



UNITED STATES MILITARY ACADEMY

WEST POINT, NEW YORK



MILITARY PROGRAM

ACADEMIC YEAR 2018

DEPARTMENT OF MILITARY INSTRUCTION



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MACC

19 May 2017

MEMORANDUM FOR Cadets, Staff and Faculty

SUBJECT: Military Program (Greenbook), Academic Year 2018

1. The Military Program complements the Academic, Physical, and Character Programs to achieve the outcomes established by the West Point Leader Development System. The Military Program Strategic Plan outlines the program level organizational goals to fulfil the guidance provided and USMA Strategic Plan.
2. The Greenbook operationalizes the USMA Military Program Strategic Plan and provides program-level guidance and policies for cadet development goals, requirements, activities, classroom instruction, summer training events, and leader development experiences. It is the governing document of the Military Program and supports improvements in all program areas: Military, Physical, Academic and Character.
3. The Greenbook recognizes the intersection of military education, training, and leader development in all events within the Military Program. There are no events designed, planned, or executed as solely training or education in the overall Military Program purpose of instilling in cadets the foundational military competencies necessary to win in a complex world while inspiring them to professional excellence and service to the Nation as an officer in the United States Army.
4. The Commandant of Cadets is the Program Director for the Military Program. The Department of Military Instruction (DMI) is the proponent for the Military Program; the Director of Military Instruction recommends, plans, executes, designs, and validates the Military Program. The Commandant retains final decision and validation authority for all Military Program events, activities and requirements; and subject to the advice of the Academic Board and approval of the Superintendent, for its implementation. Direct all inquiries concerning the Military Program to the Director of Military Instruction.
5. This document is posted to the Academy Management System at <https://apps.usma.edu/ams/main.cfm> and do the Cadet Information System at https://cis.usma.edu/cis/Military/main_military.cfm.



DIANA M. HOLLAND
BG, USA
Commandant of Cadets



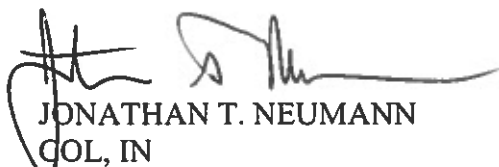
MACC-Q

19 May 2017

MEMORANDUM FOR Cadets, Staff and Faculty

SUBJECT: Foreword -- Military Program (Greenbook), Academic Year 2018

1. Everyone assigned to West Point including tactical officers, faculty, staff, coaches, and other civilians who interact with cadets, has a role in developing cadets into commissioned officers. The Military Program is the primary program and source of continuity for all cadet military competencies development.
2. Since the founding of the Academy, the environment in which West Point graduates serve as officers has continuously changed. The Military Program ensures it instills in every graduate the foundational military competencies they need to answer the demands of serving in a complex operating environment. The Military Program maintains its relevance with a deliberate strategic planning and operations process that plans, prepares, and executes the world's preeminent landpower military program; all informed by a robust assessment process.
3. The Greenbook is the governing document of the Military Program. It articulates the diverse activities, events, and requirements which make up the Military Program and provides both a framework and a foundation for its organization, orchestration, and execution. It establishes a standards-based environment, with clearly-delineated requirements throughout the 47-month West Point Experience. The challenge for each of us is to ensure the Military Program's relevance to our central purpose – to instill in cadets the foundational military competencies necessary to win in a complex world while inspiring them to professional excellence and service to the Nation as an officer in the United States Army.



JONATHAN T. NEUMANN
COL, IN
22nd Director of Military Instruction



Major Changes Included in the AY 2018 Revision

- Inclusion of a Memorandum from the Commandant of Cadets directing DMI as the proponent for the Military Program.
- Reorganization of the explanation of various Military Program activities into one of the following four categories: Military Training, Military Science and Officership, Leader Development and Accessions.
- Updated the strategic framework and ensured nesting with USMA Strategic Plan 2017-2022.
- Updated “Proponent” for the Military Program (Paragraph 1.01).
- Updated Military Program Goals (Paragraph 1.04).
- Updated graphical representation for the Military Program Design (Paragraph 1.05).
- Updated Leader Development Requirements paragraph (Paragraph 2.05).
- Updated prerequisites (Paragraph 2.07).
- Updated Minimum Standards for Cadet Basic Training (Paragraph 3.02.b).
- Added Accessions requirements in Chapters 3,4,5,6 with specific requirements in Annexes I,J,K.
- Inclusion of BOLC-A Common Core Critical Task List Crosswalk by USMA department in Annex A.
- Updated Requirements for Introduction to Warfighting Laboratory (ML100) (Paragraph 4.02.a(1)).
- Updated additional First Class graduation requirements to include only those for which the Greenbook is the proponent (Paragraph 6.05).
- Included Course Overviews for MS100, ML100, MS200, MS300, and ML300 (Annexes C, D, E, F, and G).



Chapter 1 – Overview of the Military Program

1.01. Proponent. The Commandant of Cadets is the program director for the Military Program. The Department of Military Instruction (DMI) is the proponent for the Military Program. The Director of Military Instruction recommends, plans, executes, designs, and validates the Military Program. The major organizations executing the Military Program are the Department of Military Instruction (DMI), Brigade Tactical Department (BTD), Leader Development Branch (LDB) and Cadet Advanced Training Cell (CAT). The Commandant retains final decision and validation authority for all Military Program events, activities and requirements; and subject to the advice of the Academic Board and approval of the Superintendent, for its implementation. The Military Program Greenbook provides program-level guidance for cadet development goals, requirements, activities, classroom instruction, summer training events, leadership experiences, and policies of the Military Program.

1.02. Strategic Context. The Military Program supports the mission of the United States Military Academy and the strategic goals outlined in the USMA Strategic Plan. The Greenbook provides program-level guidance for goals, requirements, activities, events, and policies of the Military Program and when complemented by the Academic, Physical, and Character Programs, achieves the outcomes established by the West Point Leader Development System.

1.03 Military Program Purpose. The purpose of the military program is to instill in cadets the foundational military competencies necessary to win in a complex world while inspiring them to professional excellence and service to the Nation as an officer in the United States Army.

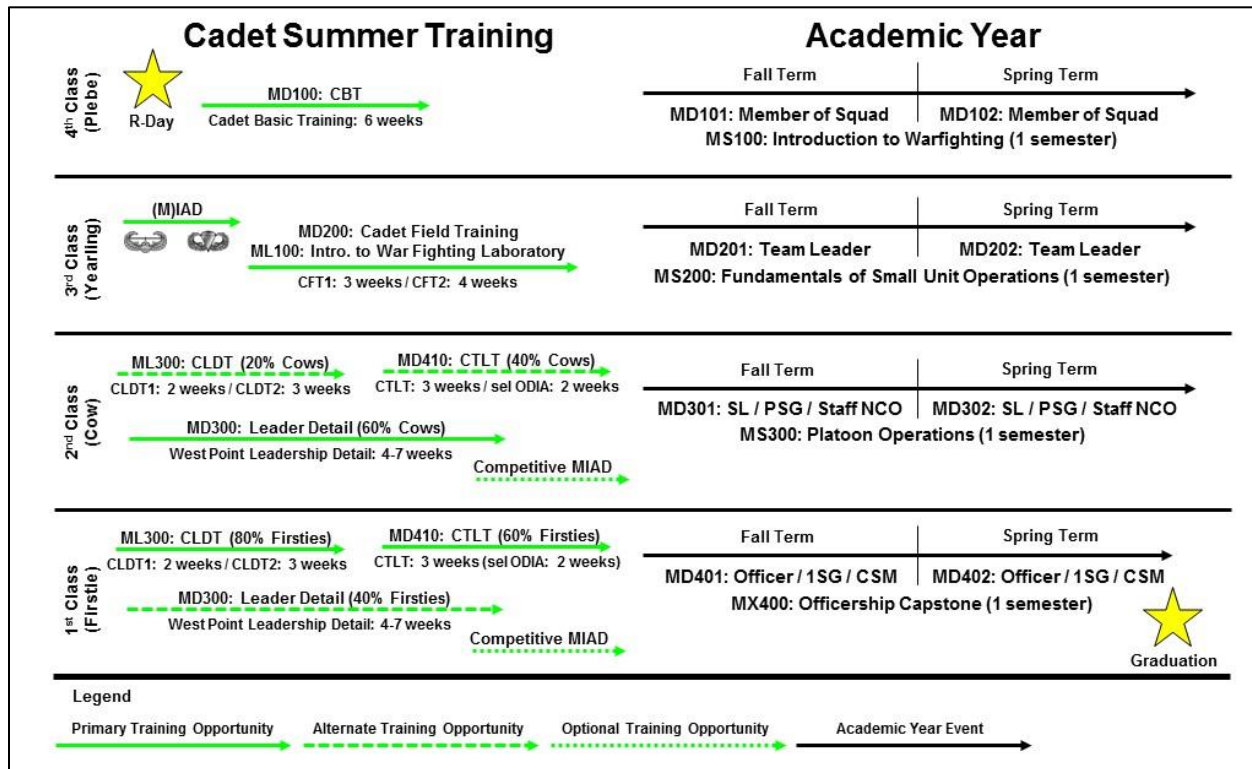
1.04 Military Program Goals. The Military Program has seven goals, provided below. These goals describe the competence, commitment, and character of the world-class Lieutenant and graduate of the West Point.

- Demonstrate proficiency and confidence in foundational military competencies
- Demonstrate an understanding of how to prepare Soldiers and build teams
- Apply concepts and principles of doctrine and warfighting to problem solving
- Demonstrate how to critically think about and understand war and warfare in width, depth, and context
- Demonstrate effective leadership competencies in accomplishing assigned missions
- Demonstrate superior performance in troop leading procedures, marksmanship, and land navigation
- Demonstrate courage, character, integrity, toughness, and commitment to the army professional ethic

1.05 Military Program Design. The Military Program is the framework for military training and leadership development focused on the roles and principles of *officership*. The Military Program will focus on the development of cadets as they transition to commissioned leaders of character. Inherent in this philosophy is the concept of standards – establishing, teaching, enforcing, and modeling the standards, which permeate the Army culture and are essential to its



discipline and readiness. Cadets must learn and demonstrate the rigorous standards of conduct in the intellectual, military, physical and character domains of development. As cadets mature, they are expected to progress from adhering to standards to modeling standards, to enforcing standards, to setting standards. By the time cadets reach First Class year, they are expected to be role models who set and enforce standards just as the Army will expect them to do when commissioned. Experiences within the Military Program which facilitate development of cadets into commissioned leaders of character will adhere to the United States Military Academy Strategic Plan (USMA Strategic Plan 2017-2022) nested with Army Ethics in accordance with Army Doctrine and Training Publication ADRP-1; The Army Profession; June 2015. The Military Program is organized into four principal components synchronized to support the mission of the Military Academy – Military Training, Military Science and Officership, Leader Development and Accessions.



a. **Military Training (Term 0)** consists of the military-related training events and activities that are normally conducted during Cadet Summer Training in the summer Term 0 of the Academic Year. The Military Training events include Cadet Basic Training (CBT, MD100), Introduction to Warfighting Laboratory (ML100) which takes place as part of Cadet Field Training, Cadet Leadership Development Training (CLDT, ML300), Cadet Troop Leader Training (CTLT, MD400) which occurs at CONUS and OCONUS Army installations, and Military Individual Advanced Development (MIAD) Schools and opportunities. The Director, Department of Military Instruction (DMI-6) is responsible for the planning and execution of Military Training events and the evaluation of associated Military Laboratory (ML) courses; the



Brigade Tactical Officer (BTO) is responsible for the evaluation of associated Military Development (MD) courses.

b. Military Science and Officership (Term 1 and 2) is an iterative and progressive sequence of four core courses that instill foundational technical and tactical competencies in troop leading procedures, small unit tactical employment, weapons proficiency, land navigation, first aid, and tactical communications and are complemented and reinforced by tactical decision-making exercises, combat simulations, and faculty experience. Military Science courses include MS100 – Introduction to War Fighting (for Fourth Class Cadets), MS200 – Fundamentals of Small Unit Operations (for Third Class Cadets), and MS300 – Platoon Operations (for Second Class Cadets), and are taken during either the Fall or Spring term of each Academic Year. The Director, Department of Military Instruction (DMI-6) is responsible for the Military Science sequence and the evaluation of associated Military Science (MS) courses. MX400 – Officership is the capstone course in the academic sequence and the proponent is the Director of the Simon Center for Professional Military Ethics (SCPME).

c. Leader Development (Term 0 thru 2) integrates a Cadet's entire performance in their duties as a member of the United States Corps of Cadet and assesses their progress towards their graduation as a leader of character. Cadets are challenged with duties and responsibilities within the chain of command in addition to rest of their individual graduation requirements. Tactical Officers and Tactical Non-Commissioned Officers support the Cadets by coaching, teaching, and mentoring them to develop as leaders while accomplishing their duties. Leader development is assessed through Military Development (MD) grades input from the Cadet Chain of Command and Tactical Officers and informed by observations outside their immediate Chain of Command. MD grades are identified by the Cadet's class year and progress through positions of greater responsibility as Cadet's advance. MD grades are informed by a Cadet's entire body of work as a member of the Corps of Cadets, providing feedback on duty performance during the term and the TAC Team's assessment of their potential to serve as a leader of character. MD grades reflect a Cadet's conduct during the rating period and performance in the Army Physical Fitness Test (APFT). The Brigade Tactical Officer (BTO) is responsible for leader development and the evaluation of associated Military Development (MD) courses.

d. Accessions (Term 0 thru 2) includes the Branch Education and Mentorship Program (BEMP); Talent Management Program; Branch, Post and Basic Officer Leadership Course – B (BOLC-B) Assignments Process; and Transition Program. DMI partners with the Department of Army G1 and its Directorate of Military Personnel Management (DMPM) USMA representative in developing and implementing the Accessions Program. The USMA Accessions Program seeks to pair unique Cadet talent strengths (knowledge, skills, behaviors) with the unique talent priorities of each branch. The ultimate goal of the program is to better meet the needs of the Army.



Chapter 2 – Baseline Requirements, Evaluations, and Actions Upon Deficiency

2.01 Overview. Military Program Baseline Requirements are those mandatory events and activities which a cadet must successfully complete in order to be considered to have successfully completed the requirements of the Military Program and to graduate from West Point and earn a commission. Failure to complete these requirements constitutes a deficiency in the Military Program. Participation in other programs which require a cadet to miss any part of a Military Program Baseline Requirement, such as the Service Academy Exchange Program, must be supported by both the Dean and the Commandant, and approved by the Superintendent.

2.02 Military Program Progress. Cadets must maintain minimum standards for the Military Performance Score – Cumulative (MPSC). Cadets who fall below required levels will be reported deficient in MPSC to the Academic Board. For Rising Second and First Class cadets who are deficient in MPSC at the end of the spring academic term and are not assigned a weighted and graded training event (ie a West Point Detail or CLDT), this summer training period will not be counted as an additional term in which they are MPSC-deficient because they have no opportunity to improve their MPSC; however their conditional status remains in effect. Second and First Class cadets who are deficient in MPSC at the end of the spring academic term and are participating in a West Point detail in the summer training period may be removed from conditioned status at the end of the summer training term, if their MPSC rises above the minimum. A cadet must achieve a Military Program Score - Cumulative (MPSC) of 2.00 or higher by the end the spring term of their Third Class year and maintain it through the conclusion of First Class year. See Chapter 7 for the composition of the MPS and the weights of its constituent activities and events.

2.03 Military Training Requirements (Term 0).

a. Baseline Requirements. Taken during Term 0 as part of the overall Military Program, a cadet must pass both military laboratory courses (ML100 / ML300) and MD100, receive a favorable review of their performance at Cadet Troop Leader Training (CTLT, MD400), and receive a passing grade on their Individual Advanced Development (IAD) experience to be considered proficient within the Military Program:

- MD100, Cadet Basic Training
- ML100, Introduction to Warfighting (Concurrent with Cadet Field Training)
- ML300, Cadet Leader Development Training
- MD400, Cadet Troop Leader Training
- MIAD, Military Individual Advanced Development (optional)

b. Summer Training Evaluations and Assessments. ML and MD Grades are ratings that develop cadets for the realities they will face as commissioned officers. They receive feedback on where they stand in relation to their peers. The duties and responsibilities for the Chain of Command are described in the USCC Pam 6-22. MD100, ML100, and ML300 are evaluated



based on Tasks, Conditions and Standards and are graded based on demonstrated proficiency relative to course standards. Cadets in ML100 and ML300 who demonstrate outstanding performance earn “A”s; commendable performance, “B”s; satisfactory performance, “C”s; marginal performance, “D”s; and unacceptable performance, “F”s. MD100, MD400 and MIADs are evaluated as Pass/Fail/No-Credit based on the completion of required training events.

2.04 Military Science and Officership Requirements (Term 1 and 2).

a. Baseline Requirements. Taken during Terms 1 and 2 as part of the overall Military Program, a cadet must pass all three military science classroom courses and MX400 to be considered proficient within the Military Program:

- MS100, Introduction to Warfighting
- MS200, Fundamentals of Small Unit Operations
- MS300, Platoon Operations
- MX400, Officership (SCPME)

b. Evaluations. Performance in military science is evaluated based on demonstrated proficiency relative to course standards. Cadets demonstrating outstanding performance earn “A”s; commendable performance, “B”s; satisfactory performance, “C”s; marginal performance, “D”s; and unacceptable performance, “F”s.

2.05 Leader Development Requirements (Term 0 thru 2).

a. Baseline Requirements. A cadet must pass all Military Development courses to be considered proficient within the Military Program:

- MD101/102: Fourth Class Cadets (Member of Squad)
- MD200: Third Class Cadets (Member of a Squad)
- MD201/202: Third Class Cadets (Team Leader)
- MD301/302: Second Class Cadets (Squad Leader, Platoon Sergeant, Staff NCO)
- MD300: West Point Leader Detail
- MD401/402: First Class Cadets (Officer, Command Sergeant Major)

b. Evaluations. Cadets are evaluated by their chain of command and their TAC Team. Evaluation is based on performance data within the framework of the developmental domains of the West Point Leader Development System and duties and responsibilities described in the USCC Pam 6-22, on a Forced Distribution model. Evaluations are informed by a Cadet’s entire body of work as a member of the Corps of Cadets including their conduct during the rating period and performance include 10% of the grade as the direct letter grade input of the APFT. Evaluations are also informed by observations from intermediate raters, coaches, faculty members, and mentors. Evaluations include a Cadet’s chain of command performance relative to their peers during the rating period as well as the TAC Team’s assessment on the Cadet’s potential to serve as a leader of character. Cadets enrolled in MD200 and MD300 are evaluated



by their chain of command and their Tactical Team on a Forced Distribution model where the average MD Grade for companies, by class, may not exceed 3.0 pts, and the average grade for battalion and regimental headquarters may not exceed 3.33 points. Cadets enrolled in academic year MD courses are evaluated by their chain of command and their Tactical Team on a Forced Distribution model where the average MD Grade for companies, by class, may not exceed 2.7 pts, and the average MD Grade for battalion and regimental headquarters may not exceed 3.0 points.

2.06 Accessions Requirements (Term 0 thru 2).

a. *Baseline Requirements.* All Cadets must complete the Accessions Program in order to successfully transition to their follow on assignments after Graduation:

- The Branch Education and Mentorship Program (BEMP)
- The Talent Management Program
- The Branch Assignment Process
- The Post, BOLC-B, and CST Duty Assignment Process
- The Transition Program

b. *Evaluations.* The Occupational Physical Assessment Test (OPAT) must be completed by all Cadets within 12 months of their Branching Board.

c. *Actions upon deficiency.* Cadets who fail to meet their assigned branch's OPAT standard must retake the OPAT and pass before they are commissioned into the Army. The Superintendent has the authority to grant exemptions for branching purposes.

2.07 Actions Upon Deficiency. Cadets who receive a failing grade in a Military Program course for a term or fail to exceed the MPSC minimums are considered deficient. As provided in AR 210-26, these cadets may be recommended for separation; turn-back; or retention with condition, concurrent with opportunity for the cadet to demonstrate proficiency under specific conditions. Cadets must receive a passing grade in sequential classes in order to move on to the next MS or ML course. The sequence is: MS100, ML100, MS200, MS300, ML300. Cadets who fail to achieve a passing grade in the course pre-requisite will not advance in the course sequence and must remediate instruction in a following term prior to advancing. *Exception: Selected cadets who have demonstrated high standards of proficiency may take ML300 prior to taking MS300. Cadets requesting a deviation must submit a waiver. Waivers are approved by the Department Head, Director Military Instruction.* Of special note, Cadets who earn "F"s for any two MD courses throughout their 47-month cadet career are subject to an academic review board for failing to meet the minimum requirements for Military Development. These cases may go before an Academic review board for possible separation.

a. Conditioning will cover a similar activity and is imposed as follows:

- (1) Term 1 for a Term 0 MD or MPSC deficiency.



(2) Term 2 for a Term 1 MD or MPSC deficiency.

(3) Term 0 and Term 1 for a Term 2 MD deficiency.

(4) Term 0 and Term 1 for a Term 2 MPSC deficiency IF Cadet's summer training plan does not include a graded Summer Assignment.

(5) Term 0 for a Term 2 MPSC deficiency IF Cadet's summer training plan does include a graded Summer Assignment. (MPSC will be reassessed at the end of Cadet Summer Training to determine recommendation: removal from Conditioning Status for meeting MPSC standards or continued Conditioning for Term 1 or separation. Receiving an MD "F" while on Conditioned Status will normally result in a recommendation for Separation.)

b. Cadets are removed from conditioned status at the end of the term in which they demonstrate proficiency in the given MD course and their MPSC exceeds the minimum standard. Cadets who are in a conditioned status in a term, or have dropped below the MPSC point and receive a MD grade of "F" for that term may be recommended for separation.

c. A Cadet placed on conditioned status for deficiency in the Military Program is subject to the following measures during the conditioned period. *Refer to the USCC Pam 6-22 for details on MD remediation, conditioning and grade replacement.*

(1) Mandatory enrollment in a Special Leader Development Program (SLDP) for the subsequent term and counseling by the Company Tactical Officer within two weeks of the start of the subsequent term. See the USCC Pam 6-22 for further information.

(2) Assignment to an appropriate leadership position in the subsequent term to facilitate development and assessment.

(3) Limited to participation in one extracurricular activity.

(4) Loss of all privileges until the Cadet is again proficient. Proficiency is defined as receiving a proficient Military Performance grade, either at the end of the Summer Training detail or the end of a semester grading period. Cadets who are MPSC-deficient will lose all privileges until they have met the established MPSC point for their class.

2.08 December Graduates. Cadets declared December graduates may remain at USMA and continue their progression of Military Program events or they may depart for the duration of the semester and return at the beginning of the next semester based on Chain of Command decision. Unless directed by the chain of command for further development, these Cadets will normally enroll in additional Military Development courses commensurate with their class duties and responsibilities, but will not repeat core Fall and Spring Term Military Science courses which they successfully completed.



2.09 Full Year Turn Back. Cadets turned back a full class year may remain at USMA or immediately upon notification of their graduation year change. A turned back Cadet immediately begins participating in all duties of a member of the class they are now assigned including attending class events. A turned back Cadet sent home, will then return at the appropriate time and enter the class corresponding to their new graduation date. These Cadets will enroll in and repeat the appropriate Military Program courses expected of their class. Previous MD grades, including APFT scores, will be replaced by evaluations conducted during their second iteration of the semester. Unless directed by the chain of command for further development, these Cadets will not normally repeat core Fall or Spring Term Military Science courses which they successfully completed, but may participate in Cadet Summer Training events or Individual Advanced Development opportunities in the summer after their departure, commensurate with their new class, as retraining and developmental opportunities.

2.10 Summer Training Scheduling Considerations.

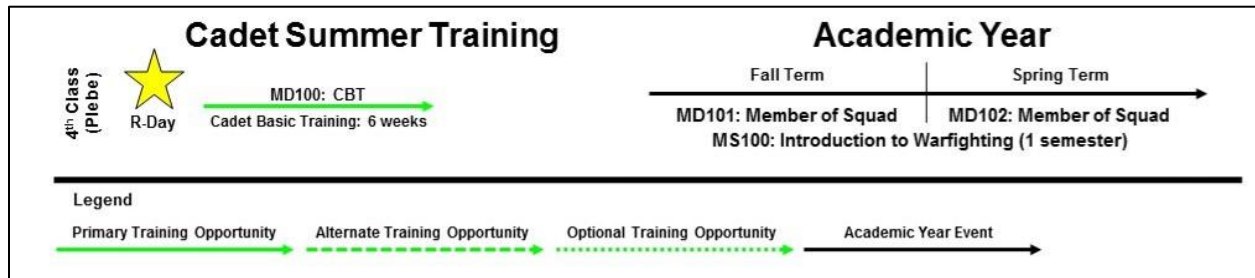
a. General Considerations. Upperclass Cadets will usually not be scheduled for more than two graduation required Military Program events and have an appropriate amount of leave each summer. The Brigade Tactical Officer is the approval authority for any Cadet schedule that has less than two weeks of leave over the summer.

b. Limited Opportunities. Summer Training opportunities will normally be limited to only those conducted at West Point for the following Cadets in order to closely supervise their leader development. The Brigade Tactical Officer (BTO) is the exception authority. The Commandant must be informed if a rising Firstie is unable to meet a graduation requirement.

- Cadets who are undergoing a misconduct/conduct or honor investigation at graduation day
- Cadets who failed their last record Army Physical Fitness Test (APFT)
- Cadets enrolled in the Army Body Composition Program (ABCP) at graduation day
- Cadets who received a Brigade Board or higher during the previous Academic Year



Chapter 3 –Fourth Class Year



3.01 Purpose of the Fourth Class Military Program. Military development is marked by successful performance as a follower (Cadet Private) in a military unit and the acquisition of foundational military knowledge and skills. Cadets gain familiarity as individual Soldiers and Members of Squad and are provided opportunities to demonstrate courage, character, integrity, and toughness.

3.02 Military Training (Term 0). Cadet Basic Training (CBT). New Cadets are enrolled in MD100 Cadet Basic Training. This is a complex, demanding progression of sequenced training requirements and events, which form the foundation for all future instruction at the United States Military Academy. It trains, instructs, inspires, and transitions New Cadets from civilians and Soldiers to Cadets and future officers and begins to inculcate the fundamental military skills and values necessary to develop officers as leaders of character strongly committed to military service. By the end of CBT, New Cadets will:

- Demonstrate familiarity in the military skills, knowledge, and physical fitness requisite for duty in the Corps of Cadets.
- Demonstrate an understanding of the concept of duty.
- Develop a growing sense of confidence and self-discipline, and fundamental time-management skills.
- Demonstrate the ability to function effectively under pressure, individually and as part of a team.
- Know and adhere to the prescribed standards of conduct expected of aspiring Army professionals.
- Understand the meaning of the New Cadet Oath taken on Reception Day.
- Be prepared to join the Corps on Acceptance Day and initiate academic, military, and physical education on the first day of classes.

a. Description of New Cadet Development. Development in Cadet Basic Training occurs in four dimensions:

- **Intellectual Development:** Development during Cadet Basic Training prepares Cadets to start classes in the Fall Semester. In coordination with the CBT Chain of Command, the Academic Departments administer placement tests to determine the academic qualifications of incoming Cadets and enable accurate class assignments in the first term.



- **Military Development:** New Cadets are introduced to the technical skills required of commissioned officers in order to prepare them for military science instruction as a member of the Corps of Cadets. They are also exposed to the chain of command and conduct and discipline in order to promote success as a Cadet Private in the fall and spring terms.
- **Physical Development:** The Physical Program during Cadet Basic Training introduces New Cadets to the Army's Physical Readiness Training (PRT) program and establishes a foundation of physical fitness and the self-confidence necessary for continued success in the Physical Program. Two diagnostic APFTs are administered during CBT to provide a baseline physical fitness assessment of New Cadets. In addition the Department of Physical education conducts physical placement tests.
- **Character Development.** New Cadets receive Cadet Character Development Program (CCDP) training in order to enable understanding of standards expected of aspiring professionals. They also receive an orientation to social development in order to promote mature judgment in social situations and to prepare them to responsibly apply the privileges afforded to Cadet Privates.

b. *Minimum Standards to Earn Acceptance into the Corps of Cadets.* New Cadets must exceed the following minimum standards to earn acceptance in the Corps and initiate academic, military, and physical instruction on the first day of classes. Those who meet or exceed minimum standards will earn a "P" on MD100. Those who fail to meet minimum standards may be recommended to the Academic Board for conditional acceptance in the Corps, or separation, and unless otherwise specified, these Cadets must remediate the deficiency prior to the conclusion of the fall term or may be recommended for separation prior to the start of the spring term.

- **Character** – New Cadets must complete required SHARP and CCDP instruction. They must demonstrate the potential for honorable living, the potential to respect themselves and others and to meet the standards, discipline, and motivation required to succeed as a member of the Corps of Cadets. Those who do not complete required instruction and those enrolled in SLDP, and those serving punishment from a Brigade-level Article 10 or higher level board or found deficient in conduct may be considered for "N/C" or "F" for MD100.
- **Physical** – New Cadets must exceed the Basic Combat Training standard of 50 points per event on the Record Army Physical Fitness Test given at the end of Cadet Basic Training, unless approved for testing using alternate events. New Cadets must also demonstrate the self-confidence required to succeed in the Corps of Cadets. Applicable New Cadets who cannot achieve the BCT minimums may be considered for "N/C" for MD100, and those who fail to demonstrate acceptable self-confidence may be considered for "N/C" or "F" in MD100.



- Military – New Cadets must achieve a Military Development Grade of “pass” for MD100. To do so, New Cadets must attain minimum proficiency levels in:
 - CBRN
 - Medical Readiness Training
 - Individual Land Navigation
 - Basic Communication (using military radio equipment)
 - BRM (including qualifying on individual weapon (23/40))
 - Complete/Pass the Crucible Events:
 - R Day
 - CBT Drill Test
 - FTX (must not miss more than 48 hours)
 - March Back
 - Related precommissioning tasks
 - And must not miss five or more days of training regardless of tasks or instruction completed
- Cadets who do not achieve a Military Development Grade of “pass” in the above events/tasks may be considered for “N/C” in MD100 by the BTO. **New Cadets pulled out of training for specific USMA-approved missions** could still receive a passing grade for MD100, so long as they make-up and successfully complete the above events/tasks (with the exception of 48 hours of FTX and 5 days of training, which are hard to make-up). **New Cadets pulled out of training for specific USMA-approved missions** who miss any of events/tasks above, will be considered for “N/C” until the event/task can be made up and the “N/C” replaced with the earned grade. Any Cadets who do not pass the above events/tasks, or those who miss 48 hours or more of the FTX or 5 or more days of training must submit a memo thru the BTO in order to request credit for MD100 with final approval by the Commandant.

3.03 Military Science and Officership (Term 1 and 2). MS100: Fourth Class Cadets are enrolled in MS100: Introduction to Warfighting in either the fall or spring term. Over the course of the semester, the knowledge they already possess will be expounded upon as some topics are reinforced and others are introduced for the first time. The knowledge they gain during the semester will be enhanced further as they progress academically and complete additional blocks of military training, both in the classroom and in the field, such as Cadet Field Training, Cadet Leadership Development Training, and follow-on Military Science courses. The focus of MS 100 is to provide Cadets with the foundation of military and tactical knowledge necessary for future field training and development in subsequent Military Science courses. Cadets will gain a solid foundation built on basic Army concepts such as Shoot, Move, Communicate, and Survive. Cadets will also learn fundamental Army unit organizations, capabilities and missions, and develop an understanding of the roles of NCOs and Officers. Cadets who have successfully completed MS100 will understand their role as Soldiers and will be well prepared to demonstrate technical proficiency at Cadet Field Training.



3.04 Leader Development (Term 1 and 2). MD101 and MD102: Cadet Privates serve as Members of Squad in their assigned companies and are enrolled in MD101 and MD102 in the Fall and Spring terms, respectively. Cadet Privates begin their leader development by learning to be a good follower, the customs and courtesies of the Academy, to be a member of a team, and to successfully complete their specified duties and responsibilities as outlined in USCC PAM 6-22. Cadet Privates develop their understanding of values and character, learn leadership from their Chain of Command, and learn discipline and resiliency through successfully completing their assigned duties. Evaluations of a Cadet Private's performance from their Cadet Chain of Command are force distributed to provide feedback relative to their peers. TAC Team evaluations reflect a Cadet Private's early development as a leader and potential for continued leader development relative to their peers.

3.05 Accessions (Term 1 and 2). During the fourth class year, the intent of BEMP is to instill within Cadets a broad perspective and understanding of the seventeen basic branches to include their missions, basic capabilities, and junior officer assignments. This is accomplished thru mandatory static display rotations of all 17 Army Branches during Branch Week, introduction to the Army Branches in MS100, and during a class-wide briefing by each Branch Representative on their respective branch during Reorgy week. Gaining this broad perspective enables fourth class Cadets to consider all the career options the Army has to offer.

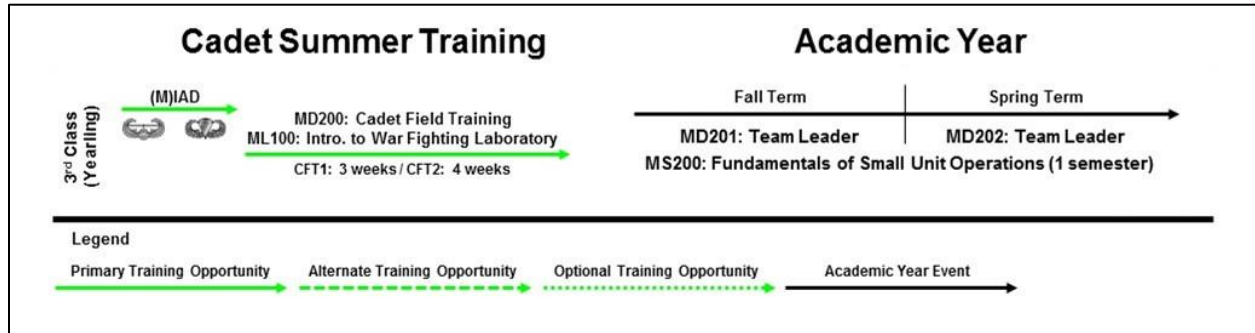
a. Fourth Class Cadets begin the Talent Management Program by completing the Talent Assessment Battery (TAB Test) during Reorgy Week following Cadet Basic Training. The TAB Test assists Cadets in exploring, identifying, developing, and validating their particular talent strengths.

b. Fourth Class Cadets have their first of six opportunities to input and record their Branch Preferences in CIS. This occurs during the fall Academic semester.

3.06 Military Program Progress for Fourth Class Year. Fourth Class Cadets must achieve an MPSC of 1.70 by the end of Fourth Class year. Cadets who do not are considered deficient in the Military Program and will be recommended to the Academic Board for action.



Chapter 4 –Third Class Year



4.01 Purpose of Third Class Military Program. Third Class Cadets learn how to lead, develop, and care for individual subordinates and serve as team leaders for Fourth Class Cadets. Third Class Cadets are expected to demonstrate proficiency as individual Soldiers and as members of teams and continue to demonstrate courage, character, integrity, and toughness. They also gain an initial understanding of tactical problem solving skills and the roles of officers and noncommissioned officers and receive opportunities to accomplish missions as leaders.

4.02 Military Training (Term 0).

a. Cadet Field Training (CFT). Third Class Cadets are enrolled in CFT which is comprised of Introduction to Warfighting Laboratory (ML100) and MD200 during their second summer at West Point. CFT is a three or four week program of instruction that emphasizes general military skills, individual preparedness training, preparations for extended field operations, and leading, participating in, and conducting small unit tactical operations. The purpose of Cadet Field Training is to develop, train, test, and validate specific tasks; prepare Third Class Cadets to assume duties as NCOs in the Corps of Cadets; instill the warrior ethos in each Cadet; and inspire each Cadet to professional excellence through physically- and mentally-demanding training. By the end of CFT, Third Class Cadets will have:

- The ability to be a team leader, responsible for the development of one or more subordinates.
- Proficiency in selected BOLC-A precommissioning tasks
- Familiarity with concepts associated with planning and integrating combined arms capabilities in a tactical environment
- An ability to apply honorable living to the field and combat environments.
- An ability to understand the challenges and opportunities presented by multi-cultural group dynamics.
- The requisite level of physical fitness, self-confidence, and physical toughness to continue in their development as future officers.

(1) *Baseline Requirements.* In order to successfully complete ML100, Cadets must earn a passing grade (D or higher) and meet minimum proficiency levels in



applicable precommissioning tasks outlined in the ML100 syllabus, pass the Water Obstacle Course (WOC), pass land navigation, qualify on an M4 and not miss 3 or more days of training. Cadets who are on medical profile and unable to meet all the physical demands of ML100 must still attend all training events and participate within the limits of their profile. As appropriate, Cadets will receive an ML100 grade of “N/C” (no credit) if they are unable to accomplish the required tasks. The Cadet may take advantage of training opportunities on the missing tasks throughout the fall term to resolve the No Credit. If the grade(s) are still unresolved by the end of the Fall term of the Third Class year, the Cadet will be enrolled in ML100 as a Member of Squad during their Second Class summer.

(2) *Excusal from CFT.* The Brigade Tactical Officer is the approval authority to excuse a Cadet from enrolling in Cadet Field Training during their Third Class summer and must approve, in writing, consolidated Regimental Tactical Officer requests for excusal.

b. Military Individual Advanced Development (IAD). Third class summer is the primary opportunity for Cadets to complete their IAD graduation requirement.

4.03 Military Science and Officership (Term 1 and 2). MS200: Third Class Cadets are enrolled in MS200: Fundamentals of Small Unit Operations in either the fall or spring term. They enter this course with prerequisite knowledge of basic tactical principles and knowledge of the Troop Leading Procedures acquired from Cadet Basic Training, Cadet Field Training and previous Military Science instruction. The focus of MS200 is to build strong, confident tactical decision-makers who understand U.S. Army Doctrine and are able to apply deliberate thought and common sense in solving tactical problems. Decisiveness, adaptability, and strength of character are essential for a commissioned officer charged with leading American Soldiers in combat. MS 200 is designed to help nurture and develop these attributes. Performance objectives include:

- Demonstrate the ability to make tactical decisions under pressure with limited information and limited time.
- Identify and understand tactical mission tasks, purposes, and how to nest units’ tasks and purposes.
- Effectively analyze terrain, weather, and enemy capabilities to effectively frame the tactical problem.
- Identify the principles behind small unit tactics and apply them to mission planning.
- Describe and apply the troop leading procedures, examine tactical mission planning, and effectively communicate that plan.

4.04 Leader Development (Term 0 thru 2). Third Class Cadets attending Cadet Field Training are enrolled in MD200. They must receive a passing MD Grade (MD200) IAW guidance published by the Brigade Tactical Officer (BTO). MD201 and MD202: Cadet Corporals are enrolled in MD201 and MD202 in the Fall and Spring terms, respectively, and serve primarily as



team leaders. Cadet Corporals assume a direct leadership role in the Chain of Command for the first time. They learn to lead others by exercising responsibility for the professional development of one or two subordinates (Cadet Privates), while performing as a member of a larger military unit. Drawing on recent experiences as Fourth Class Cadets, Cadet Corporals offer expertise and counsel, which facilitate the transition process and development of Cadet Privates. Their role is to exemplify professional standards of behavior and values, assist team members, demonstrate commitment to duty through performance, and support the policies of the chain of command. They strive for excellence in the academic, military, and physical programs while practicing habits of honorable living. Evaluation from the Cadet Chain of Command capture the relative performance of Cadet Corporals in all their duties and responsibilities as Cadets as outlined in USCC PAM 6-22. TAC Teams evaluations reflect relative performance as well as the potential for continued development as a leader.

4.05 Accessions (Term 0 thru 2). During their third class year, Cadets continue to develop a more in-depth understanding of each branch's mission, unit structure, specific capabilities, key equipment, and junior officer assignments and responsibilities.

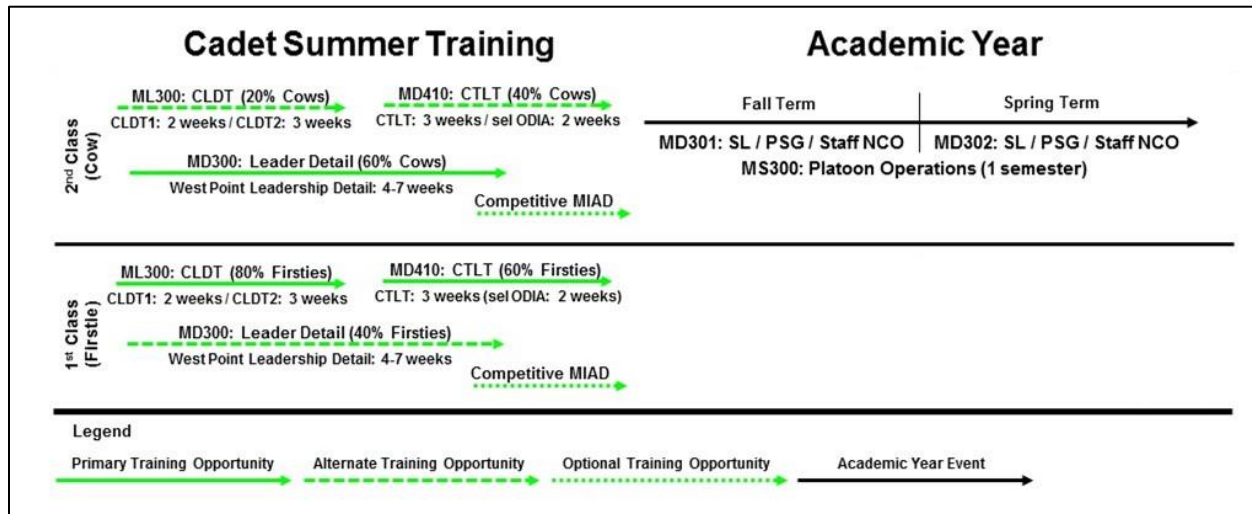
a. Third Class Cadets receive their first introduction to the Branch Assignment Process and Talent Management Program during an Accessions Division Chief lead briefing to the class during Reogry Week upon completion of Summer Training.

b. Third Class Cadets input their Branch Preferences into CIS for the second time. This occurs during the fall Academic semester.

4.06 Military Program Progress for Third Class Year. Third Class Cadets must achieve an MPSC of 1.85 or higher at the end of Term 1 and 2.00 or higher by the end of Third Class year. Cadets who do not may be considered deficient in the Military Program and recommended to the Academic Board for action.



Chapter 5 –Second Class Year and First Class Summer



5.01 Purpose of Upper Class Military Program. Cadets expand their leadership skills as tacticians, military trainers, and counselors. They initially serve as noncommissioned officers in the Corps of Cadets and, in their final summer, Cadet officers leading platoons through regiments. Cadets are expected to continue to demonstrate proficiency as individual Soldiers and as members of teams, as well as character, courage, integrity, and toughness. They are also expected to solve tactical problems using the principles that underlie doctrine and warfighting, understand the roles of officers and noncommissioned officers, and demonstrate effective leadership expected of a junior officer in accomplishing assigned missions. Cadets are enrolled in MD300, MD400 and ML300 in a combination of their second and first class summers.

5.02 Military Training (Term 0).

a. ML300: Cadet Leader Development Training (CLDT). Cadets are enrolled in ML300 during their first or second class summer. This course trains, mentors, and assesses basic leadership skills focusing on Troop Leading Procedures (TLPs), effective communication, and tactical decision making in order to develop competent and confident small unit leaders capable of operating in an uncertain and rapidly changing environment. In a series of tactical scenarios that reflect the Decisive Action Training Environment, Cadets experience a minimum of two assessed leadership positions which provide the Cadet with a common experience to further enhance his/her leadership ability to solve difficult tactical problems. In order to man early summer leader details with sufficient Cadet officers and to support competing developmental opportunities in the Academic or Physical Programs, approximately 20% of a class will complete CLDT in their Second-class summer, and the remainder will complete CLDT in their First-class summer. To earn a passing grade, Cadets enrolled in ML300 must pass at least one of three assessed patrols, not miss more than 48 hours of training unless an exception is requested by the RTO, and approved by the Director, Department of Military Instruction (DMI-6), and must achieve the following outcomes:



- Leadership under stress
- Tactical problem solving
- Technical proficiency expected of Lieutenants

(1) Excusal from CLDT. The Brigade Tactical Officer is the approval authority to excuse a Cadet from enrolling in Cadet Leader Development Training and must approve, in writing, consolidated Regimental Tactical Officer requests for excusal. Requests must include the Company Tactical Officers' and the Cadets' signed acknowledgement of late graduate status. The Leader Development Branch will receive and maintain record of approvals.

b. MD400: Cadet Troop Leader Training (CTLT). The primary objective of CTLT is to provide upper class Cadets with a realistic leadership experience in the Operating Force where Cadets confirm their branch preference and self-identify any remaining developmental needs as they approach commissioning. The Cadet is evaluated by the officer chain of command in his unit for Military Performance and receives an unofficial Officer Evaluation Report for inclusion into the Cadet Record. Participation in a Special Summer Option (SSO) will be in lieu of participation in Cadet Troop Leader Training, and no more than six Cadets per year may participate in any one Special Summer Option. Outcomes for CTLT include:

- Understanding the command, training, administrative, and logistical functions of a company-level unit and the responsibilities of newly-assigned lieutenants
- Familiarity with the on- and off-duty environment of a junior officer.
- Development of leadership skills in a unsupervised environment where the Cadet is individually responsible for their performance, conduct, military competence and physical fitness

5.03 Military Science and Officership (Term 1-2). MS300 Platoon Operations. Second Class Cadets are enrolled in MS300 Platoon Operations during the fall or spring term of their second class year. They enter with the necessary prerequisite knowledge of basic infantry tactics and knowledge of the Troop Leading Procedures acquired from Cadet Basic Training, Cadet Field Training and previous Military Science courses. MS300 is a semester long, 40-hour course. The focus of MS300 is to build strong, confident tactical decision-makers who understand U.S. Army Doctrine and are able to apply creative thinking and common sense in solving tactical problems. Performance Objectives include:

- Demonstrate an understanding of Army operational doctrine and small unit tactics and apply them to mission planning in accordance with ADRP 3-0 and ADRP 5-0.
- Demonstrate the ability to analyze and extract pertinent information from higher headquarters orders, and apply this information to tactical problems presented in order to develop workable courses of action.



- Demonstrate the ability to clearly communicate a tactical course of action both verbally and visually, using the appropriate operational graphics, tactical mission graphics and unit symbols.
- Demonstrate an understanding of how to apply the troop leading procedures to planning a tactical operation as a platoon leader in accordance with ADRP 5-0.
- Demonstrate an understanding of how to apply the principals of direct fire planning, and effectively employ organic and attached weapon systems.
- Demonstrate an understanding of how to effectively plan for and leverage various battlefield assets at the platoon level to accomplish assigned tactical missions.
- Demonstrate an understanding of the Law of War, Rules of Engagement and the Code of Conduct and how to apply them to a tactical scenario in accordance with FM 27-10 and AR 350-30.

5.04 Leader Development (Term 0 thru 2).

a. MD300: West Point Leader Detail. Cadets must serve in a West Point Leader Detail in either their second class or first class summer. Evaluations during a West Point Leader Detail include a Cadet's overall performance as a leader including their assigned duties and responsibilities to their unit, their professional conduct, and physical fitness. TAC Teams also evaluate the relative potential as a leader of the rated Cadets. Based on availability of direct leadership positions, Cadets will achieve the goals listed below.

- Lead by example; maintain and enforce standards of excellence
- Practice positive, effective leadership of subordinates
- Supervise squads and larger units
- Demonstrate appropriate proficiency in individual and unit military skills
- Prepare, conduct, lead, and assess training and give instruction
- Develop unit physical fitness
- Lead ethical and character development and implement a healthy command climate
- Demonstrate and hold subordinates accountable for maintenance and accountability of equipment
- Demonstrate an understanding of the administrative, logistic, and maintenance functions of a unit
- Conduct performance counseling

b. MD301 and MD302: Second Class Cadets are enrolled in MD301 and MD302 in the Fall and Spring terms, respectively, and serve in Cadet NCO positions to include either a squad leader, platoon sergeant, or first sergeant position. They also serve in a variety of staff NCO positions at all levels. Cadet Sergeants build effective teams through their direct leadership and empowering their subordinates. They set the example for subordinates by the establishment, attainment, and maintenance of sound goals, standards of behavior, and values in concert with the guidance of the chain of command. Cadet Sergeants develop Team Leaders in such a fashion as to foster teamwork, devotion to excellence and concern subordinates. They support the policies of the chain of command and appointed leaders and continue to strive for personal



excellence in all areas. The chain of command weighs the Cadet's overall performance in all their duties and responsibilities relative to their peers when giving a grade. TAC Teams additionally evaluate Second Class Cadets relative to one another in their development as leaders and their potential in becoming leaders.

5.05 Accessions (Term 0 thru 2). During their second class year, Cadets continue to develop a more in-depth understanding of each branch's mission, unit structure, specific capabilities, key equipment, and junior officer assignments and responsibilities. In addition to these desired learning outcomes, second class Cadets gain a broad understanding of how the branches integrate to perform tactical missions.

a. All Second Class Cadets will complete the second and final iteration of the TAB Test during Reogry Week following Summer Training. Final TAB results are released prior to the end of the Academic year.

b. During Branch Week, all Second Class Cadets participate in the Cow Symposium, which is a "career fair" like event with USMA branch mentors and branch proponents in preparation for the Cadets to choose the branch that best fits their desires and talents leading to more career satisfaction.

c. During second semester, Second Class Cadets receive a Branching Update Brief to ensure they understand how to properly complete their Branch Board Profile.

d. All Second Class Cadets must complete the OPAT prior to the start and within 12 months of their Branching Board during the fall of their First Class Year.

e. Second Class Cadets have two separate windows to input their Branch Preferences during this year, one at the beginning of the Academic Year and again at the end of second semester.

f. During second semester, all Second Class Cadets will receive a TAC Team talent assessment.

g. Second Class Cadets interested in Inter-service Commissioning (ISC) will complete all requirements before the end of the spring Academic semester. For more information on ISC, please refer to Annex I – Branch Assignment Process – Branching Options and Constraints - ISC.

h. The Aviation/MeDEVAC branching process begins Fall Semester of the Second Class year with the Selection Instrument for Flight Training (SIFT) test. Once Cadets pass the SIFT, they will initiate the flight physical process no earlier than January of their second class year and complete it no later than the end of August their first class year. For more information on Aviation & MEDEVAC Pilot applicants please refer to Annex I – Branch Assignment Process – Branching Options and Constraints – Aviation & MEDEVAC Pilot Applicants.



5.06 Military Program Progress for Second Class Year and the First Class Summer. Second Class Cadets must maintain an MPSC of 2.00 or higher at the end of each academic term. Cadets who do not may be considered deficient in the Military Program and recommended to the Academic Board for action.



Chapter 6 – First Class Fall and Spring Terms



6.01 Purpose of First Class Military Program. The final Academic Year of the West Point Experience provides Cadets the opportunity to lead as officers in the Corps of Cadets before they are commissioned. First class Cadets will be inspired to achieve professional excellence, are expected to demonstrate foundational military competence, and should demonstrate the courage, character, integrity, and toughness and effective leadership expected of a junior officer in accomplishing assigned missions.

6.02 Military Science and Officership (Term 1 and 2). MX400: First Class Cadets are enrolled in MX400 Officership in the fall or spring term. MX400, overseen by the Simon Center for the Professional Military Ethic (SCPME), complements the first three years of Cadet education and training by engaging in discussion-based seminars based on the Army's professional leadership framework of character, competence, and commitment. Its goals and objectives are described in the Gold Book. MX400 is a part of the core academic curriculum.

6.03 Leader Development (Term 1 and 2). MD401 and MD402: First Class Cadets are enrolled in MD401 and MD402 in the Fall and Spring terms, respectively, and serve as Cadet First Sergeants, Cadet Sergeants Major, and Cadet Officers, where they learn to lead organizations within the Corps down to platoon level. They serve in leadership positions from platoon leader through brigade commander and in a variety of staff positions at company through brigade level. They learn to rely upon the performance of others for success. Cadet Officers are evaluated by the Cadet Chain of Command and tactical officer based on their overall performance as leaders of character in both their individual responsibilities and their chain of command duties and responsibilities. TAC Teams also evaluate the potential of the Cadets to serve as leaders of character.

6.04 Accessions (Term 1 and 2). During their first class year, Cadets complete the Branch Assignment Process, the Post, BOLC-B, and CST Duty Assignment Process, and the Transition Program.

a. The purpose of the Branch Assignment Process is to meet overall Army needs by assigning Cadets to branches for which they are best fit. This process represents the culmination of BEMP and talent management efforts. Proactive involvement in BEMP and the talent



management program enables Cadets to enter this process confident of where they can best serve the Army.

(1) The Branch Assignment Process occurs in four phases. These four phases must be complete by the week prior to the Thanksgiving Holiday in order to set the conditions for timely completion of the remaining Accessions Program components prior to graduation. For more information on this process, see Annex I – Branch Assignment Process.

(2) The USMA Branching Process has two major options and one constraint to consider. The first option is Branch Active Duty Service Obligation (BrADSO). Cadets indicate their willingness to incur additional active duty service obligations to increase their chances to be assigned a particular branch. The second option is branch detail. In addition to the base branch allocations provided in the DA G1 Branching Board guidance, USMA is provided branch detail specific mission requirements to meet the needs of the Army. The constraint is the 70 Percent Rule. The constraint that at least 70 percent of the graduating class must branch combat arms in one of the following branches: IN, AR, FA, AV, EN, or ADA will be applied to the existing OML-based branching solution. For more information on these options and constraints, see Annex I –Branch Assignment Process – Branching Options and Constraints.

(3) There are several Special Branching Procedures that many Cadets will fall under, these include: Aviation & MEDEVAC Pilot Applicants, Medical School Applicants, Inter-service Commission Applicants, Cyber Branch Applicants, and Explosive Ordnance Disposal (EOD) Applicants. For more information on these procedures, see Annex I – Branch Assignment Process – Special Branching Procedure.

(4) The culmination of the Branching Assignment Process takes place during Branch Night when Cadets receive notification of their assigned branch.

(5) Branch Re-assignments and Out-of-Cycle Branch Assignments. There are instances where a Cadet's assigned branch may be changed after initial assignment. These include general medical disqualifications, aviation-specific medical disqualifications, branch assignment administrative errors, and special Cadet requests under exceptional circumstances. Additionally, there are times when a Cadet may need to receive a branch assignment out-of-cycle with their graduating class. In these instances, a special branching board is convened to review the Cadet's file for a recommendation to the DMPM. The DMPM is the approval authority for re-branching decisions. Following the branching decision, Accessions will coordinate with the USCC S-1 to obtain a BOLC date and orders. The branch representative will contact HRC to obtain a posting assignment and will coordinate with HRC to receive the RFO.

b. The purpose of the Post, BOLC-B, and CST Duty Assignment Process is to assign graduating Cadets their initial post assignments, BOLC-B class dates, and Cadet Summer Training (CST) duty requirements. As part of the process, Human Resources Command (HRC) provides and approves BOLC-B and post allocations to meet USMA Accessions Program timeline requirements.



(1) The Post, BOLC-B, CST duty assignments process is driven mainly by Cadet preference and placement in the Order of Merit List (OML).

(2) There are a number of “special population” Cadets whose method of obtaining a post and/or BOLC-B assignment(s) will deviate from the norm. Special Populations include: Confirmed Medical School Attendees, Confirmed Scholarship Recipients, Athletic Interns, Academic Interns, Late Graduates, Medical Holds, Aviation Branched Cadets, EOD Selects, Married Army Couples Program, and Professional Athlete Candidates. For further information see Annex J – Special Case Populations.

(3) The culmination of the Post, BOLC-B, and CST Duty Assignment Process takes place during Post Night when Cadets receive notification of their duty station and BOLC-B assignments.

c. The purpose of the Transition Program is to assist in the request for orders (RFO) and orders production process, inform Cadets of requirements to complete, benefits available prior to their transition to BOLC and to educate Cadets on what to expect in their individual BOLCs based on their assigned branches.

(1) The Transition Program consists of all major accession events and informative briefs that occur following post night. The Transition process begins after Cadets are assigned their post and BOLC dates and ends when they sign into their BOLC unit. This will be conducted through five individual briefs by branch and an optional send-off to Cadets prior to graduation. For information on each of the transition meetings see Annex K – Transition Program.

(2) The Transition Program is an on-going process throughout the remainder of the Cadet’s time at West Point. Each Cadet will keep their Branch Representative informed of their plans and any special circumstances that may result in a change to their timeline. Cadets should remember that all posting, BOLC course dates, and post-graduation assignments are subject to HRC approval based on changing operational force requirements. Branch Representatives help keep open communication between the Cadets and their assignment officers at HRC in order to facilitate a smooth transition process.

6.05 First Class Cadets must meet all graduation requirements approved by the Academic Board in addition to the following:

- Conduct – A First Class Cadet will not graduate until all punishment awards have been served or remitted. A First Class Cadet will not graduate if deemed deficient in conduct as of Graduation Day.
- Baseline Requirements – First Class Cadets must meet all Military Program baseline requirements specified in Chapter 2. They include: MD100, MD200, ML100, MD300, ML300, MD101/102, MD201/202, MD301/302, MD401/402, MS100, MS200, MS300, MD400, and the Accessions Program.



- Performance – If enrolled in a Special Leader Development Program, a First Class cadet will not graduate until successful completion of the program.

6.06 Members of the First Class who do not graduate on primary graduation date.

a. Academic or Physical Program deficiencies. First Class Cadets who must remediate an Academic or Physical Program deficiency are normally remanded to the Summer Term Academic Program (STAP) by the Academic Board. They will normally not participate in any Military Program activities, events, or training during STAP and normally will not receive an MD/ML grade for this period. However, new deficiencies in graduation or commissioning requirements manifested during STAP may delay a First Class cadet's graduation and commissioning until these deficiencies are remediated, even though other graduation requirements may have been fulfilled.

b. Military Program deficiencies. First Class Cadets who must remediate a Military Program deficiency may be conditioned by the Academic Board in accordance with AR 210-26. Deficiencies are typically either an MD402 failure, MPSC deficiency, or a failure to complete a summer training requirement, such as a West Point Detail, CTLT, CLDT or IAD. First Class cadets who fail MD402 or are deficient in MPSC in their final term will be referred to the Academic Board for action in accordance with AR 210-26.

(1) Cadets designated as December graduates for Military Program deficiencies. These Cadets will normally serve in one West Point Detail during the summer term (MD403) and in an appropriate leadership position in the fall term for MD404. First Class Cadets enrolled in MD403 will receive an MD grade based on performance and requirements specified in MD300, and those enrolled in MD404 grade will receive an MD grade based on performance and requirements specified in MD402.

(2) Cadets designated as August graduates due to Military Program deficiencies. These Cadets will normally serve in two consecutive West Point details; one as a company staff officer or executive officer, and the other as a platoon leader. They will receive a MD grade for each detail (MD403 and MD403A) based on performance and requirements specified in MD300. The average of MD403 and MD403A becomes their final grade and factored into their MPSC. Cadets must achieve passing grades in both MD403 and MD403A, and achieve a final MPSC of 2.00 or higher to meet graduation requirements for Military Performance.

(3) First Class Cadets who have not completed all Military Program Required Task may be designated by the Academic Board as Summer Graduates. The Cadet will be assigned to the appropriate summer activity and, after successful completion of the activity, will be recommended to the Academic Board for appropriate action.

c. First Class Cadets designated as December graduates for reasons other than discussed in Paragraph 6.06.b.(1), and who have successfully completed all required Military Performance courses will serve on the Cadet Summer Training brigade staff or with specific summer training committees corresponding to their future branch of service during the summer term. Their



performance will be graded as Pass/Fail. They will then complete MD404 in Term 1 and will receive an MD grade based on performance and requirements specified for MD401.



Chapter 7 – Military Program Score

7.01 General. Each Cadet will be evaluated in each of the three programs – Academic, Military, and Physical. Each program has an associated program score (Academic Program Score (APS), Military Program Score (MPS), and Physical Program Score (PPS)). These scores reflect a Cadet's performance against established performance measures in each program and form a basis upon which each Cadet will be measured against his/her peers. When combined, these scores provide the Cadet Performance Score, or CPS. The formula for calculating the CPS is:

$$CPS = .55(APS) + .30(MPS) + .15(PPS).$$

7.02 Military Program Score Graded Activities. The MPS represents the weighted average of grades in each activity. These weights are progressive – activities completed at higher levels of responsibility generally have greater weight. The graded/evaluated activities and their corresponding contribution to the MPS for each class are presented in the following tables; course names are provided at bottom.

a. Objective Graded Activities. The table below identifies **objective** graded activities for the Class of 2019 and beyond.

Class	Coursework – 40%			MD Grades – 60%		
	Summer	Fall	Spring	Summer	Fall	Spring
Fourth Class Year		MS100 (5%)		MD100 (0.0%)	MD101 (2.0%)	MD102 (2.0%)
Third Class Year	ML100 (5.0%)	MS200 (5%)		MD200 (5.0%)	MD201 (3.0%)	MD202 (3.0%)
Second Class Year	ML300 (10.0%)	MS300 (7.5%)		MD300 (15%) MD400 (0.0%)	MD301 (7.5%)	MD302 (7.5%)
First Class Year					MD401 (7.5%)	MD402 (7.5%)
Additional Requirements				MD403 (15.0%)	MD404 (10.0%)	

b. Objective Graded Activities. The table below identifies **objective** graded activities for the Class of 2018.

Class	Coursework – 40%			MD Grades – 60%		
	Summer	Fall	Spring	Summer	Fall	Spring
Fourth Class Year		MS100 (5%)		MD100 (0.0%)	MD101 (2.0%)	MD102 (2.0%)
Third Class Year	ML100 (5.0%)	MS200 (5%)		MD200 (5.0%)	MD201 (3.0%)	MD202 (3.0%)
Second Class Year	ML300 (10.0%)	MS300 (7.5%)		MD300 (15%) MD400 (0.0%)	MD301 (7.5%)	MD302 (7.5%)
First Class Year		MX400 (7.5%)			MD401 (7.5%)	MD402 (7.5%)
Additional Requirements				MD403 (15.0%)	MD404 (10.0%)	



Annex A – BOLC-A Common Core Critical Task List Crosswalk

Task	Type	Performance Level	Proponent	Course Trained	Course Evaluated
1. Apply Customs, Courtesies and Traditions of the Service	P	I	DMI/BTD	MD100	MD100
2. Comprehend Membership in the U.S. Army Profession	P	P	SCMPE	MX400	MX400
3. Conduct Drill and Ceremonies	P	P	DMI/BTD	MD100	MD100
4. Prepare a Military Briefing - (Information, Decision, Mission, Staff)	P	I	DMI	MS100 MS200 MS300	MS300
5. Solve Problems Using the Military Problem Solving Process	P	I	DMI	MS100	MD300
10. Equal Opportunity Level II (Pre-Commissioning Program)	P	I	BTD	350-1	350-1
12. Communicate the Army's Sexual Harassment/Assault Response and Prevention Program (SHARP) - BOLC-A	P	P	BTD	350-1	350-1
15. Correlate a Leaders' Role in Character Development with Values and Professional Obligations	P	I	SCMPE	CCDP	CCDP
16. Communicate the Basic Concepts of Army Leadership Doctrine	P	I	SCPME	MX400	MX400
17. Transition into a Direct Leadership Position	P	I	DMI	ML100 ML300	ML300
18. Counsel a Subordinate	P	I	SCPME	MX400	MX400
19. Develop Subordinates	P	I	DMI/BTD	ML100 MD201/202 MD300 ML300 MD401/402	MD401 MD402
21. Develop an Effective Team	P	I	DMI/BTD	ML100 MD201/202 MD300 ML300 MD401/402	MD401 MD402
22. Communicate Effectively at the Direct Leadership Level	P	I	DMI	ML100 ML300	ML300
23. Recommend Administrative and Personnel Actions (Enlisted Promotions, Flags, LES)	P	I	BTD	350-1	350-1
24. Implement Operational Security Measures	P	I	BTD	350-1	350-1
25. Level I Antiterrorism	P	I	BTD	350-1	350-1

Reference TR350-36 (September 2015)

Type: P = Programmed / A = Awareness Performance Level: I = Introductory / P = Proficiency

Note: While the 'Course Evaluated' column indicates the course where a cadet will be evaluated on their performance of the specific task, the tasks are trained at multiple times during the 47 month experience.



Task	Type	Performance Level	Proponent	Course Trained	Course Evaluated
26. Implement A Suicide Prevention Program	P	I	BTD	350-1	350-1
28. Mission Command for Junior Leaders	P	I	SCMPE	MX400	MX400
29. Manage Training at the Platoon Level	P	I	BTD	MD401/402 MD300 MD400	MD401/402 MD300 MD400
30. Supervise the Implementation of Financial Readiness Actions 1	A	I	BTD	SS201 SS251	MD401/402
31. Conduct Maintenance Operations at Company Level	A	P	DMI/BTD	MD100 MD200 ML300 MD401/402	MD100 MD200 ML300 MD401/402
32. Comply with the Fundamentals of Property Accountability	A	P	DMI/BTD	MD100 MD200 ML300 MD401/402	MD100 MD200 ML300 MD401/402
33. Conduct Troop Leading Procedures	P	P	DMI	MS100 MS200 MS300	ML300
34. Risk Management process to individual and Teams	P	I	DMI	MD300	MD300
36. Identify Joint Force Structures, Capabilities, and Operations	P	I	DMI	MS300	MS300
41. Adjust Indirect Fire	A	I	DMI	ML100	ML100
42. Practice Individual Preventive Medicine Countermeasures	P	I	DMI	MS100	ML100
44. Resilience Training (BOLC-A Resilience Training (WT) – DA Directed	P	I	BTD	350-1	350-1
48. Report Intelligence Information (WT)	P	I	DMI	MS100	ML100
49. Introduction to Basic Rifle Marksmanship	P	P	DMI	MD100 ML100	ML100
50. Range Procedures and Marksmanship Fundamentals	P	P	DMI	MD100 ML100	ML100
51. Marksmanship Fundamentals II	P	P	DMI	MD100 ML100	ML100
52. Group and Zero (300m zero - 25 m) -BOLBRM 04	P	P	DMI	MD100 ML100	ML100
53. Group and Zero (300m zero - 25 m) - BOLBRM 05	P	P	DMI	MD100 ML100	ML100
61. Navigate from one Point to Another (WT)	P	P	DMI	MD100 MS100 ML100	ML100
66. React to Chemical, Biological, Radiological, and Nuclear (CBRN) Attack/Hazard (WT)	P	I	DMI	MD100	MD100
70. Communicate by a Tactical Radio (WT)	P	I	DMI	MS100	ML100
71. Perform First Aid to Clear an Object Stuck in the Throat of a Conscious Casualty	P	I	DMI	MD100	MD100
72. Perform First Aid to Prevent or Control Shock	P	I	DMI	MD100	MD100
73. Perform First Aid for Burns	P	I	DMI	MD100	MD100



Task	Type	Performance Level	Proponent	Course Trained	Course Evaluated
74. Perform First Aid to Open the Airway	P	I	DMI	MD100	MD100
75. A: Perform First Aid for a Bleeding and/or Severed Extremity B: Perform First Aid for an Open Chest Wound	P	I	DMI	MD100	MD100
76. A: Transport a Casualty B: Request Medical Evaluation	P	I	DMI	MD100	MD100
77. Evaluate a Casualty (Tactical Combat Casualty Care)	P	I	DMI	MD100	MD100
78. Employ Small Unit Operations and Tactics: Understand Small Unit Tactics, Techniques, and Procedures. Perform Individual Movement Techniques (WT) – MS100/ML100 Move Under Fire (WT) Use Visual Signaling Techniques (WT) React to Contact (BD) Establish Security (BD) Evacuate a Casualty (BD) Perform Actions as a Member of a Mounted Patrol (BD)	A	I	DMI	MD100 MS100 ML100	ML100
63. BOLC Combatives 1 (WT) – Perform Rifle Fighting Techniques	A	I	DPE	MD100	MD100
64. BOLC Combatives 2 (WT)	P	I	DPE	PE460	PE460
67. Physical Readiness Training Philosophy	P	I	DPE	PE450	PE450
68. Physical Readiness Training System	P	I	DPE	PE450	PE450
69. Physical Readiness Training Program Planning Considerations, Practical Exercise and Evaluation	P	I	DPE	PE450	PE450
6. Integrate the Basic Knowledge of Military History Into your Education as a Future Officer	P	I	History	HI301	HI301
8. Think Critically and Creatively	P	I	BS&L	PL100	ML300
14. Employ Military Justice	P	I	Law	LW403	LW403
20. Communicate in Writing	P	I	West Point Writing Program	EN101	EN101
37. Conduct Operations According to the Law of War (Lesson- Conduct Small Unit Combat Operations According to the Law of War)	P	I	Law	LW403	LW403
45. Comply With The Requirements of the Code of Conduct	P	I	Law	LW403	LW403
46. Integrate Cultural Considerations in an Engagement	P	I	DFL EV203	Core Curriculum Language Course	Core Curriculum Language Course



Annex B – Military Individual Advanced Development Opportunities

B.01 General. Military Individual Advanced Development (MIADs) experiences include US Army Schools and Training Opportunities offered to Soldiers and Leaders in the Institutional Army. These schools focus on developing Military skills necessary for Soldiers and Leaders in our Army. MIADs are an exceptional tool for giving Cadets perspective and context with how the Army trains as well as providing them a great confidence building experience. They are allocated based on availability and needs of the Corps of Cadets.

B.02 Competitive MIADs. Some MIADs may require a rigorous assessment, selection, and training program to ensure Cadets are prepared to succeed. A Cadet must have successfully completed an IAD before trying out for these MIADs.

B.03 MIAD Failures. Cadets who fail MIADs will usually return to West Point and perform duties for Summer Garrison Regiment (SGR) until their MIAD cohort is released post-graduation. The BTO is the approval authority for an exception. Unlike other IADs, due to their historical pass rates, Cadets who fail competitive MIADs will usually convert to Leave status and prepare for their next assignment. The BTO is the approval authority for determinations and exceptions.



Annex C – MS100 Course Overview

MS100: Introduction to Warfighting

Course Overview

Fourth Class Cadets enter MS100 having completed Cadet Basic Training the previous summer and possessing limited knowledge of basic infantry tactics. Over the course of the semester, the knowledge they already possess will be expounded upon as some topics are reinforced and others are introduced for the first time. The knowledge they gain during the semester will be enhanced as they progress academically and complete additional blocks of military training, both in the classroom and in the field, such as Cadet Field Training, Cadet Leadership Development Training, and follow-on Military Science courses.

MS100 is a semester long, 40-hour course for fourth class Cadets at the United States Military Academy. The focus of MS100 is to provide Cadets with the foundation of military and tactical knowledge necessary for future field training and development in subsequent Military Science courses. Cadets will gain a solid foundation built on basic Army concepts such as Shoot, Move, and Communicate. Cadets will also learn about Army unit organizations, capabilities and missions, and develop an understanding of the roles of NCOs and Officers. Cadets who have successfully completed MS100 will understand their role as Soldiers and will be well prepared as they enter the practical extension of this course, ML100, and transition from follower to leader during the next chapter of their military education; Cadet Field Training (CFT).

Course Mission

MS100 will enhance each Cadet's knowledge of warfighting fundamentals such as the basic skills of Shoot, Move, and Communicate, while preparing them for future success in, ML100, CFT, and MS200.

Course Intent

Purpose: To provide foundation and framework of knowledge to the 4th Class Cadet to build off of to become agile, adaptive, flexible leaders.

Outcomes:

- ❖ Cadets understand Army Organizations and basic branches within the U.S. Army
- ❖ Cadets familiarized with the capabilities and employment of US Army basic weapon systems



- ❖ Cadets familiarized with Map Reading/Land Navigation and Military Movement/Maneuver
- ❖ Cadets familiarized with Tactical Communication to include equipment, reporting, and adjusting indirect fire
- ❖ Cadets exposed to the common language of Army Doctrine (Operational terms & graphics)
- ❖ Cadets familiarized with the Troop Leading Procedures and communicating tactical information
- ❖ Cadets can derive and brief a squad level warning order

Course End State: All Cadets of MS100 have an understanding of basic Soldier skills that will ensure success during ML100 and Cadet Field Training. Cadets possess a fundamental knowledge associated with being in the Profession of Arms. Cadets are familiar with common Army operational terms and graphics and are able to use them properly in MS200, Fundamentals of Small Unit Operations.



Annex D – ML100 Course Overview

ML 100: Introduction to Warfighting (Lab)

Course Overview

Third Class Cadets learn how to lead, develop, and care for individual subordinates and serve as team leaders for Fourth Class Cadets. Third Class Cadets are expected to demonstrate proficiency as individual Soldiers and as members of teams and continue to demonstrate courage, character, integrity, and toughness. They also gain an initial understanding of tactical problem solving skills and the roles of officers and noncommissioned officers and receive opportunities to accomplish missions as leaders.

ML 100 Cadet Field Training (CFT) is a key component of the West Point Leader Development System in which Cadets are responsible for planning, resourcing and execution of training and the day-to-day operation of Cadet Companies. Secondly it builds upon the base of military skills learned during Cadet Basic Training (CBT) and during the academic year through exposure to new combat systems, tasks and more complex environments. The CFT Cadet Regiment, conducts a 44 Day program of training events consisting of a 13 day Leader Training Program for Squad Leaders and Company leadership, followed by 31 Days of individual and collective training and assessment for all Cadets. The Regiment will reside at Camp Buckner. Training events will take place within the USMA training areas. CFT will conclude with a run back to the West Point Garrison.

Course Mission

The CFT Cadet Regiment conducts a 44 Day program of training events consisting of a 13 day Leader Training Program for Squad Leaders and Company leadership, followed by 31 Days of individual and collective training and assessment for all Cadets. Training events will take place within the USMA training areas. CFT will conclude with a run back to the West Point Garrison.

Course Intent

Purpose: The purpose of Cadet Field Training is to develop, train, test, and validate specific tasks; prepare Third Class Cadets to assume duties as NCOs in the Corps of Cadets; instill the warrior ethos in each Cadet; and inspire each Cadet to professional excellence through physically- and mentally demanding training.

**Outcomes:**

- ❖ An ability to be a team leader, responsible for the development of one or more subordinates.
- ❖ Proficiency in selected tasks.
- ❖ Familiarity with concepts associated with planning and integrating combined arms environment in a tactical environment.
- ❖ An ability to apply honorable living to the field and combat environments.
- ❖ An ability to understand the challenges and opportunities presented by multi-cultural group dynamics.
- ❖ An appropriate level of physical fitness, self-confidence, and physical toughness.

Course End State: Third Class Cadets are proficient in select common core tasks. They are able to live honorably in harsh field conditions and are physically, mentally, emotionally and socially ready to reintegrate into the Corps of Cadets as NCO's.



Annex E – MS200 Course Overview

MS 200: Fundamentals of Small Unit Operations

Course Overview

Third Class Cadets enter MS200 with various levels of proficiency in the necessary prerequisite knowledge of basic tactical principles and knowledge of the Troop Leading Procedures. This knowledge has been acquired from Cadet Basic Training, Military Science 100, and Cadet Field Training.

MS 200 is a semester long, 40-hour course for the 3rd class Cadets at the United States Military Academy. The focus of MS200 is to build strong, confident tactical decision-makers who understand U.S. Army Doctrine and are able to apply deliberate thought and common sense in solving tactical problems. The complexities of today's battlefields require much more from our young Officers than rote memorization and a mechanical adherence to processes and checklists. At the same time, these junior leaders must be well-versed in the vast body of knowledge and thought that constitutes our Army's doctrine. Using that doctrine as a starting point, a good officer is able to quickly adapt to the ever-changing and highly complex conditions of combat in the 21st Century. Decisiveness, adaptability, and strength of character are essential for a commissioned officer charged with leading American Soldiers in combat. MS 200 is designed to help nurture these attributes.

Course Mission

MS200 ensures each Cadet achieves a firm grasp of the fundamentals of small unit operations while encouraging problem solving and critical thinking applicable on the battlefield. Cadets develop and grow competence and confidence in planning and communicating platoon level operations.

Course Intent

Purpose: Prepares the 3rd class Cadets for tactical leadership positions during Cadet Leader Development Training (CLDT), Cadet Field Training Cadre (CFT), Cadet Basic Training Cadre (CBT), and MS300.

**Outcomes:**

- ❖ Demonstrate the ability to make sound tactical decisions under pressure with limited information and limited time.
- ❖ Identify and understand tactical mission tasks, purposes, and how to nest units' tasks and purposes.
- ❖ Effectively analyze terrain, weather, and enemy capabilities to effectively frame the tactical problem.
- ❖ Identify the principles behind small unit tactics and apply them to mission planning.
- ❖ Describe and apply the troop leading procedures, plan tactical missions, and effectively communicate mission plans.

Course End State: The students of MS200 make confident leadership decisions under pressure. Cadets are able to analyze the effects of the environment on both friendly and enemy forces and their orders from higher headquarters in order to develop simple, common sense tactical plans and courses of action (COAs). Cadets effectively communicate those plans to their subordinates verbally while using numerous visual aids (overlays, graphics, terrain models, etc.). Cadets are confident and capable of leading others and appropriately postured for MS300.



Annex F – MS300 Course Overview

MS 300 : Platoon Operations

Course Overview

Second Class Cadets enter MS 300 with various levels of proficiency in the necessary prerequisite knowledge of basic infantry tactics and knowledge of the Troop Leading Procedures. This knowledge has been acquired from Cadet Basic Training, Cadet Field Training and previous Military Science courses.

MS 300 is a semester long, 40-hour course for the 2nd Class Cadets at the United States Military Academy. The focus of MS 300 is to build strong, confident tactical decision-makers who understand U.S. Army Doctrine and are able to apply creative thinking and common sense in solving tactical problems. The complexities of today's battlefields require much more from our young officers than rote memorization and a mechanical adherence to processes and checklists. At the same time, these junior leaders must be well-versed in the vast body of knowledge and thought that constitutes our Army's doctrine. Using that doctrine as a starting point, a good officer is able to quickly adapt to the ever-changing and highly complex conditions of combat in the 21st Century. Decisiveness, adaptability, and strength of character are essential for a commissioned officer charged with leading American Soldiers in combat. MS 300 is designed to help nurture these attributes.

Course Mission

MS 300 will enhance each Cadet's tactical planning and decision-making skills by testing their decisiveness in scenarios with limited information and under time constraints in order to prepare these future officers for the challenges of leading American Soldiers in a complex world.

Course Intent

Purpose: To build the skills of decisive tactical leadership that will serve these Cadets well in the future as Army Officers and to prepare the 2nd class Cadet for tactical leadership positions during Cadet Leader Development Training (CLDT).



Learning Objectives:

- ❖ Demonstrate an understanding of Army operational doctrine and small unit tactics and apply them to mission planning in accordance with ADRP 3-0 and ADRP 5-0.
- ❖ Demonstrate the ability to analyze and extract pertinent information from higher headquarters orders, and apply this information to tactical problems presented in order to develop workable courses of action.
- ❖ Demonstrate the ability to clearly communicate a tactical course of action both verbally and visually, using the appropriate operational graphics, tactical mission graphics and unit symbols.
- ❖ Demonstrate an understanding of how to apply the troop leading procedures to planning a tactical operation as a platoon leader in accordance with ADRP 5-0.
- ❖ Demonstrate an understanding of how to apply the principals of direct fire planning, and effectively employ organic and attached weapon systems.
- ❖ Demonstrate an understanding of how to effectively plan for and leverage various battlefield assets at the platoon level to accomplish assigned tactical missions
- ❖ Demonstrate an understanding of the Law of War, Rules of Engagement and the Code of Conduct and how to apply them to a tactical scenario in accordance with FM 27-10 and AR 350-30.

Course End State: The students of MS 300, are accustomed to making leadership decisions under pressure; they are able to rapidly analyze the effects of terrain, the enemy threat and their orders from higher headquarters in order to develop simple, commonsense tactical plans and courses of action (COAs); they are able to effectively communicate those plans to their subordinates; they are confident and capable of assuming a leadership role in a unit within the Corps of Cadets and, most importantly, as a platoon leader after their commissioning.



Annex G – ML300 Course Overview

ML300: Cadet Leader Development Training

Course Overview

ML300 is the capstone military training event at West Point and ensures that Cadets leaving the Military Academy have the aptitude required to lead American Soldiers in combat. Successful completion of ML300 is a graduation requirement for First Class Cadets and selected Second Class Cadets (assessed by their chain of command to have suitable proficiency in Military Science and individual skills). Success requires individual preparation and the characteristics of decisiveness, adaptability, and strength of character. Although the complexities of today's battlefields require more from our officers than simple memorization and a mechanical adherence to processes, leaders must be well-versed in the body of knowledge that constitutes our Army's doctrine. Using that doctrine as a starting point, a good officer is able to quickly adapt to the ever-changing and highly complex conditions of contemporary operating environments.

Course Mission

CLDT will conduct training that will assess First and selected Second Class Cadet abilities to lead under stress, solve tactical problems and demonstrate proficiency in individual, leader, and small unit tasks in the vicinity of West Point, NY. This training will contribute to each Cadet's development as a commissioned leader of character committed to the values of Duty, Honor, Country, and prepared for a career of excellence and service as an Officer within the profession of arms.

Course Intent

Purpose: To prepare First and selected Second Class Cadets for tactical leadership positions at the platoon level by developing the skills of decisive tactical leadership that will serve them well in the future as Army Officers.

Outcomes:

- ❖ Demonstrate the ability to make tactical decisions under pressure with limited information and limited time.
- ❖ Demonstrate the ability to provide sufficient purpose, direction and motivation to subordinates and operate to accomplish the mission and improve the organization.
- ❖ Demonstrate an understanding of how to apply the Troop Leading Procedures to planning a tactical operation.



- ❖ Demonstrate an understanding of the fundamental principles that underlie Army doctrine and small unit tactics and how to apply them in a field training environment.
- ❖ Demonstrate the ability to effectively communicate a tactical course of action both verbally and visually.
- ❖ Demonstrate the ability to perform individual Warrior Tasks without supervision.

Course End State: Graduates of ML300 demonstrate an ability to lead under pressure; they are able to rapidly apply the Troop Leading Procedures in order to develop suitable, feasible, and complete tactical courses of action (COAs) and plans; they are able to effectively communicate those plans to their subordinates and to lead their unit during preparation and execution of the mission; they are confident and capable of assuming a leadership role in a unit within the Corps of Cadets and as a Lieutenant after commissioning; and they understand their individual strengths and weaknesses relative to the military skills trained and taught at USMA.



Annex H – Additional Military Development Grading Policies

H.01 Assignment of Military Development Grades. MD grades capture a Cadet's relative performance as a member of the Corps of Cadets and in their accomplishments of their assigned chain of command duties and responsibilities as outlined in USCC PAM 6-22. MD grades also capture potential of developing leaders as assessed by their TAC Teams. Capturing leader development in MD grades requires that evaluators be informed by performance beyond the duties and responsibilities of their assigned roles such as conduct, volunteer service, and APFT performance. Therefore, MD grades are both developmental and evaluative in nature. The mid-term evaluation is conducted at the midpoint of the term and final evaluation is completed at the end of the term. Cadet raters will also conduct, at a minimum, initial, mid-term, and final counselling for every Cadet whom they rate.

a. Raters may assign letter grades only; they may not assign a "+" or "-". Only senior raters and TAC Teams may assign a "+" or "-" with their letter grade. Based on the assigned percentages of the contributors, a letter grade with "+" or "-" is derived as the final grade. The grades are defined below.

(1) A grade of "A" is a passing grade for all Cadets. A Cadet earning a grade of "A" has demonstrated an unfailing pattern of sustained excellence in all areas. This Cadet is truly in the top of his or her class and stands far above his or her peers and is considered to have extremely-high potential.

(2) A grade of "B" is a passing grade for all Cadets. A Cadet earning a grade of "B" has demonstrated a consistent pattern of commendable performance in all areas. This Cadet is above average, demonstrating his potential, but not exceptional.

(3) A grade of "C" is a passing grade for all Cadets. A Cadet earning a grade of "C" has demonstrated a trend of overall satisfactory performance. This Cadet is average, demonstrating potential that must be developed throughout their 47-mo experience.

(4) A grade of "D" is a marginally passing grade for all Cadets. While a Cadet earning a grade of "D" has met the minimum standards of performance and development expected of their class, his or her potential is below his or her peers in terms of adequate development or performance of duties.

(5) A grade of "F" is a failing or deficient grade. A Cadet earning a grade of "F" has failed to meet the minimum standards of performance and development expected of their class and duties and demonstrates poor potential for service as a commissioned officer. A failing grade must be supported by recurrent failures to meet performance standards or goals or a single performance failure of such magnitude that would normally be disposed of by the Brigade Tactical Officer or higher authority. The reasons for the failing grade are summarized in the Cadet Record Brief and presented at the Grades Verification Meeting.



b. **Mid-term MD Grade.** The mid-term MD grade is an interim grade and does not count toward the final MD grade. It is intended to be a notification to the Cadet of his or her duty performance and demonstrated potential to date. For Cadets graded as marginal or unsatisfactory at the mid-term, the grade serves as notice that they are not performing at an acceptable level and that they should, in consultation with their rater, develop plans for improvement.

c. **End of Term (Final) MD Grade.** The MD grade assigned at the end of the term is an official grade and becomes part of the Cadet's record.

d. **Cadet Rater and Cadet Senior Rater evaluations** primarily focus on performance while TAC Teams primarily focus on potential for future service. Cadet Chain of Command assigned MD grades are measured against the word pictures subsequently provided, completion of the assigned duties of their position. In addition to the Cadet's duty performance, the TAC Teams assess demonstrated potential to serve as outlined by West Point Leader Development System (WPLDS) Outcomes, are informed by the Rated Cadet's entire body of work as a member of the Corps of Cadets, and the Cadet's ability to meet Army, USMA, and USCC Standards.

e. **The Army Physical Fitness Test (APFT)** is a key and important metric in a leader's performance. In MD200, MD300, and Academic Year MD courses a Cadet will take an APFT unless medically unable. In a rating period where the Cadet has taken an APFT, the letter grade associated with the APFT score will be directly input as 10% of the Cadet's MD grade. If the TAC team is given a medical profile prohibiting the 2 mile run, an alternate event APFT may be administered for a grade within profile limits. When valid medical profile prohibits an APFT or alternate event APFT, then no grade will be submitted in the MD grade and the 10% weight factored out so as to have no impact on the MD grade. APFT performance is indicative not only of physical fitness, but also readiness, self-discipline, determination, and commitment to excellence. These are all qualities that Leaders and Soldiers expect in our Officers. Therefore, a failed APFT or generally poor physical fitness level may negatively impact a Cadet's ability as a leader and be represented in the overall relative evaluation of the Cadet as a leader.

H.02 Computing a Final Military Development Grade for a Term.

a. A final MD grade is computed based on the grades provided by the rating chain, APFT grade, and combined according to the percentage each contributes to the final grade.

b. Quality points are assigned to each grade as provided below:

- A+, 4.33
- A, 4.00
- A-, 3.67
- B+, 3.33
- B, 3.00
- B-, 2.67
- C, 2.00



- D, 1.00
- F, 0.00

c. The quality points assigned to each grade are then combined with the rater's percentage to derive a final quality point value. The final letter grade is then assigned, based on where the grade value falls within the final quality point range of the table below. Note that if a Tactical Officer assigns an "F" to a Cadet, the final grade will be an "F", regardless of the grades assigned by the rater and intermediate rater.

- A+, ≥ 4.17
- A, 3.83-4.16
- A-, 3.50-3.82
- B+, 3.17-3.49
- B, 2.83-3.16
- B-, 2.50-2.82
- C+, 2.17-2.49
- C, 1.83-2.16
- C-, 1.50-1.82
- D, 0.75-1.49
- F, ≤ 0.74

H.03. Calculating Forced Distribution Percentages. As provided in Chapter 2, military development grades are "force distributed" within respective classes, companies, and headquarters. Battalion and Regimental headquarters' grade point averages will not exceed 3.33 in MD200 and MD300 and not exceed 3.0 during the Academic Year. Company grade point averages will not exceed 3.0 in MD200 and MD300 and not exceed 2.7 during the Academic Year. Regimental commanders, executive officers, operations officers, and command sergeants major are exempted for force distribution, as well as battalion commanders and command sergeants major and company commanders, executive officers, and first sergeants. Grades of C-, D, or F carry a point value of 2.00 when calculating the average in order to ensure more A's are not assigned by using a D or an F to compensate, nor will exempted positions be used to calculate the average. The approval authority for exemptions to forced distribution of MD grades is the BTO.

H.04 Military Grading Word Pictures. All raters across USMA will apply the following word pictures when determining and grading potential in order to standardize assessments across the Corps of Cadets and to provide each Cadet with clear, definitive levels of potential corresponding to each grade level. In addition to the Brigade Tactical Department and the Cadet chain of command, this applies to raters from the Department of Military Instruction, the Department of Admissions, and the USMAPS Battalion Tactical Department during the summer term and to the Office of the Director of Intercollegiate Athletics and the Simon Center for the Professional Military Ethic in the fall and spring terms.



a. General Guidelines. Graders will use the word pictures below as a guide when determining Military Development grades for Cadets in any term. These word pictures provide a standard reference for the assignment of Military Development grades. Key elements of each level of performance are highlighted for ease of comparison. A Cadet must meet all of the performance elements and levels of potential in the word picture to receive that grade. Therefore, a Cadet who appears to be an “A” Cadet, but whose communications skills are average, but not exceptional, does not meet all the elements of a Cadet in the “A” range and must therefore be assigned a grade of “B”. In turn, the reason you assigned this Cadet a grade of “B” then becomes an item of discussion in your counseling session with that Cadet. Graders should take special care when assigning a grade of “A” or “F,” to ensure the Cadet has truly met the performance and potential criteria outlined in the word picture.

b. A--A Cadet earning a grade of “A” in Military Development demonstrates extremely high potential for military service, well-above the center of mass of his or her peers, and consistently displays a selfless sense of duty by participating in the life of the company or team, and manifests honorable living through honest dealings. All assigned duties are consistently performed above the standard. Cadet performance displays consistent adherence to standards of Cadet behavior as outlined in USCC SOP, lapses are rare, insignificant, and easily remediable. Attitude and level of effort are noticeably and consistently superior to other Cadets in their class. A-range Cadets are intellectually curious, and they act rationally according to common sense and appropriate ethical standards of the profession, especially under pressure. Cadets in this grade range understand how to prioritize tasks and manage time; their execution of time management is consistently superior. Cadets in the A-range can identify and follow orders from proper authorities, make appropriate decisions and give appropriate instructions when in charge. These Cadets exhibit exceptional communications skills when verbalizing issues and orders to seniors and subordinates. Personal commitment toward selfless service as a commissioned officer is consistently evident in this Cadet’s performance. This Cadet always ensures that the interest and well-being of his/her subordinates comes first and always takes ownership of his/her organization. The Cadet is an essential part of the team, and whose interests and actions are never selfish or manipulative and are always conducted with the well-being of the team in mind.

c. B--A Cadet earning a grade of “B” in Military Development demonstrates high potential for military service and adequately displays a selfless sense of duty by participating in the life of the company or team and manifests honorable living through honest dealing. All assigned duties are consistently performed to standard at the level at which they are assigned. Cadet performance displays some, though perhaps incomplete, understanding of accepted conventions of Cadet behavior as outlined in USCC military and physical development programs. Attitude and level of effort are average. B-range Cadets may have difficulty demonstrating the full range of desired Cadet behaviors, but lapses are minor and remediable. They often make an effort to be intellectually curious, and they mostly act rationally according to common sense and appropriate ethical standards of the profession, especially under pressure. Cadets in this grade range mostly understand how to prioritize tasks and manage time, though their execution of time management may be imperfect from time to time. Cadets in the B-range can identify and follow orders from proper authorities, and are learning to make decisions and to



give appropriate instructions when in charge. Cadet exhibits adequate communications skills when verbalizing issues and orders to seniors and subordinates. Personal commitment toward selfless service as a commissioned officer is usually evident in this Cadet's performance. This Cadet usually ensures that the interest and well-being of his/her subordinates comes first and generally takes ownership of his/her organization. The Cadet is an important part of the team, and whose interests and actions are rarely selfish or manipulative and are generally conducted with the well-being of the team in mind.

d. C--A Cadet earning a grade of "C" in Military Development demonstrates developing potential for military service and displays a less-than-adequate selfless sense of duty by rarely participating in the life of the company or team or manifesting honorable living through honest dealing. Assigned tasks, including Cadet duties, are frequently performed below accepted standards. Cadet performance displays an incomplete understanding of accepted conventions of Cadet behavior as outlined in USCC military and physical development programs. Attitude and level of effort are acceptable. C-range Cadets have difficulty demonstrating the full range of desired Cadet behaviors, but lapses are remediable. They may make an inconsistent effort to be intellectually curious, and occasionally act inconsistently according to common sense and appropriate ethical standards of the profession, especially under pressure. Cadets in this grade range may understand how to prioritize tasks and manage time, though their execution of time management frequently is imperfect. Cadets in the C-range have difficulty identifying and following orders from proper authorities, and are sometimes unable to make decisions and to give appropriate instructions when in charge. Cadet exhibits slightly less than average communications skills when verbalizing issues and orders to seniors and subordinates. Personal commitment toward selfless service as a commissioned officer is evident in this Cadet's performance, although it may be inconsistent or substandard in relation to their peers. This Cadet inconsistently ensures that the interest and well being of his/her subordinates comes first and sometimes takes ownership of his/her organization. The Cadet is considered a part of a team by a few, and sometimes will cause friction in the organization by promoting self-interests or only doing the bare minimum required of being a member of the team. This Cadet's interests and actions can be selfish or rewarding to only a few and are conducted with the well-being of themselves and possibly a few select others in mind.

e. D--A Cadet earning a grade of "D" in Military Development demonstrates marginal potential for military service, usually displaying a less-than-adequate sense of selfless duty by failing to participate in the life of the company or team, or manifesting honorable living through honest dealing. Assigned tasks, including Cadet duties, academic assignments, and additional duties, are often performed below expected standards. Cadet performance displays a sub-standard understanding of accepted conventions of Cadet behavior as outlined in USCC military and physical development programs. Attitude and level of effort are substandard. D-range Cadets frequent have difficulty demonstrating the full range of desired Cadet behaviors. Lapses, though significant, are remediable. They may make an inconsistent effort to be intellectually curious, and occasionally act irrationally according to common sense and appropriate ethical standards of the profession, especially under pressure. Cadets in this grade range may understand how to prioritize tasks and manage time, though their execution of time management



is imperfect. Cadets in the D-range have difficulty identifying and following orders from proper authorities, and have demonstrated an inability to make decisions and to give appropriate instructions when in charge. Cadet exhibits marginal communications skills when verbalizing issues and orders to seniors and subordinates. Personal commitment toward selfless service as a commissioned officer is occasionally, albeit infrequently evident in this Cadet's performance. Cadets in this category may fail to meet the baseline requirements of a Cadet in their duty description, but do not possess faults so egregious as to potentially separate or turn back from the Academy. This Cadet rarely, if ever ensures that the interest and well-being of his/her subordinates comes first and takes little ownership of his/her organization. The Cadet is not a team player, and whose interests and actions are generally conducted for the promotion of self-interests.

f. F--A Cadet earning a grade of "F" in Military Development demonstrates insufficient potential for military service, rarely displaying a selfless sense of duty or honorable living through honest dealing. Assigned developmental tasks, including Cadet duties, academic assignments, and additional duties, are consistently performed well below the standard expected of a Cadet in this class. The Cadet's behavior displays an incomplete or inaccurate understanding of accepted conventions of Cadet behavior as outlined in USCC SOP or a refusal to adhere to these conventions. F-range Cadets may have difficulty demonstrating a modest range of desired Cadet behaviors; lapses may be frequent and repeated. Alternatively, a Cadet may earn a grade of "F" for committing a single act of misconduct, violating the Cadet Honor Code, failing to pass the APFT, failing to show progress on the ABCP, failing special developmental programs (SLDP, SLDP-A, SLDP-R, SLDP-H) or demonstrating an attitude and level of effort that are consistently unacceptable. Cadets in this grade range may also demonstrate an inability to perform the following: prioritize tasks and manage time, identify and/or follow orders from proper authorities, make decisions and give appropriate instructions when in charge, and utilize appropriate communication skills when verbalizing issues and orders to seniors and subordinates. Personal commitment toward selfless service as a commissioned officer is usually absent with Cadets in this category. These Cadets may possess character flaws or a lack of personal commitment serious enough to cause question or concern for their potential for commissioned service. This Cadet almost never ensures that the interest and well-being of his/her subordinates comes first and is separated from his/her organization. The Cadet is detrimental to the team, and whose interests and actions are self-centered and are not consistent with the values of the Military Academy or service in the United States Army.



Annex I – Branch Assignment Process

I.01 Branching Assignment Process.

a. Purpose. The purpose of the Branch Assignment Process is to meet overall Army needs by assigning Cadets to branches for which they are best fit. This process represents the culmination of BEMP and talent management efforts. Proactive involvement in BEMP and the talent management program enables Cadets to enter this process confident of where they can best serve the Army.

b. Concept. The Branch Assignment Process occurs in four phases. These four phases must be complete by the week prior to the Thanksgiving Holiday in order to set the conditions for timely completion of the remaining Accessions Program components prior to graduation.

(1) Phase I – OML Branching Solution Phase. After receiving their final talent assessment feedback, Cadets submit their final branch preferences. The Office of Institutional Research (OIR) executes the initial branch assignments according to the order of merit while also taking into consideration specified branch allocations (to include branch detail allocations), Cadet preferences, branch of choice active duty service obligation (BRADSO) elections, and any other Army mandated constraints as per board guidance. At the conclusion of Phase I, the OML-based branching solution will be delivered to the Branching Board to initiate Phase II.

(2) Phase II – Board Phase. Based upon board guidance issued by the DA G1, a single branching board will convene to assess the results of the OML-based branching solution. Based on guidance from DA G1 and the Superintendent, the Branching Board may deviate from the OML-based solution in order to meet the needs of the Army, better match Cadets' talents to particular branch talent priorities, and/or better satisfy Cadets' preferences. At the conclusion of Phase II, the Branching Board will determine the optimal branching solution as articulated through recommended deviations from the OML solution.

(3) Phase III – Approval Phase. The Board will submit an OML-based solution, an optimal branching solution, and analytics supporting OML-based deviations to the Commandant and Superintendent for endorsement. The branching results will be submitted to DA G1 for final review and approval.

(4) Phase IV – Notification and Process Review. Phase IV includes all planning and execution of the Branch Notification Ceremony (Branch Night) and After Action Review of the Branch Assignment Process.

I.02 Branching Options and Constraints.

a. Branch Active Duty Service Obligation (BrADSO). Cadets indicate their willingness to incur additional active duty service obligations to increase their chances to be assigned a particular branch. During Phase II of the Branching Process, those Cadets who signal a willingness to incur BrADSO will be considered first when filling the lower 25% of a branch's



allocations. Cadets, who are assigned a branch for which they were willing to incur BrADSO and are in the lower 25% of that branch's OML, will be charged a BrADSO.

b. 70 Percent Rule. The constraint that at least 70 percent of the graduating class must branch combat arms in one of the following branches: IN, AR, FA, AV, EN, or ADA will be applied to the existing OML-based branching solution. If the Branching Board deviates from the OML to meet the needs of the Army, it must ensure that it still conforms to the 70 percent constraint, unless DA G1 approves otherwise. DA G1 Board Guidance may amend or negate the application of this constraint each year.

c. Branch Detail. In addition to the base branch allocations provided in the DA G1 Branching Board guidance, USMA is provided branch detail specific mission requirements to meet the needs of the Army. Cadets are provided an opportunity to identify their preferences to branch detail from specific basic branches into control branches at the time of their final preference submission. DA G1 Board Guidance may amend the application of this program each year.

d. Branching Board:

(1) Commandant: Serves as the President of the Branching Board. Appoints the Chairman of the Branching Board. Provides a second voting member for the Branching Board. Presents branching results to the Superintendent for endorsement.

(2) Office of the Dean: Provides one voting member for the Branching Board

(3) DMI: Provides one voting member for the Branching Board. Oversees the Branch Assignment and Branching Board Processes. Ensures adherence to Memorandum of Instruction (MOI) from DA that identifies board guidance and rules of engagement.

(4) DA G-1 DMPM Representative: Serves as advisor to the Branching Board. Serves as a liaison with DA G-1 and Branch Commandants

e. Special Branching Procedures.

(1) Aviation & Medevac Pilot Applicants.

(a) The Aviation/Medevac branching process begins Fall Semester of the Second Class year with the Selection Instrument for Flight Training (SIFT) test. The SIFT measures those aviation-identified aptitudes and personality/background characteristics that are predictive of success in Army helicopter training. The SIFT is administered 3 times a semester at the education center located on West Point. Cadets may continue in the application process if their SIFT scores are equal to or higher than the minimum score of 40. Cadets who fail to achieve a qualifying score must wait 180 days before being authorized a retest. Cadets who fail to achieve a qualifying score on the retest will not be authorized to take the test again and



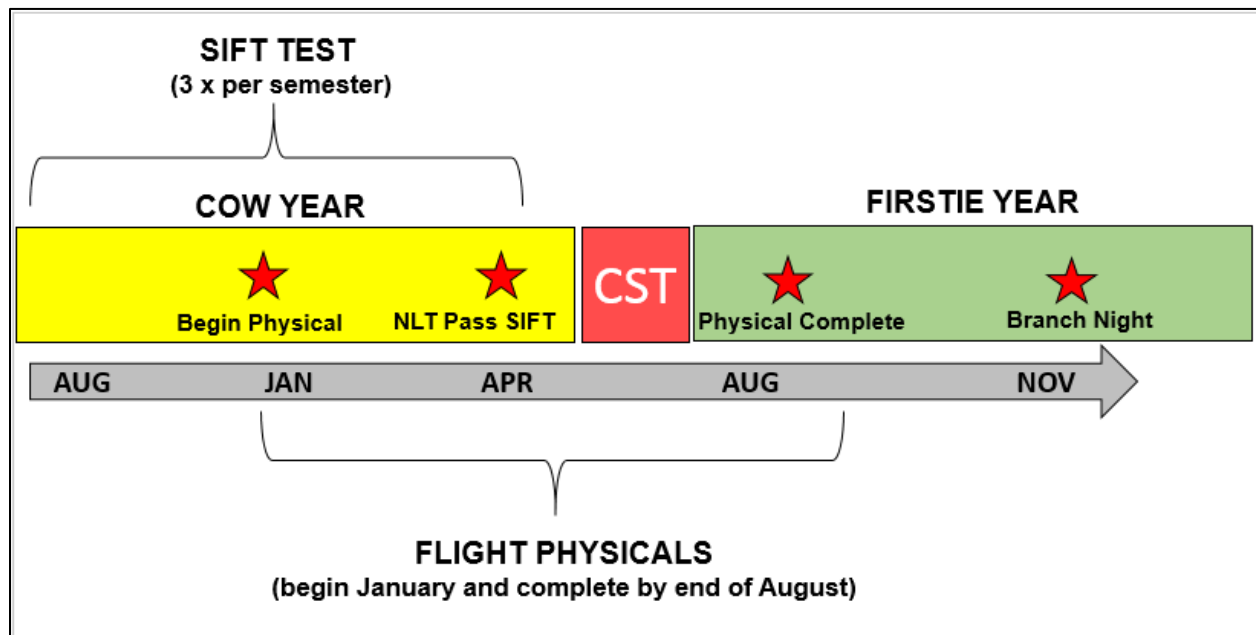
compete for the Aviation Branch or Medevac Pilot program. Cadets are only authorized to take the SIFT a total of 2 times.

(b) Once Cadets pass the SIFT, they will initiate the flight physical process no earlier than January of their second class year and complete it no later than the end of August their first class year. Cadets studying abroad during the spring semester their second class year may complete the flight physical upon return to West Point the summer prior to re-org week. Cadets will schedule the flight physical at Mologne Cadet Health Center through the flight physical department. Cadets who pass the flight physical are considered “fully-qualified” and are given the opportunity to compete for the Aviation Branch or Medevac pilot program (if branched Medical Service).

(c) Aviation / Medevac Application Timeline:

SIFT Test: Cow year (administered 3x times a Semester)

Flight Physical: Begins January Cow year and Complete NLT end of August Firstie year



(d) Cadets who require corrective eye surgery can begin the process in January of their second class year. Cadets should begin this process at their first opportunity due to the amount of time required. Cadets who successfully screen for corrective eye surgery and meet all other medical requirements are considered “pre-qualified.” This “pre-qualified” allowance is granted based on the Army’s historical success rate for corrective eye surgery. However, there are times when Cadets may lose their qualification due to post surgery complications.



(e) After completion of corrective eye surgery, Cadets must schedule a 90-day follow up appointment with the flight surgeon to ensure the surgery was successful. The flight surgeon will send the results of the physical to the United States Army School of Aviation Medicine (USASAM) at Fort Rucker for review. Once Fort Rucker's flight physical department reviews the physical and approves it, Cadets will transition from a "pre-qualified" to a "fully-qualified" status and continue with their AV requirements. The corrective eye surgery process must be completed no later than January of their first class year. A qualifying flight physical is not complete or considered official until verified by USASAM.

(f) A Cadet interested in becoming a Medical Service Corps Medevac pilot has the same minimum requirements as the Aviation application except they must branch Medical Service in order to compete on the flight selection board usually conducted in February of the Cadet's first class year. Medevac pilot candidates must pass the SIFT test and complete the flight physical requirements as described above. After being assigned Medical Service, interested Cadets will complete the Medevac application process in time to meet Medevac selection board.

(g) Human Resources Command will publish a MILPER Message in approximately early November regarding the Medical Service (MS) Flight Training Selection Board. The message details the application process. Normally, it requires approximately 4 weeks for the board to convene and recommendations to be approved. If a Cadet is approved for Medevac pilot flight training, he/she will attend the resident AMEDD Basic Officer Leader Course (BOLC) prior to entry into Army flight training (Flight School XXI).

(h) Interested Cadets should visit the Aviation/Medical Service Branch Representative.

(2) Medical School Applicants.

(a) Cadets interested in the two scholarships available to attend medical school after graduation will coordinate directly with the USMA Registrar Office medical school advisor. This advisor mentors and guides all prospective medical school candidates through both the scholarship and medical school application process. Once accepted into the medical school of their choice, a Cadet is awarded the Health Professions Scholarship (civilian medical school) or the Uniformed Services University of Health Sciences scholarship (military medical school).

(b) At the beginning of each academic year, the USMA Registrar convenes a board to identify those first class Cadets who are viable medical school candidates. That list will be provided to the DMI Medical Service Branch Representative and the Office of Institutional Research for use during the Branch Assignment Process. Cadets who are selected will be notified by the Office of the Dean of Academic Board. These recognized medical school candidates will submit branch preferences in the same manner as other Cadets, and through the branch assignment process, they will be assigned a branch. However, because these recognized candidates are normally successful in receiving both a scholarship and medical school acceptance and will most likely never serve in the branch assigned to them at Branch Night, they



will fill provisional branch allocations. This prevents the basic branches from falling short of their assignment goals, especially Medical Service which is typically a medical school candidate's alternative preference to medical school.

(c) Once medical school candidates receive an Army scholarship and are accepted into a medical school, they are considered confirmed medical school attendees. The Academy Registrar maintains this information. Graduates attending medical school retain their originally assigned branch until successful completion of medical school when they transfer to the Medical Corps. Those Cadets attending medical school immediately after graduation will not need a post assignment or a BOLC date. Graduates, who do not complete medical school, will normally return to their basic branch and will require a new post and BOLC date as part of the "returning graduate" classification. In the event a medical school candidate has not been accepted into medical school when the posting process begins, they will submit Post/BOLC assignments with the rest of their class in their assigned provisional branch. Once a Cadet is accepted into medical school after the posting process is complete, their Post/BOLC assignment will be canceled.

(d) A Cadet who receives the Uniformed Services University of the Health Sciences military scholarship will attend the AMEDD Basic Officer Leader Course (BOLC) prior to medical school in late summer following graduation. For Cadets who receive the Health Professions Scholarship, after they complete their 60 days of leave, they will temporarily transfer into the Army Reserve for a year prior to attending BOLC and a civilian medical school. The DMI MS branch representative will assist with their transition from West Point to AMEDD BOLC at Fort Sam Houston. Once complete with BOLC, they will attend medical school.

(3) Inter-service Commission Applicants:

(a) DMI and service liaisons will educate and mentor Cadets regarding the inter-service commission process. A maximum of 3% of a graduating class are allowed to commission into another service. Interested Cadets should contact the applicable USMA service liaison early in their Cadet career, optimally no later than Fall Semester of their third class year, in order to learn about the process and gain an understanding of how to validate their interest, prepare for their desired service, and ultimately meet the inter-service commissioning criteria. The criteria for inter-service commissioning are as follows:

- Candidates should demonstrate a well-informed, substantive, and genuine interest in the other service.
- By engaging the applicable service liaison early in their Cadet experience and following the service liaison's guidance, each candidate should illustrate a consistent and validated interest in the desired service.
- Candidates should have a substantive understanding of their career preferences, charted out viable career paths, and be able to explain how those careers in the other services would better enable them to achieve their military service goals. However, a Cadet's allegiance should be first to the gaining service and second to a particular career field.



- Candidates should have taken the necessary actions to prepare themselves for the other service (i.e. completed desired career field prerequisites, have become sufficiently informed, sought out and completed desired service orientations, etc.).
- Having a family lineage with the desired service helps with ensuring the candidates fully understand the service they desire, but the absence of lineage can be compensated through research and validation.
- Candidates should demonstrate strength in the academic, military, physical, and character pillars.
- Candidates should inspire confidence that they will have a very successful career in the other service.

(b) In accordance with procedures announced by DMI, interested Cadets will submit their inter-service commission application packages NLT 1 May at the end of their Cow Year. The application packages will include a written request in standard memorandum format where applicants will certify their commitment to receive an inter-service commission (specify service), list their three specialty preferences within the gaining service, and illustrate how they have met the inter-service commission criteria detailed above. Attached to the memorandum will be the following tabs:

Tab A – Letters of Recommendation (LOR). LORs should be submitted from credible sources who can attest to the applicant’s achievement of the inter-service commission criteria detailed above.

Tab B – Copy of the applicant’s current academic transcript

Tab C – Applicant’s Order of Merit (CPS Cumulative) standing

Tab D - Record of physical fitness to include the most recent APFT and IOCT scores

Tab E - Report of medical clearance for commissioning

Tab F – Gaining service and specialty specific requirements (i.e. flight physical clearance, special screening and testing results, etc.)

(c) Prior to submission to DMI, interested Cadets must coordinate their application packages through their company, regimental, and brigade tactical officers. After reception of the application packages, DMI will coordinate and convene an inter-service commission board. The board will be comprised of:

- Director, DMI (serves as the Board President)
- Air Force, Navy, and Marine service liaison officers (if assigned)
- One Regimental Tactical Officer
- Board Recorder (non-voting) provided by DMI



(d) The board will review each application package and meet with the applicants individually to assess how well they meet the inter-service commissioning criteria. The board will then prepare a memorandum with their recommendations for each applicant supported with evidence indicating how well each meets the inter-service commissioning criteria. The Board memorandum and application packages will then be coordinated through the Commandant and Superintendent for review and endorsement. After the Superintendent's endorsement, DMI will coordinate submission of the application packages to DA G1 through the USMA DA G1 DMPM representative. This submission should occur NLT 30 Nov each year. DMI will track the application packages until final disposition is determined. Final approval by the gaining service may not occur until late into the Spring semester. Applicants and service liaisons should prepare for this potential late notification. Until final disposition of their application packages is determined, applicants will continue to participate in the branch, post, and BOLC assignment processes. Service liaisons will assist Cadets approved for inter-service commission in their transition to the gaining service to include completion of the scrolling process, orders production, officer pay, and all other administrative requirements.

(4) Cyber Branch Assignment:

(a) The Army Cyber Institute developed an Army-wide Cyber Leader Development Program (CLDP) to mentor USMA and ROTC Cadets and assist them in developing skills for potential service in the Cyber Branch. CLDP is implemented at USMA by the Cyber Research Center (CRC) within the Department of Electrical Engineering and Computer Science.

(b) Cyber branch requires Cadets to be interviewed by the Army Cyber Institute / Cyber Research Center as part of the branching process.

(5) Explosive Ordnance Disposal (EOD) Applicants:

(a) The Ordnance (OD) Corps Personnel Development Office (PDO) pre-approves and slates Cadets for EOD School as part of USMA's Accessions Program. In the fall of each year, the OD PDO will confirm and communicate the number of EOD allocations being offered to USMA as a portion of the total number of OD allocations previously provided by DA G1. The OD PDO will also facilitate initial security screening interviews by coordinating with the USMA OD Branch Representative.

(b) Cadets interested in being selected for an opportunity to attend EOD School must not have a color blind deficiency and must pass the security screening interview conducted by the OD PDO prior to inputting their final preferences. Cadets who meet both qualifications will be allowed to select Ordnance and EOD as part of their final preference input. Applicants should submit personal comments and solicit mentor input into their branching file to better depict how their talents meet the specific talent demands of the EOD career field. The branching board will review the results of the OML solution and make recommendations as needed to ensure the needs of the EOD career field are met.



(c) Cadets will be notified of their assignment and selection to both the OD branch and EOD follow-on school during USMA's Annual Branch Notification Ceremony. Cadets selected for the EOD program will proceed to EOD school immediately following OD BOLC.

(6) Branch Re-assignments and Out-of-Cycle Branch Assignments. There are instances where a Cadet's assigned branch may be changed after initial assignment. These include general medical disqualifications, aviation-specific medical disqualifications, branch assignment administrative errors, and special Cadet requests under exceptional circumstances. Additionally, there are times when a Cadet may need to receive a branch assignment out-of-cycle with their graduating class. In these instances, a special branching board is convened to review the Cadet's file for a recommendation to the DMPM. The DMPM is the approval authority for re-branching decisions. Following the branching decision, Accessions will coordinate with the USCC S-1 to obtain a BOLC date and orders. The branch representative will contact HRC to obtain a posting assignment and will coordinate with HRC to receive the RFO.



Annex J – Special Case Populations

J.01 Special Case Populations.

(1) A large majority of Cadets will be assigned their branch, post, and BOLC-B dates via the processes described above. However, a significant number of Cadets will require closer handling to accommodate their unique situations. Some of these unique situations require Cadets to be assigned their post and/or BOLC dates administratively to best meet the needs of the Army or meet the unique requirements of a graduate's individual post-graduation timeline. In these cases, the applicable branch representatives will work directly with HRC to determine appropriate post and BOLC-B assignments. Cadets must report special cases to their respective branch representatives immediately after Branch Night and provide timely updates through graduation. USCC S1 should provide updates on Cadet special situations to the DMI Post/BOLC-B/CST Duty OIC as they change (i.e. re-admits, late graduates, medical hold, etc.).

(2) Confirmed Medical School Attendees. Confirmed medical school attendees are those Cadets who have received an Army scholarship and have been accepted into a medical school. The Academy Registrar maintains this information. Graduates attending medical school retain their originally assigned branch until successful completion of medical school when they transfer to the Medical Corps. Those Cadets attending medical school immediately after graduation will not need a post assignment or a BOLC date. Some confirmed medical school attendees may defer attending medical school for two years to spend time in their basic branch. In this case, they do need to select a post and BOLC with their class. Graduates who do not complete medical school will normally return to their originally assigned branch and will require a new post and BOLC date as part of the "returning graduate" classification.

(3) Confirmed Scholarship Recipients. The Department of Social Sciences manages the USMA Scholarship Program on behalf of the Superintendent. The Department of Social Sciences assists the Office of the Dean in providing administrative oversight to scholarship winners until they report to begin their graduate studies. Once a Cadet has won a scholarship, the Office of the Dean prepares and submits documentation of the scholarship to HRC in accordance with AR 621-7. HRC generates an RFO for assignment to the U.S. Army Student Detachment with duty at the location of the scholarship. Lieutenants whose scholarships begin immediately following graduation are not able to attend BOLC or report to a unit for one to two years. As a result, Cadet scholarship winners will branch with their classmates but will neither post nor receive a BOLC date. Approximately 6 months prior to the completion of their scholarship programs, these lieutenants should contact their USMA Branch Representative for guidance and assistance in scheduling a BOLC date and receiving a post assignment from HRC. Many scholarship recipients will not report to their school for several months after graduation from USMA. These graduates may take leave (including graduation leave), proceed on a TDY en route to their PCS, remain at the Academy while awaiting the start of graduate school, report early to the Student Detachment in accordance with AR 621-1, para 2-9, b., (1), or a combination of these actions.



(4) Athletic Interns. Athletic Interns (Spring and Fall) normally choose a post and are administratively assigned a BOLC date compatible with their athletic intern duty period. Optimally, the proposed list of Athletic Interns should be provided to DMI Accessions Division no later than 15 November for processing through USCC for endorsement and approval. This also allows time for USCC to secure appropriate BOLC dates for those Athletic interns congruent with their Athletic Intern duty dates. All requests for Athletic Interns will be submitted to the Superintendent for approval NLT 15 JAN.

(5) Academic Interns. Under the approval of the Superintendent, a small number of USMA graduates may participate in post-graduate academic internship programs. These internship programs must represent a substantial benefit to the Army and significantly contribute to the officer's professional development. These internships can involve funded TDYs, USMA activities, or a combination of both. To gain approval, sponsoring departments will generate and coordinate a Form 5 package through the Dean's and Commandant's staffs for endorsement and ultimately to the Superintendent for approval. In order to provide input regarding affect on the Cadet's post-graduate timeline and early professional development, DMI will be included in the coordination. Prior to Commandant consideration of the proposal, DMI will gain HRC Branch Chief endorsement and confirm coordination of a new BOLC-B date (if needed).

(6) Late Graduates. Late graduates include graduates who do not graduate with their class in May but complete graduation requirements before winter break of the same calendar year. Typically, this includes STAP/June, August, and December graduates. These Cadets will receive their branch and post via the same system as their classmates. However, they will be administratively assigned their BOLC to accommodate their timelines. Cadets may not be allotted maximum time for leave depending on BOLC start date.

(a) The USCC S-1 is notified by the respective board for any special cases resulting in a late graduation, STAP, or separation, changing the status of a Cadet. Academic and separation boards are decided the week of the Cadet's expected graduation date. The USCC S-1 will notify the Cadet and their branch representative of the status change. Upon notification of the change of status, the branch representative will contact HRC and revoke any RFOs. The USCC S-1 will notify the branch representative at least 90 days out from the new expected BOLC report date. The branch representative will then contact HRC for a new RFO.

(7) Cadets on Medical Hold. Cadets placed on a medical hold status will normally receive a post via the standard process. However, depending on the length of their recovery plan, their posting and BOLC-B course date may need to be re-assigned.

(8) Aviation (AV) Branched Cadets. Cadets who branch AV do compete for a BOLC date but do not receive a post assignment until their aircraft is determined during pilot training.

(9) Explosive Ordnance Disposal (EOD) Selects. Due to the length of EOD School and possibility for attrition, Cadets who branch EOD do compete for an Ordnance BOLC date but do not receive a post until near completion of the EOD School. Graduates who do not complete EOD School will remain an Ordnance Officer in the Area of Concentration (AOC) of 89A. As



part of the OD PDO and DMI EOD Accessions MOU, EOD selects are not authorized to participate in the Athletic Intern Program.

(10) Married Army Couples Program (MACP). Cadets qualify for this program if they intend to marry another Cadet or active service member within 90 days after graduation. Cadets must complete face-to-face counseling with a branch representative and sign a memorandum of intent. For instances where Cadets are marrying other Cadets, this enables them to participate in the post selection process as a couple. The Cadet with the lower (higher numerical) CPR will select the post assignment for the couple. Cadets who are marrying an officer will have their post administratively assigned. The first officer at his/her BOLC duty station first will request enrollment in the Married Army Couples Program by submitting a DA Form 4187 thru the appropriate S1 or personnel detachment unless in a TDY status. When attending BOLC TDY-en route, the 4187 will be submitted at the officer's first duty station. Both officers need to apply for the program separately, though each 4187 will require the entire couple's signatures. Both Cadets will read and understand AR 614-100, Sec. 5-3, para (a): Assignment of Married Army Couples.

(11) Graduates Remaining at the Academy. According to "10 USC 702: Cadets and Midshipmen," at the discretion of the applicable service secretary, graduates are authorized up to 60 days of leave which must be completed within 90 days of the date of graduation. According to Army Regulation 600-8-10, the USMA Superintendent may limit graduation leave to 30 days.

(a) After graduation, a large majority of USMA graduates proceed on 60 days of leave and then report to their first training post. In accordance with the Joint Federal Travel Regulation, some graduates may temporarily remain at the Academy after graduation. These include graduates awaiting the start of graduate school as well as those who, under the authorization of the Superintendent, participate in an academic internship or assist with the execution of Cadet summer training. All graduates who temporarily remain at the Academy are provided an opportunity to take a minimum of 30 days of graduation leave. The graduation leave may not necessarily begin immediately after graduation or be completed in one block.

(12) Professional Athlete Candidates. All Cadets recruited for Professional Athlete Programs will Branch and Post with the rest of their class. The Cadet must apply with an Alternative Service Option packet through HRC and be approved by the Department of the Army. Cadets should contact ODIA for further assistance or information about the process.



Annex K – Transition Program

K.01 Transition Program.

a. Purpose. The purpose of the Transition Program is to assist in the request for orders (RFO) and orders production process, inform Cadets of requirements to complete, benefits available prior to their transition to BOLC and to educate Cadets on what to expect in their individual BOLCs based on their assigned branches.

b. Concept. The Transition Program consists of all major accession events and informative briefs that occur following post night. The Transition process begins after Cadets are assigned their post and BOLC dates and ends when they sign into their BOLC unit. This will be conducted through five individual briefs by branch and an optional send-off to Cadets prior to graduation.

(1) The first transition meeting will address the RFO and orders production process. Cadets will bring their RFOs to the brief and available HRC representatives will address any questions about timelines and requirements necessary to complete prior to their transition to BOLC. This will also be an opportunity for HRC representatives to explain junior officer career progression and administrative best practices in managing their individual careers.

(2) A second transition meeting will be for Cadet Summer Training (CST) assigned Cadets only. This brief will be conducted by the Military Training (MT) division of DMI and will inform Cadets about procedures during their CST assignment and what to expect as they will play an integral role in facilitating CST.

(3) A third transition meeting will be conducted by the finance and S/1 office and will inform Cadets of their entitlements and benefits available as they transition.

(4) A fourth transition meeting will be conducted by the Transportation Office and Army Community Service (ACS) office. The Transportation Office will explain transportation procedures and options for Cadets to move their belongings to their new assignments or duty stations. ACS will brief the purpose of their organization and also inform Cadets on where to find helpful information on their new assignments. The fifth transition meeting is to provide an initial BOLC orientation based on their specific branch. Proponents are encouraged to attend and brief the Cadets on objectives, outcomes, and guidance about their BOLC assignments.

(5) The Transition Program is an on-going process throughout the remainder of the Cadet's time at West Point. Each Cadet will keep their Branch Representatives informed of their plans and any special circumstances that may result in a change to their timeline. Cadets should remember that all posting, BOLC course dates, and post-graduation assignments are subject to HRC approval based on changing operational force requirements. Branch Representatives help keep open communication between the Cadets and their assignment officers at HRC in order to facilitate a smooth transition process.



Annex L –References

The Following references listed in the body of the Green Book are included below with the date of publication.

TRADOC Reg 350-36 (SEPT 2015)

LDB Pam (2016)

USMA Accessions Regulation (2014)

AR 210-26 (DEC 2009)

AR 614-100 (JAN 2006)

AR 614-105 (JAN 1985)

Chief of Staff of the Army Memo (7 JUN 1995)

AR 40-501 (DEC 2007)

Explosive Ordnance Disposal Lieutenant Accessions Policy Memorandum of Understanding (2015)



Annex M – Abbreviations and Acronyms

AAR	After Action Review
AIAD	Academic Individual Advanced Development
APFT	Army Physical Fitness Test
APS	Academic Program Score
ABCP	Army Body Composition Program
BEMP	Branch Education and Mentorship Program
BOLC	Basic Officer Leader Course
BRADSO	Branch of Choice Active Duty Service Obligation
BTD	Brigade Tactical Department
BTO	Brigade Tactical Officer
CATC	Cadet Advanced Training Cell
CBT	Cadet Basic Training
CCBT	Cadet Candidate Basic Training
CFT	Cadet Field Training
CIS	Cadet Information System
CLDT	Cadet Leadership Development Training
COE	Contemporary Operating Environment
CPRP	Commandant's Physical Remediation Program
CPS	Cadet Program Score
CQPA	Cumulative Quality Point Average
CST	Cadet Summer Training
CTLT	Cadet Troop Leader Training
CZCP	Commandant's Zone of Concern Program
DCA	Director of Cadet Activities
DMI	Department of Military Instruction
DMI-3	Chief of Military Training
DMI-6	Director of Military Instruction
DPE	Department of Physical Education
HMP	Honor Mentorship Program
IAD	Individual Advanced Development
IAW	In Accordance With
IOCT	Indoor Obstacle Course Test
LD	Leadership Development
LDB	Leadership Development Branch
LTP	Leader Training Program
MD	Military Development
MIAD	Military Developmental School/ Military Individual Advanced Development
METL	Mission Essential Task List
METT-TC	Mission, Enemy, Terrain, Time, Troops Available, Civil considerations
MMT	Mounted Maneuver Training
MOS	Member of Squad
MPRT	Military Program Required Task



MPSC	Military Program Score - Cumulative
MS	Military Science
MS-6	Military Science Division Chief
NCO	Non-Commissioned Officer
ODIA	Office of the Director of Intercollegiate Athletics
OIC	Officer in Charge
OML	Order of Merit List
PCI	Pre-Combat Inspection
PCT	Pre-Commissioning Task
PDR	Periodic Development Report
PE	Physical Education
PIAD	Physical Individual Advanced Development
POI	Program of Instruction
PPS	Physical Performance Score
PPSC	Physical Program Score – Cumulative
RMP	Respect Mentorship Program
RTO	Regimental Tactical Officer
SAP	Select Athlete Program
SACSP	Special Assistant to the Commandant for Strategic Planning
SCPME	Simon Center for Professional Military Ethics
SGM	Sergeant Major
SGR	Summer Garrison Regiment
SL	Squad Leader
SLDP	Special Leader Development Program
SLE	Summer Leadership Experience
SOP	Standing Operating Procedures
SSO	Special Summer Options
STAP	Summer Term Academic Program
TAC	Tactical Officer or Non-Commissioned Officer
TLP	Troop-Leading Procedures
USCC	United States Corps of Cadets
USMA	United States Military Academy
WOC	Water Obstacle Course
WPLDS	West Point Leader Development System
WTBDs	Warrior Tasks and Battle Drills (Chief of Staff of the Army)