selected in accordance with CAPR 60-1, *CAP Flight Management*. It is the responsibility of the pilot to verify that the cadet is a current member under 18 years of age and to carefully brief all cadets on the proper ways to operate around aircraft. The pilot certifies completion of the cadets' syllabus rides (see **attachment 1**) and enters the flight information online (see **attachment 2**). At all times, SAFETY is the overriding concern.

Pilots need to be familiar with and use the cadet *Aerospace Dimensions* modules as part of their orientation flight. Specific modules are mentioned with each syllabus flight.

Cadets who complete their first orientation flight with CAP should be presented with CAP's *Certificate of First Flight* (see CAPC 77).

SAFETY REQUIREMENTS

Civil Air Patrol offers cadets a well-organized, wholesome and *safe* environment to experience the fun of flying. The overarching objective with the highest priority is the safety of our members. During all of CAP's cadet activities, parents across the Nation trust our organization with the care and protection of the most cherished treasure of their life – their child. This responsibility cannot be taken lightly. With just a little planning, preparation and vigilance, cadets can experience a safe, rewarding activity.

Everything we do involves risk. While risk cannot always be eliminated, it can be managed through a process known as Operational Risk Management or ORM. ORM is a logic-based, common sense approach to detect, assess and control risk. It is a decision-making tool that can be used in a split-second, or employed by a group in advance of an activity. Your Mother was doing *Time-Critical ORM* when she told you not to run with scissors in your hand. A better process to use in preparation for a cadet activity would be a *Deliberate ORM*. This process usually consists of a small group of people examining the proposed facilities and activities well ahead of the start date to identify hazards, assess the risks and decide on risk controls. These risk controls can then be included in the operational plan and become transparent to the activity participants.

Supervision is key to protecting our cadets. Most cadet injuries occur when they are unsupervised or during "horseplay." It is vitally important to ensure that a sufficient number of senior members are available to guide and assist cadets during all facets of an activity. Our responsibility to the cadets and their parents is a commitment we cannot compromise. **The only way to keep cadets having fun is to keep them safe.**

Section

2

Glider Flights

The correct term is sailplane, but we will use the common term "glider" throughout this guide.

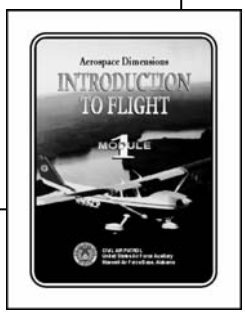
Glider flight operations are relatively new to CAP's Cadet Orientation Flight Program. Because of its overwhelming initial success, the program provides for the reimbursement of up to five glider syllabus rides in addition to the usual reimbursement of five powered syllabus rides. Civil Air Patrol has recently expanded the number of corporate owned gliders to help accommodate this great interest in general aviation. National headquarters will reimburse for both the glider and the tow plane, and the reasonable ferrying costs, at the published CAPR 173-3 rates.

If ground launched, launch as necessary to provide at least 80% of the syllabus objectives. Thermal as necessary to provide at least 80% of the syllabus objectives. Gliders will not be thermalled below 1500 feet AGL.

Cadets may, at the glider orientation pilot's discretion, operate the controls at any time after the orientation pilot has successfully demonstrated the procedures.

GLIDER FLIGHT ONE

Refer to *Aerospace Dimensions* module 1: Introduction to Flight.



Ground handling, preflight inspection, takeoff and landing

Syllabus # 1

Estimated time: 1 sortie.

1. Ground handling.

    Demonstrate the proper way to ground handle the glider. Emphasize surface areas of the glider that should not be touched during ground handling.

2. Preflight inspection.

    a. Using the appropriate checklist, demonstrate a routine preflight inspection of the launch equipment and glider (*Aerospace Dimensions*, Module 1, "Introduction to Flight," Page 25).

    b. Explain the towrope or cable requirements and the use of proper tow rings.

    c. Discuss the required documents that must be on board the glider. (AROW)

    d. During the glider preflight inspection point out specific parts of the glider and their function.

3. Launch procedures (Explain the launch procedure).

    a. Aero tow:

        (1) Explain the duties and purpose of ground launch personnel.

        (2) Discuss aero tow launch signals.

    b. Ground launch:

        (1) Explain the duties and purpose of the ground launch personnel.

        (2) Discuss ground launch signals.

4. Before takeoff:

    a. Using the checklist, show cadets the routine cockpit checks prior to takeoff.

    b. Explain the sequence of events prior to takeoff (Example: Tow hook connection and checks, taking up tow line slack, *etc*.).

5. Takeoff:

a. Discuss and demonstrate glider position behind the tow plane during takeoff roll and when airborne (aero tow).

b. Discuss and demonstrate glider position during takeoff roll and initial climb during ground launch as applicable.

c. Describe emergency actions to be taken at different altitudes as discussed during accomplishment of the before takeoff checklist (aero tow and ground launch).

6. Climb out (Point out the position of the glider in relation to the tow plane or ground launch vehicle):

a. Describe the high tow position during aero tow.

b. Discuss glider pitch attitude and position during ground launch.

7. Release. Discuss and demonstrate the release to include clearing, release confirmation, and release procedures (Aero tow and ground launch).

8. In flight:

a. Discuss and demonstrate the use of flight controls in gliding flight to include drag devices.

b. Point out the attitude of the glider in relation to the horizon and different airspeeds.

c. Discuss and demonstrate performance airspeeds such as best lift over drag and minimum sink airspeeds.

d. Point out familiar landmarks, prominent ground features, and the position of the airport with respect to glider altitude and position.

9. Approach to landing:

a. Explain and demonstrate the approach to the traffic pattern. Explain the reasons for a standardized entry procedure and perform the before landing check.

b. Explain and demonstrate the use of a crab to maintain downwind position (if appropriate to the conditions).

c. Discuss and demonstrate the base turn and leg of the traffic pattern.

d. Discuss and demonstrate the final approach, explaining the aim point, touch down point, stop point and the use of drag devices to adjust the angle of approach while maintaining the appropriate airspeed.

10. Landing and rollout:

    a. Explain and demonstrate the landing attitude.

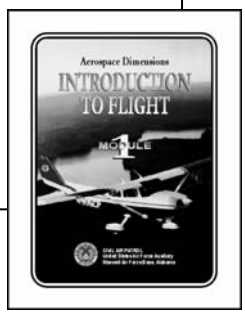
    b. Point out the correct procedure for landing rollout.

11. Post flight: Answer questions pertaining to the flight and stress safety.

GLIDER FLIGHT TWO

Normal glider flight maneuvers

Refer to *Aerospace Dimensions* module 1: Introduction to Flight.



Syllabus # 2

Estimated time: 1 sortie.

1. Preflight. Discuss previously completed syllabus flights as appropriate.

2. In flight. The glider orientation pilot will perform the following maneuvers at a minimum altitude of 1,500 feet AGL:

   a. After trimming for level flight, point out the stability of the glider in hands off flight.

   b. Emphasize attitude flying.

   c. Emphasize the importance of clearing.

   d. Discuss the effects of lift, drag, and gravity on the glider (Gravity propels the glider).

   e. Discuss the relationship of lift, angle of attack, and relative wind.

   f. Demonstrate straight and turning glides at various airspeeds: minimum sink, best lift over drag, and pattern speed.

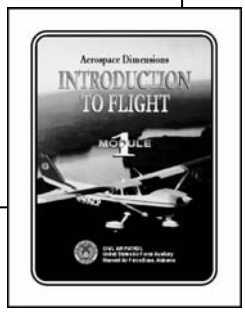
   g. Demonstrate a shallow banked turn and discuss the horizontal component of lift, adverse yaw, turn coordination, slipping and skidding.

   h. Explain load factor during turns.

3. Post flight. Answer questions pertaining to the flight and stress safety.

GLIDER FLIGHT THREE

Refer to *Aerospace Dimensions* module 1: Introduction to Flight.



Advanced glider flight maneuvers

Syllabus # 3

Estimated time: 1 sortie.

1. Preflight. Discuss previously completed syllabus flights as appropriate.

2. In flight. The orientation pilot will perform the following maneuvers at a minimum altitude of 1,500 feet AGL:

a. Perform clearing turns emphasizing collision avoidance.

b. Demonstrate slow flight during straight and turning descents.

c. Demonstrate straight ahead and turning stalls as appropriate, emphasizing stall recognition and recovery.

d. Demonstrate medium and steep bank turns as appropriate and discuss over banking tendency, proper rudder coordination, and aft control stick requirements to keep the nose up.

e. Explain load factor during turns.

f. Discuss steep spirals and spins. Emphasize the difference and the dangers of excessive load factors in steep spirals.

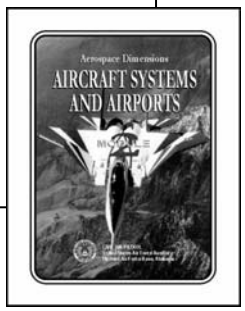
g. Demonstrate forward and side slips and discuss their purpose.

3. Post flight. Answer questions pertaining to the flight and stress safety.

GLIDER FLIGHT FOUR

Use of instruments in soaring flight

Refer to *Aerospace Dimensions* module 2: Aircraft Systems & Airports.



Syllabus # 4

Estimated time: 1 sortie.

1. Preflight:

    a. Discuss previously completed syllabus flights as appropriate.

    b. Explain the pitot/static system and its relationship to the airspeed indicator, altimeter, and variometer. Explain the magnetic compass and its inherent errors.

2. In flight:

    a. Explain the difference between absolute altitude (AGL), true altitude (MSL), and pressure altitude (PA).

    b. Demonstrate how to read the altimeter.

    c. Demonstrate how to read the airspeed indicator and discuss the difference between indicated airspeed, true airspeed and ground speed.

    d. Point out how attitude and airspeed are related.

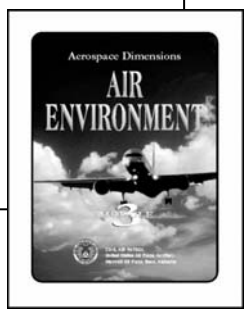
    e. Demonstrate how to read the variometer and discuss the indications of rising and/or falling thermal activity (air currents).

    f. Demonstrate turns using the magnetic compass. Discuss compass turning errors: variation, deviation, magnetic dip, and oscillation error.

3. Post flight. Answer questions pertaining to the flight and stress safety.

GLIDER FLIGHT FIVE

Refer to *Aerospace Dimensions* module 3: Air Environment.



Soaring weather flight

Syllabus # 5

Estimated time: 1 sortie.

1. Preflight:

    a. Discuss previously completed syllabus flights as appropriate.

    b. Discuss the effect of high-density altitude on tow plane and glider performance.

    c. Discuss thermal soaring; the effect of heating, thermal structure, locating thermals (cumulus clouds, dust devils, surface dust and smoke, soaring birds, other sailplanes, etc.)

    d. Discuss ridge and slope soaring as appropriate; Wind effects and requirements, soaring in upslope lift, leeside turbulence, slope and ridge requirements.

    e. Discuss sea breeze soaring as appropriate.

    f. Discuss mountain wave soaring as appropriate: Formation, visual indications, and associated turbulence.

2. In flight:

    a. Demonstrate thermal soaring as appropriate. Discuss thermal entry, when to and how to turn into the thermal, thermalling with other sailplanes, best airspeed thermalling airspeed, and flying between thermals.

    b. Demonstrate sea breeze or shear line soaring as appropriate.

    c. Demonstrate ridge or slope soaring as appropriate. Emphasize best speed to fly, general rules for making turns on the ridge, approaching other sailplanes, and other “rules of the road” as appropriate.

    d. Demonstrate wave soaring as appropriate. Explain wave structure, wave crests, and rotor. Point out lenticular clouds if available.

3. Post flight. Answer questions pertaining to the flight and stress safety.

Section

3

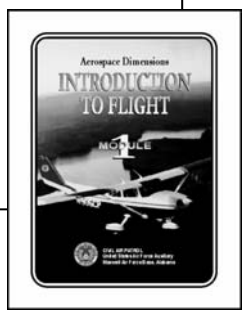
Powered Flights

Each year, over 6,000 CAP powered orientation flights are flown.

Powered flight operations have been a part of CAP's Cadet Orientation Flight Program since its inception. Because of its continued success, the program will provide for the reimbursement of up to five powered syllabus rides in addition to the reimbursement of the five glider syllabus rides mentioned in Section Two. National headquarters will provide reimbursement for the aircraft and its reasonable ferrying costs at the published CAPR 173-3 rates.

Cadets may, at the orientation pilot's discretion, operate the controls at any time after the orientation pilot has successfully demonstrated the procedures.

Refer to *Aerospace Dimensions* module 1: Introduction to Flight.



Ground handling, preflight inspection, takeoff and landing

Syllabus # 6

Estimated time: 0.7 hour.

1. Ground handling.

    Demonstrate the proper way to ground handle the airplane. Emphasize surface areas of the airplane that should not be touched during ground handling.

2. Preflight inspection.

    a. Using the appropriate checklist, demonstrate a routine preflight inspection of the airplane (*Aerospace Dimensions*, Module 1, "Introduction to Flight," Page 25).

    b. Discuss the required documents that must be on board the airplane.

    c. During the airplane preflight inspection, point out specific parts of the airplane and identify its function.

3. Before takeoff:

    a. Using the checklist, show cadets the routine cockpit checks prior to takeoff.

    b. Explain the sequence of events prior to takeoff.

4. Takeoff:

    a. Discuss airplane position during takeoff roll and initial climb and demonstrate rudder controls.

    b. Describe emergency actions to be taken at different altitudes as discussed during accomplishment of the before takeoff checklist.

5. In flight (at least 2,500 feet AGL):

    a. Discuss the use of flight controls in flight.

    b. Point out the attitude of the airplane in relation to the horizon and different airspeeds.

    c. Point out familiar landmarks, prominent ground features, and the position of the airport with respect to airplane's altitude and position.

6. Approach to landing:

a. Explain the approach to the traffic pattern. Explain the reasons for a standardized entry procedure and perform the before landing check.

b. Discuss the elements of the traffic pattern.

c. Discuss the final approach and the importance of maintaining the appropriate airspeed.

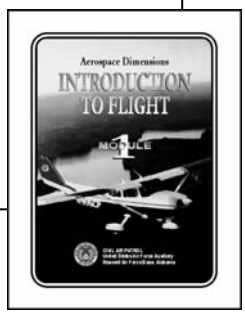
7. Landing and rollout:

a. Explain the landing attitude.

b. Point out the correct procedure for landing rollout.

8. Post flight: Answer questions pertaining to the flight and stress safety.

Refer to *Aerospace Dimensions* module 1: Introduction to Flight.



Normal flight maneuvers

Syllabus # 7

Estimated time: 1.0 hour.

1. Preflight. Discuss previously completed syllabus flights as appropriate.

2. In flight. The orientation pilot will perform the following maneuvers at a minimum altitude of 2,500 feet AGL:

a. After trimming for level flight, point out the stability of the airplane in hands off flight.

b. Emphasize attitude flying.

c. Demonstrate use of trim controls and straight flying to a checkpoint using visual references.

d. Discuss the effects of lift, drag, and gravity on the airplane.

e. Discuss the relationship of lift, angle of attack, and relative wind.

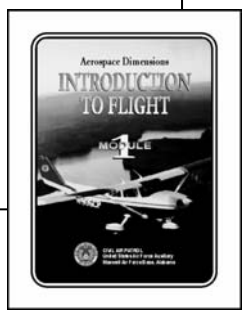
f. Demonstrate a shallow banked turn and point out how the airplane will maintain the turn with controls neutral.

g. Explain load factor during turns.

3. Post flight. Answer questions pertaining to the flight and stress safety.

Advanced powered flight maneuvers

Refer to *Aerospace Dimensions* module 1: Introduction to Flight.



Syllabus # 8

Estimated time: 1.0 hour.

1. Preflight. Discuss previously completed syllabus flights as appropriate.

2. In flight. The orientation pilot will perform the following maneuvers at a minimum altitude of 2,500 feet AGL:

a. Perform climbing turns emphasizing collision avoidance.

b. Demonstrate slow flight (minimum controllable airspeed (MCA)).

c. Demonstrate straight ahead and turning stalls as appropriate, emphasizing stall recognition and recovery. All stalls are imminent stalls (first aerodynamic indication of an oncoming stall, which is usually the stall warning alarm). Back seat passengers are not allowed during stall demonstrations.

d. Demonstrate medium and steep bank turns as appropriate and discuss proper rudder coordination and control stick requirements to keep the nose up.

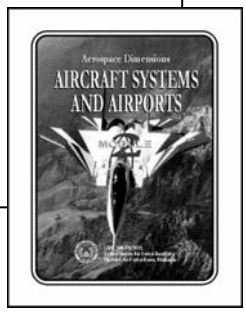
e. Explain load factor during turns.

f. Discuss steep spirals and spins. Emphasize the difference and the dangers of excessive load factors in steep spirals.

g. Demonstrate ground reference maneuvers used in search activities (parallel track, S-turns, expanding square).

3. Post flight. Answer questions pertaining to the flight and stress safety.

Refer to *Aerospace Dimensions* module 2: Aircraft Systems & Airports.



POWERED FLIGHT FOUR

Use of instruments in flight

Syllabus # 9

Estimated time: 0.7 hour.

1. Preflight:

    a. Discuss previously completed syllabus flights as appropriate.

    b. Explain the use of basic navigation instruments (clock, altimeter, airspeed indicator and magnetic compass). Explain the inherent errors of the magnetic compass.

    c. Explain the pitot/static system and its relationship to the airspeed indicator, altimeter, and vertical velocity indicator.

    d. Discuss the importance of flight plans and demonstrate filing a flight plan.

2. In flight:

    a. Explain the difference between absolute altitude (AGL), true altitude (MSL), and pressure altitude (PA).

    b. Demonstrate how to read the altimeter.

    c. Demonstrate how to read the airspeed indicator and discuss the difference between indicated airspeed, true airspeed and ground speed.

    d. Point out how attitude and airspeed are related.

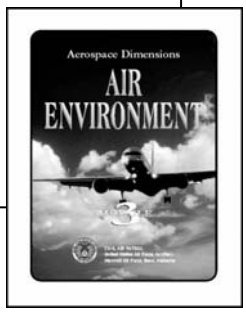
    e. Demonstrate how shallow climbs and descents affect the vertical velocity indicator and the airspeed indicator.

    f. Demonstrate turns using the magnetic compass. Discuss compass turning errors: variation, deviation, magnetic dip, and oscillation error.

3. Post flight. Answer questions pertaining to the flight and stress safety.

Weather flight

Refer to *Aerospace Dimensions* module 3: Air Environment.



Syllabus # 10

Estimated time: 0.7 hour.

1. Preflight:

    a. Discuss previously completed syllabus flights as appropriate.

    b. Identify cloud types and explain their affect upon flight.

    c. Discuss how terrain affects air stability.

    d. Demonstrate preflight weather briefing and its importance.

2. In flight:

    a. Demonstrate effects that weather have upon flying.

    b. Demonstrate the crab method (forward slip) to compensate for wind.

    c. Discuss wake turbulence avoidance.

    d. Demonstrate temperature differences at a few altitudes and how altitude affects rate of climb.

3. Post flight. Answer questions pertaining to the flight and stress safety.

Section

4

Attachments

Attachments are the glue that holds the processes together.

These attachments are important! They will be needed to begin and complete the orientation flight and the reimbursement processes. Make as many copies of these pages as you need.

Attachment 1: Sign-Off Sheet

Attachment 2: Online Reporting

Attachment 3: Justification Matrix

ATTACHMENT 1

Sign-off sheet

This sheet will help your squadron leaders to enter your flight information into the on-line Flight Management System. Do not send this page to national headquarters. Keep a copy of this page in the cadet's CAPF 66, *Cadet Master Record*. Record incomplete or back seat rides in the "Other Information" area below.

Cadet's Name:
CAPID:

Syllabus #	Flight Date	Flight Time	Mission Number	Tail Number	Pilot's CAPID	Pilot's Signature
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Other information:

ATTACHMENT 2

Online Reporting

Civil Air Patrol has developed an online Web Mission Information Reporting System, WMIRS, which is the method of entering the cadet orientation flight information. To access WMIRS, visit:

https://missions.cap.af.mil/login.htm

The rules and procedures for entering cadet orientation flight information are the same as mission reporting requirements (see the WMIRS web site for details).

Reimbursement rates are found in CAPR 173-3, *Payment for Civil Air Patrol Support*.

Squadron commanders, or their representative, are responsible for entering the orientation flights into WMIRS. If you have any problems with WMIRS, please refer to the contact information on the WMIRS web site.

Wing commanders are responsible for managing the cadet orientation flight program in their wings to include expending funds, allocating resources and determining reasonable ferrying conditions. Wings should develop and publish a justification matrix indicating the number of orientation flights needed to justify ferrying an aircraft (see **attachment 3** for a sample Justification Matrix).

Wings are responsible for auditing the flight information for accuracy and timeliness, and to avoid potential fraud, waste or abuse.

This is a limited reimbursement program. While national headquarters does its best in estimating the expenses associated with this program, there are factors beyond our control that may cause our available funds to be depleted. Therefore, once the cadet orientation flight program funds are exhausted, *reimbursements* for orientation flight activity will cease until additional funds are acquired. Under such conditions, wings are encouraged to continue to fly cadets, even if no reimbursements are available. National headquarters will keep the wings informed if such a rare potential is close to developing.

ATTACHMENT 3

Sample Justification Matrix

Wings are encouraged to develop a Justification Matrix, like the sample below, to indicate the number of orientation flights required at the destination airport for a ferry flight.

The following chart is a *sample* only:

Colorado Wing CAP — Ferry aircraft to:

Ferry aircraft from:	APA	BJC	FTG	FNL	3V5	7V5	COS	PUB	MTJ	GJT	DRO	CEZ	SBS	7V1	GXY	1V6	CAG
APA (Centennial)		4	4	4	4	4	4	6	A	A	A	A	8	6	6	6	8
BJC (Jefferson County)	4		4	4	4	4	4	6	A	A	A	A	8	6	6	6	8
FTG (Front Range)	4	4		4	4	4	4	6	A	A	A	A	8	8	6	6	8
FNL (Ft Collin - Love)	4	4	4		4	4	6	8	A	A	A	A	8	8	4	8	8
3V5 (Ft Collin - DT)	4	4	4	4		4	6	8	A	A	A	A	8	8	4	8	8
7V5 (Brush)	4	4	4	4	4		6	8	A	A	A	A	8	8	4	8	8
COS (Colorado Springs)	4	4	6	6	6	6		4	A	A	A	A	A	6	6	4	A
PUB (Pueblo)	6	6	6	6	6	6	4		A	A	A	A	A	8	8	6	A
MTJ (Montrose)	A	A	A	A	A	A	A	A		4	6	6	6	6	A	8	8
GJT (Grand Junction)	A	A	A	A	A	A	A	A	4		8	6	8	6	A	8	6
DRO (Durango)	A	A	A	A	A	A	A	A	6	8		4	8	8	A	6	8
CEZ (Cortez)	A	A	A	A	A	A	A	A	6	8	4		8	8	A	8	8
SBS (Steamboat)	8	8	8	8	8	6	8	8	6	8	8	8		A	6	A	6
7V1 (Buena Vista)	6	6	6	6	6	8	6	8	6	A	8	A	A		A	4	A
GXY (Greenley)	4	4	6	4	4	4	6	8	A	A	A	A	6	A		8	6
1V6 (Fremont County)	6	6	6	6	6	8	4	6	8	8	8	A	A	6	8		A
CAG (Craig)	8	8	8	8	8	8	8	8	8	6	8	8	6	A	8	A	

A - Approval from the wing commander required.