

UNITED STATES MILITARY ACADEMY

WEST POINT, NEW YORK



**CHARACTER PROGRAM
(GOLD BOOK)**



OFFICE OF THE SUPERINTENDENT
UNITED STATES MILITARY ACADEMY
WEST POINT, NEW YORK 10996-5000

MASP

The West Point mission statement directs that “each graduate is a commissioned leader of character committed to the values of Duty, Honor, Country.” Our mission statement implies that each Cadet must internalize our shared values and aspire to live honorably at all times in all environments. The Gold Book explains how West Point’s four programs develop moral, civic, social, performance, and leadership character, described in West Point’s Character Development Strategy. The Gold Book also explains the responsibilities of the Brigade Tactical Department (BTD) and the Simon Center for the Professional Military Ethic (SCPME) for planning, executing, and synchronizing character development activities that are not part of the military, academic, and physical programs.

Character development provides personal and professional growth for every Cadet and aligns their previous set of values and behavior with those that the Army and the Nation deserve and demand from West Point graduates. The transitional and developmental process begins with education about acceptable and unacceptable behavior. Behavior change occurs through structured reflection and introspection following a challenging developmental experience. The structured reflection helps Cadets understand what they learned and introspection creates a desire to change behavior towards acceptable professional standards.

Honorable behavior is the manifestation of a Cadet’s new character. Cadets demonstrate their strong character by living honorably in all situations. Honorable actions happen naturally because they flow from internalized Army Values. I find the analogy of a full coffee cup to be a useful illustration of character. If someone bumps your elbow while you are holding a full cup, the contents automatically spill out. Likewise, our actions that “spill out” when our character is tested are the manifestation of the character inside each of us. With the right character, our actions will demonstrate honorable living.

As you read the Gold Book, I ask each of you to consider your responsibility to be a role model, counselor, coach, and mentor. Invest time in Cadets so they see and realize we are not motivated by fear of consequences, but rather aspire to an ethic worthy of the Army Profession that serves the American people. They need you to help them “connect the dots” between their West Point activities, their character development, and their future service. We will ensure all our graduates are leaders of character only when everyone contributes to character development.

Go Army!

A handwritten signature in black ink, reading "Robert L. Caslen, Jr." with a stylized flourish at the end.

ROBERT L. CASLEN, JR.
Lieutenant General, US Army
Superintendent



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Chapter 1. Overview of how all 4 Programs Contribute to the Development of Character

a. Mission

“Educate, train, and inspire the Corps of Cadets so that each graduate is a commissioned leader of character committed to the values of Duty, Honor, Country and prepared for a career of professional excellence and service to the Nation as an officer in the United States Army.”

-West Point Mission Statement, 2015

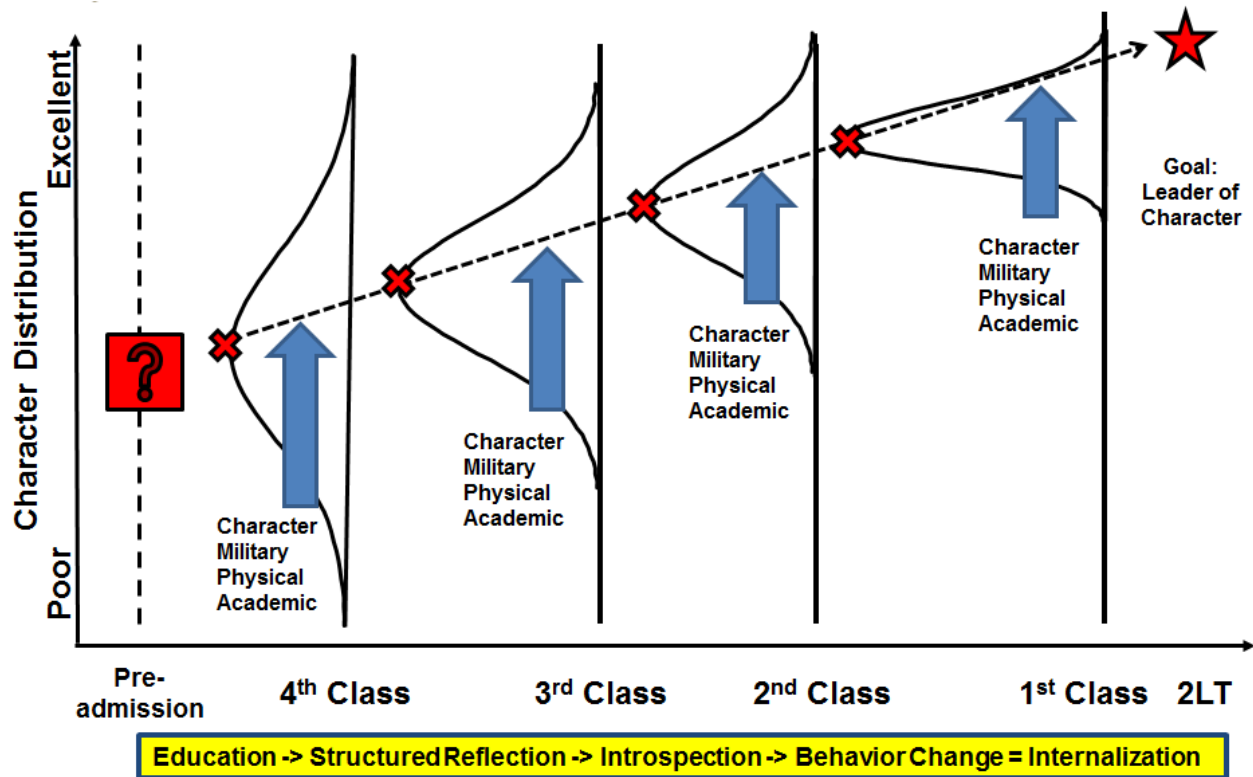
West Point’s mission is accomplished when every graduate demonstrates the eight outcomes of the West Point Leader Development System (WPLDS). A graduate’s behavior is a critical component to successfully meeting the outcomes as it must be consistent with the five facets of character defined in the Character Development Strategy—moral, civic, social, performance, and leadership. This is a lofty goal: each and every graduate must be a leader of character for the Army to meet its obligations to the Nation. This Character Program (Gold Book) describes the methods by which West Point achieves that goal.

West Point admits candidates from all 54 states and territories, the District of Columbia, and many foreign countries. These men and women begin their West Point journey with a diverse set of values developed in a variety of family, social, religious, ethnic, athletic, and educational environments. In many cases, their values are consistent with West Point and Army Values. In some cases, they are not. Regardless of what values a new Cadet brings to West Point, our task is to ensure that every graduate internalizes West Point and Army Values before commissioning.

The process of developing character and values first requires education. However, education only teaches what is acceptable or not. Ultimately, we want to internalize our values so we do not have to think about what to do when we face potentially compromising situations; our natural reaction is to do the right thing in accordance with the values inside of us. This internalization is the most challenging part of the developmental process, and it does not come automatically. Education must be followed by structured reflection, and individual introspection. When this process creates behavior change, then we can accurately say that internalization has occurred. This character and values evolution is depicted graphically in Figure 1.1, below.



Figure 1.1: Why West Point needs a Character Development Strategy and Program



b. Character Development Strategy

The West Point Character Development Strategy describes how, at all levels and across programs, the United States Military Academy develops leaders of character who internalize the ideals of “Duty, Honor, Country” and the Army Ethic. The strategy supports USMA Strategic Goal 1 (Develop the United States Corps of Cadets) and USMA Strategic Goal 2 (Inspire to Live Honorably and Build Trust). *Every member* of the staff and faculty shares responsibility to teach, mentor, and inspire Cadets to living honorably, internalizing West Point’s values of “Duty, Honor, Country” and consistently demonstrating honorable behavior.

In support of Strategic Goal #1: Develop the Corps of Cadets, the Character Development Strategy articulates five facets of Character that directly contribute to the eight West Point Leader Development System (WPLDS) outcomes. (See Figure 1.2).



Figure 1.2: Character Facets contribution to WPLDS outcomes.

		Green	Primary	WPLDS Outcomes							
		Yellow	Supporting								
				Live Honorably and Build Trust	Demonstrate Competence	Develop, Lead, and Inspire	Think Critically and Creatively	Make Sound and Timely Decisions	Communicate and Interact Effectively	Seek Balance, Be Resilient, and Demonstrate a Winning Spirit	Pursue Excellence and Continue to Grow
5 Facets of Individual Character	Moral										
	Civic										
	Social										
	Performance										
	Leadership										

As described in West Point's Character Development Strategy, the academic, military, physical, and character programs uniquely contribute to the moral, civic, social, performance and leadership facets of character for each Cadet. The specific program goals and objectives related to character can be found in the Red, Green, White, and Gold Books. The Dean, Commandant and Athletic Director share character development responsibilities across all pillars, but the Dean of the Academic Board is principally responsible for all character development activities in the academic program. The Commandant of Cadets is principally responsible for all character development activities in the military, physical (other than Corps Squad sports) and character programs. The Director of Intercollegiate Athletics is responsible for physical development within all NCAA sports programs

West Point develops character through an integrated system of four developmental programs that each contribute to at least two of the five individual facets of character. The academic, military, physical, and character programs have multiple activities that develop *some* facet of character by designing experiences that follow the leader development model in the Character Development Strategy. However, no single program or activity is going to fully develop *all* facets of Cadet character. Only when the four programs are synchronized in task and purpose throughout the 47 month experience can we help Cadets "connect the dots" for their character development.



The comparative advantage of each program is highlighted in Figure 1.3, drawn from the Character Development Strategy.

Figure 1.3: Each Program's Primary and Supporting Effect on Facets of Character

		Developmental Program			
		Green	Primary	Yellow	Supporting
5 Facets of Individual Character					
5 Facets of Individual Character	Moral				
	Civic				
	Social				
	Performance				
	Leadership				

2. Purpose and Responsibilities

a. Character Program (Gold Book)

Chapters 1 (Overview), 2 (Social Development), and 7 (MX400-Officership) are applicable to the entire West Point team. The remaining six chapters describe how SCPME, in conjunction with the BTM, empowers Cadets to take greater ownership of their own character development and that of their subordinates.

b. Character Program Activities

Chapters 3-6 and 8-9 of the Gold Book describe activities outside the academic, military, and physical programs that primarily develop the moral, civic, and social facets of character. The Brigade Tactical Department (BTM) and the Simon Center for the Professional Military Ethic (SCPME) are primarily responsible for the planning, coordination, execution, and assessment of these programs and activities.



3. Character Development Goals and Supporting Objectives (Ends)

The Character Development Strategy defines the 5 facets of character. The Periodic Development Review (PDR) process tracks the development of each Cadet in each facet through rating by himself/herself, subordinates, peers, instructors, and tactical officers on the five supporting goals that measure progress in each facet.

Nesting the overarching goals with the PDR assessments ensures the synchronization of the Character Development Strategy and the established assessment process. The end result is 5 individual character goals assessed directly by the metrics provided within the PDR that identify character development opportunities for each individual.

a. Moral Facet of Character: Internalization of the Army Values that results in the knowledge, integrity, and awareness to assess the moral-ethical aspects of every situation and the personal courage to take appropriate action regardless of consequences.

1. Internalizes and lives by the Army Values.
2. Does what is morally, legally, and ethically right.
3. Assesses situations and draws sound conclusions.
4. Demonstrates physical and emotional (moral) courage.
5. Sets personal example for trust.

b. Civic Facet of Character: Demonstrates the empathy, loyalty, respect, and humility that enable an individual to treat others with dignity and to display selflessness.

1. Demonstrates propensity to experience something from another person's point of view.
2. Demonstrates cultural expertise.
3. Interacts well with others, considers other's perspectives, and validates others.
4. Recognizes diversity and displays self-control, balance, and stability.
5. Improves the organization.

c. Social Facet of Character¹: Acts with proper decorum in all professional, social, and online environments.

1. Controls own behavior according to Army Values.
2. Serves as an ambassador for West Point and the Army in all situations.
3. Demonstrates proper manners and courtesies in all professional and social settings.
4. Applies standards of conduct, demeanor, and courtesy to all social networking environments.

¹ Only the first of these 5 supporting goals of the social facet is explicitly measured in the PDR. The other four goals represent future constructs to be measured.



5. Maintains a consistent identity in professional, personal, private, and virtual interactions.
- d. Performance Facet of Character: Possesses the sense of duty, resilience, and grit necessary to accomplish the mission and get results.
1. Fights through obstacles, difficulties, and hardships to accomplish the mission.
 2. Pursues mission-focused victories over extended periods, regardless of conditions.
 3. Maintains strength, endurance, and mobility to perform required duties over an extended time.
 4. Responds well to setbacks, stress, shock, and all other types of adversity.
 5. Exemplifies the Warrior Ethos.
- e. Leadership Facet of Character: Establishes a safe, positive command climate where everyone thrives while achieving results.
1. Displays self-control and composure under adverse conditions; remains calm under pressure.
 2. Maintains mission and organizational focus while under stress or adversity.
 3. Enforces standards.
 4. Sustains a climate of trust
 5. Develops others to live by the Army Values.

In addition to these 25 character development objectives for each graduate, the character program activities described in the Gold Book have the following program objectives:

Table 1.1: Character Program Goals by Activity

Program Goals	Cadet Character Development Program (CCDP)	Develop Cadets' personal identity as an Army professional, certified as a competent leader of character, and committed to the ideals of "Duty, Honor, Country" and the Army Ethic. (See Chapter 3)
	Cadet Honor Code and System	Live within the spirit of the Cadet Honor Code, exercise effective stewardship over the Honor System, and internalize the Army value of "Honor." (See Chapter 4)
	Cadets Against Sexual Harassment and Assault (CASHA)	Demonstrate internalization of SHARP and CASHA principles by setting the example through actions, supporting the programs, and enforcing the programs' standards. (See Chapter 5)
	Cadet Respect Program	Lead and implement programs that promote the dignity and worth of people in accordance with the Army Values. (See Chapter 6)



4. Components and Content of Character Program

West Point's execution of the Character Development Strategy requires a synchronized effort analogous to a combined arms breach. Every member of the combined arms team brings a unique capability that is synchronized in task, purpose, time, and space in order to successfully breach the obstacle. Likewise, all development programs must synchronize their activities in task and purpose to ensure we achieve the desired effect on character development.

Figure 1.4 presents the major activities within each program that develop some facet of character. This table is illustrative of the major activities that most Cadets experience that enhance character development, but is not exhaustive. There are many programs and activities that develop character that are not listed in this table.

Figure 1.4: Character Program Synchronization Matrix

Character Development Program Synchronization Matrix				
Character Facet	Academic	Military	Physical	Character
Primary	Moral, Performance, Social	Leadership, Performance	Performance, Leadership	Moral, Civic, Social
Supporting	Civic, Leadership	Moral, Civic, Social	Moral, Civic, Social	Leadership, Performance
Summer	STAP/AIAD	CBT, CFT, CLDT, MIAD	CBT, CFT, CLDT, MIAD	CFT, CBT, CTLT, CLDT
Academic Year				
Fourth Class Cadets (Plebes)	Documentation of Written Work (DAW), Acknowledgment Statements, Trip Sections, PL100	Sandhurst, Drill, SAMI, Privileges, NYC Trips, MS 100, MOS, PPW Leadership	APFT, IOCT, Company Athletics, Combatives, Boxing, Military Movement, Competitive Club/Corps Squad Teams	Honor, Respect, CASHA, CCDP, FCDT
Third Class Cadets (Yearlings)	Documentation of Written Work (DAW), Acknowledgment Statements, Trip Sections, Conferences, PY201, SS202	Sandhurst, Drill, SAMI, Privileges, NYC Trips, MS 200, Team Leader	APFT, IOCT, Company Athletics, Fundamentals of Fitness, Combatives, Competitive Club/Corps Squad Teams	Honor, Respect, CASHA, CCDP, FCDT Leader, Cemetery Tour
Commit to the Profession of Arms (Affirmation Ceremony)				
Second Class Cadets (Cows)	Documentation of Written Work (DAW), Acknowledgment Statements, Trip Sections, Conferences, HI301, and Classes in Major	Sandhurst, Drill, SAMI, Privileges, NYC Trips, MS 300, Squad Leader/PSG	APFT, IOCT, Company Athletics, Life Sports, Survival Swimming, Competitive Club/Corps Squad Teams	Honor, Respect, CASHA, CCDP, NCEA, NCO Leadership of Cadet Development
First Class Cadets (Firsties)	Documentation of Written Work (DAW), Acknowledgment Statements, Trip Sections, Conferences, LW403, Classes in Major, Honors/Thesis, Minors	Sandhurst, Drill, SAMI, Privileges, NYC Trips, MX400, Various Cadet Officer Leadership Positions	APFT, IOCT, Company Athletics, Life Sports, Unit Fitness, Competitive Club/Corps Squad Teams	Honor, Respect, CASHA, CCDP, NCEA, MX400, Cadet Officer Leadership of Cadet Development, Gettysburg

This table illustrates the connections between the four program activities and the five facets of character. These connections comprise the character development system that begins with the mission statement and ends with individual character development through four separate, but fully integrated programs.



5. Conclusion

The remaining chapters in the Gold Book comprise the Character Program implemented by the SCPME and BTM with support from other members of the West Point staff, faculty, and coaches. The activities described are separate from the academic, military, and physical programs but make significant contributions to Cadet character development.



Chapter 2: Social Development

a. Overview:

Leaders of character can interact appropriately with others in a wide range of cultural, social and professional settings. This requires internalization of the identity of “Army Officer” and recognizes that there is no distinction between personal and professional lives. This internalization extends to all settings, including on-line and virtual. Said another way, there is no distinction between the character of our public lives and the character of our private lives.

b. Goals:

One significant goal of the Character Program is to help Cadets identify themselves as leaders of character within the Army profession.

A leader with well-rounded social development:

1. Controls his or her own behavior according to Army Values.
2. Serves as an ambassador for West Point and the Army in all situations.
3. Demonstrates proper manners and courtesies in all professional and social settings.
4. Applies standards of conduct, demeanor, and courtesy to all social networking environments.
5. Maintains a consistent identity in professional, personal, private, and virtual interactions.

Table 2.1: Social Development Goals by Class Year

Social Development Goals	Fourth Class	Understand the role of proper decorum in social development; take responsibility for one's own social development and professional behavior, on- and off-duty.
	Third Class	Understand the role of proper decorum in social development; take responsibility for one's own social development and professional behavior, on- and off-duty. Assists in developing social character in others.
	Second Class	Understand the role of proper decorum in social development; take responsibility for one's own social development and professional behavior, on- and off-duty. Assists in developing social character in others and internalizes own social character.
	First Class	Understand the role of proper decorum in social development; take responsibility for one's own social development and professional behavior, on- and off-duty. Assists in developing social character in others and internalizes own social character as part of establishing a proper command climate.



c. Concept of the Operation:

Social development at the Academy begins upon arrival on Reception Day and continues throughout the 47 month Cadet experience. Social development is not a formal “program.” Instead, social development is achieved by formal and informal interactions in the Character, Academic, Physical, and Military Programs and by off-duty and on-line interactions with fellow Soldiers and civilians. Growth in social character requires knowledge, practice, reflection and feedback, as described in the Character Development Strategy and *Building Capacity to Lead*.

d. Key Social Development Events, Programs, and Processes by Cadet Year

Cadet Basic Training:

Social development in Cadet Basic Training is both formal and informal. Formal social development includes classes through the Cadet Hostess on social etiquette and norms. Informal social development occurs as New Cadets are exposed to other New Cadets and cadre from diverse backgrounds and are required to work alongside them to accomplish goals under stress. During the Ice Cream Social, New Cadets are allowed to interact with the family of an Army professional in a private setting. This is often the first contact that a New Cadet has with the family that may sponsor him or her for the next four years.

Fourth Class Year:

The Cadet Character Development Program (Chapter 3) is the main formal means of social character development in Fourth Class Cadets. Informal development continues through interactions with teammates on Company, Club, and Corps-Squad teams, and in physical, military, and academic classes. Because Fourth Class Cadets have earned few privileges, most social development occurs at West Point or in West Point-related events. One significant milestone of the Fourth Class year is Plebe-Parent Weekend, during which Fourth Class Cadets participate in a formal dance and reception.

Third Class Year:

The social character development of Third Class Cadets is significant. For the first time, they are exposed to the formal responsibility of leading others, primarily through promotion to Cadet corporal and assignment as team leaders with immediate supervisory and developmental responsibility over Fourth Class Cadet privates. At the same time, they begin to receive more privileges, and their social horizons expand to include interactions with the other upper class Cadets. Many Third Class Cadets continue to expand and deepen their relationships with their informal sponsors. Their social development continues through Cadet Summer Training (Third Class summer), academic classes and choice of major, and other social activities, such as “Yearling Winter Weekend.”



Second Class Year:

During Second Class Year, Cadets are exposed for the first time to their responsibilities as platoon leaders during Cadet Troop Leader Training, or CTLT. They are also afforded the opportunity to serve as Cadet sergeants in cadres for Cadet Basic Training (CBT), Cadet Field Training (CFT), and other summer details. Further, they participate in summer programs such as Academic Individual Advanced Development (AIADs) and other summer developmental programs, many of which take them abroad or to civilian settings, where they must practice their social decorum in entirely new, professional and personal settings. Interacting with other cultures reinforces the value of empathy and assists in building cross-cultural competencies (language, manners, etc.).

During the academic year, Second Class Cadets are provided Cadet NCO leadership opportunities as well as other significant military responsibilities. They are also fully involved in their academic majors, which often entails group projects toward cooperative goals. Depending on major and performance at West Point, some Cadets have the opportunity to study abroad or at another Service Academy for a semester. Finally, they begin to look forward to graduation at social events such as “500th Night” and other formal social development opportunities.

First Class Year:

During First Class summer, those Cadets who did not previously complete Cadet Troop Leader Training (CTLT) are given the chance to do so, furthering their social interactions with Soldiers and Non-Commissioned Officers of the regular Army. They also participate as cadre members and commanders of other Cadets in Cadet Basic Training (CBT), Cadet Field Training (CFT), and other summer details. Many Cadets identify Cadet Leader Development Training (CLDT) as a significant event requiring teamwork and cooperation under high stress.

The academic year provides a final series of opportunities for social development. First Class Cadets in good standing often have more time and resources to develop socially, including many passes, cars on campus, the First Class Club, etc. Formal First Class year social events include Ring Weekend, 100th Night, and Graduation Week. In practice, First Class Cadets should have accomplished the goals of the social development process and be ready for commissioning as leaders of character.

e. Roles and Responsibilities:

All members of the Academy team, to include staff, faculty, coaches, and fellow Cadets, play a vital role in the development of social character in Cadets. Every contact with our Cadets provides a unique opportunity to develop them.

**Tactical Officer Teams:**

- 1) Identify opportunities to teach, model and reinforce proper professional and social decorum.
- 2) Supervise class events, company functions, chain of command-led events, and military training.
- 3) Monitor command climates and organizational culture of their assigned Cadet Company.

Staff and Faculty:

- 1) Identify opportunities to teach, model and reinforce proper professional and social decorum² in the classroom, on academic trip sections and AIADs, and in informal settings.
- 2) Serve as mentors and coaches to Cadets for their character, physical, academic, and military development.
- 3) Participate in clubs, teams, or activities as officers in charge (OICs) and Officer Representatives (ORs).

Club and Corps Squad Coaches:

- 1) Identify opportunities to teach, model, and reinforce proper professional and social decorum within teams and competitive clubs. This applies both in-season and out of season.
- 2) Serve as mentors and coaches to Cadets for their character, physical, academic, and military development.
- 3) Take responsibility for the command climate and organizational culture of athletic teams and clubs, using uniformed and retired Army professionals to assist.

Formal Mentor³:

- 1) Assist Cadets who are enrolled in the Special Leader Development Program-Honor and Special Leader Development Program-Respect with their recovery from serious breaches of their values.
- 2) Create a 'sounding board' for selected Cadets to reflect on their shortcomings and formulate a plan of action for improvement.
- 3) Guide Cadets through the process of reflection and introspection and the internalization of Army values.

² One common kind of social decorum is the thank you note: sponsors should expect cadets to RSVP for events and write thank you notes afterwards. This skill will serve them well throughout their lives and careers.

³ The term "Formal Mentor" is used in the Special Leader Development Program for Honor (SLDP-H) and Respect (SLDP-R).



Informal Mentors⁴ and Coaches:

- 1) Make themselves available to Cadets for coaching and mentoring relationships.
- 2) Assist Cadets in self-assessment and developing plans for improving identified shortcomings.
- 3) Challenge and support Cadets as they reflect, practice, and improve their character and leadership.
- 4) Hold Cadets accountable for accomplishing tasks they establish for their own development.

⁴ Mentorship is a voluntary, informal association between two individuals. We qualify it here with the addition of 'informal' to contrast it with the formal mentorship associated with SLDP-H and SLDP-R.



Chapter 3 – Cadet Character Development Program

a. Overview of the Cadet Character Development Program

The Cadet Character Development Program (CCDP) is a collaborative effort between the Brigade Tactical Department (BTD) and SCPME. The CCDP provides the conceptual and inspirational content to support the individual and collective development of Cadets into commissioned leaders of character, and is the foundation of our character education efforts. The CCDP is responsible for instruction and structured reflection on the concepts central to professional and ethical standards of behavior for the United States Army. Cadets put these standards of behavior into practice through their participation in the academic, military, and physical programs.

b. Goals of the Cadet Character Development Program

The CCDP is the decisive operation within the Character Program: accomplishing the goals of CCDP will allow West Point to accomplish the goals of the Character Program.

Table 3.1: Goals of the CCDP by Year

CCDP Goals	Fourth Class	Understand the spirit of the Cadet Honor Code, the ideals of “Duty, Honor, Country”, the Army Values, and the need for respectful treatment of others.
	Third Class	Internalize the spirit of the Cadet Honor Code, the ideals of “Duty, Honor, Country”, the Army Values, and the need for respectful treatment of others; lead the character development of Fourth Class Cadets.
	Second Class	Internalize and advocate the spirit of the Cadet Honor Code, the ideals of “Duty, Honor, Country”, the Army Values, and the need for respectful treatment of others; lead the character development of Fourth, Third, and Second Class Cadets.
	First Class	Internalize and advocate the spirit of the Cadet Honor Code, the ideals of “Duty, Honor, Country”, the Army Values, and the need for respectful treatment of others; lead the character development of Fourth, Third, Second, and First Class Cadets.

c. Concept of the Cadet Character Development Program

CCDP Content: CCDP centers on character principles relevant to the ideals of “Duty, Honor, Country” and the Army Ethic. The primary focus of CCDP is on moral, civic, and social character: performance and leadership character are often discussed as well (see Table 2.2).



Table 2.2: Foundational Content of CCDP

Foundational Content	Facet of Individual Character		
	Moral	Civic	Social
Legal Foundations: Declaration of Independence, U.S. Constitution, Title 10 U.S.C, FM 27-10 (Law of Land Warfare)	X	X	X
Army Doctrine: ADRP-1 The Army Profession, ADRP 6-0 Mission Command		X	
Creeds & Oaths: Soldier's Creed, Warrior Ethos, Oath of Commissioned Officers, Oath of Enlistment, Ranger Creed	X	X	X
USMA Policy: USCC PAM 15-1 The Cadet Honor Code, System, and Committee Procedures, USCC PAM 600-26 USCC Respect Program	X		
USMA Traditions: Worth's Battalion Orders, Schofield's Definition of Discipline, The Alma Mater, The Corps	X		X
Army Programs and Priorities: U.S. Army SHARP Program, Ready and Resilient Campaign, Equal Opportunity Program		X	X
Character Exemplars: Washington, Cushing, Grant, Marshall, Winters, Patton, Eisenhower, Recent MOH Recipients, Nininger Award Winners	X	X	

d. CCDP Roles:

Tactical Officer/ Tactical Noncommissioned Officer (TACs): TACs supervise CCDP planning, rehearsals, execution, and After Action Review (AAR) efforts for their Companies. TACs set the example for professional behavior in their daily interactions with Cadets and the Cadet Chain of Command. Cadet training plans are approved by their company TACs.

Company Honor, Respect, and CASHA Representatives: Although CCDP is a commander's program, company representatives from the three executive committees play a crucial role in their respective part of CCDP. Company representatives are the subject matter experts on Honor, Respect, and CASHA-related processes and issues within the Cadet Company. They are the Cadet Chain of Command's primary resource for planning, rehearsing, executing, and assessing character training.



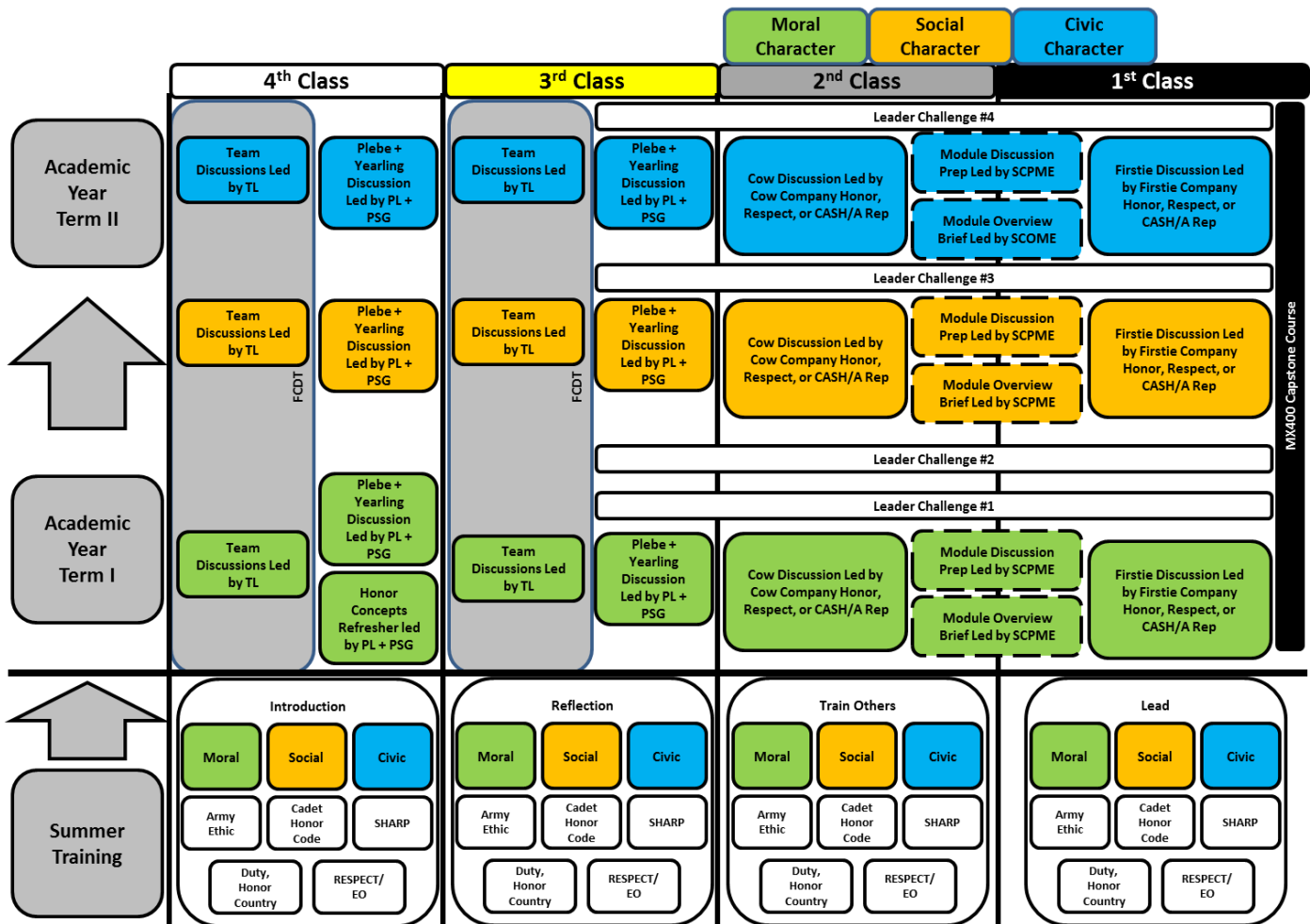
Cadets: Cadets are responsible not only for their own character development, but for facilitating the character development of those around them. All Cadets are expected continue to learn about their own personal character and professional identity, and to continue learning throughout their life.

1. 1st Class Cadets, as the commanders and senior leaders of the Corps, are expected to be examples of good character and to train and assess the development of Cadets in their units.
2. 2nd Class Cadets, as the non-commissioned officer leaders of platoons and squads, are responsible for developing and executing training plans to support their commanders' intent, and for continuing to develop those around them. A key 2nd Class Cadet responsibility is to supervise 3rd and 4th class Cadets in their execution of Fourth Class Development Time (FCDT).
3. 3rd Class Cadets support the chain of command through properly prepared, verified, and delivered education for their 4th Class Cadet(s). Third Class Cadets are the primary trainers of Fourth Class Cadets.
4. 4th Class Cadets are expected to learn the principles of good character and live up to their requirements at all times, in all environments. All Fourth Class Cadets engage fully in the educational exercises of CCDP designed for their participation.



Figure 3.1 depicts the key educational events for each class by facet of character and year. Summer training experiences reinforce concepts learned from the previous year or upon initial entry. The model depicts, generally, the sequence of the modules through the academic year.

Figure 3.1. CCDP Model





Chapter 4 – The Cadet Honor Code and System

a. Overview of the Cadet Honor Code, System, and Committee.

Cadets exercise stewardship of the Cadet Honor Code through the Cadet Honor Committee, the Cadet Honor investigation process, and education from the Cadet Character Development Program (CCDP) outlined in chapter 3. The Cadet Honor System is *developmental in nature*, designed to transform Cadets' motivation from compliance with the letter of the Cadet Honor Code to the internalization of the spirit of the Cadet Honor Code by the time they are commissioned into the United States Army. This overview provides the Cadet Honor System goals, a brief explanation of the three components, and a broad overview of how it develops the moral facet of character. USCC Pam 15-1, "The Cadet Honor Code, System, and Committee Procedures" provides a thorough and detailed explanation of the entire Cadet Honor System.

b. Goals of the Cadet Honor Code and System

The Cadet Honor System has a progressive set of goals that lead to the internalization of the spirit of the Cadet Honor Code. Cadet candidates arrive at West Point with varying understanding of the Cadet Honor Code (see Figure 1.1, Chapter 1). Every Cadet must comply with the Cadet Honor Code upon arrival to USMA but will internalize it prior to commissioning. Additionally, the Cadet Honor System is organized to enhance Cadet ownership of the Cadet Honor Code and to further an honorable culture. The specific goals for each year are in table 4.1:

Table 4.1: Goals of the Cadet Honor System

Cadet Honor System Goals	Fourth Class	Understand the purpose, spirit, and application of the Cadet Honor Code, and comply with its requirements
	Third Class	Continue internalize the Cadet Honor Code; assist in the development of Fourth Class Cadets
	Second Class	Continue to internalize the Cadet Honor Code; develop subordinates through education and mentorship; exercise stewardship of the Cadet Honor System
	First Class	Fully internalize the spirit of the Cadet Honor Code; exercise effective stewardship over the Cadet Honor System; create an honorable culture.

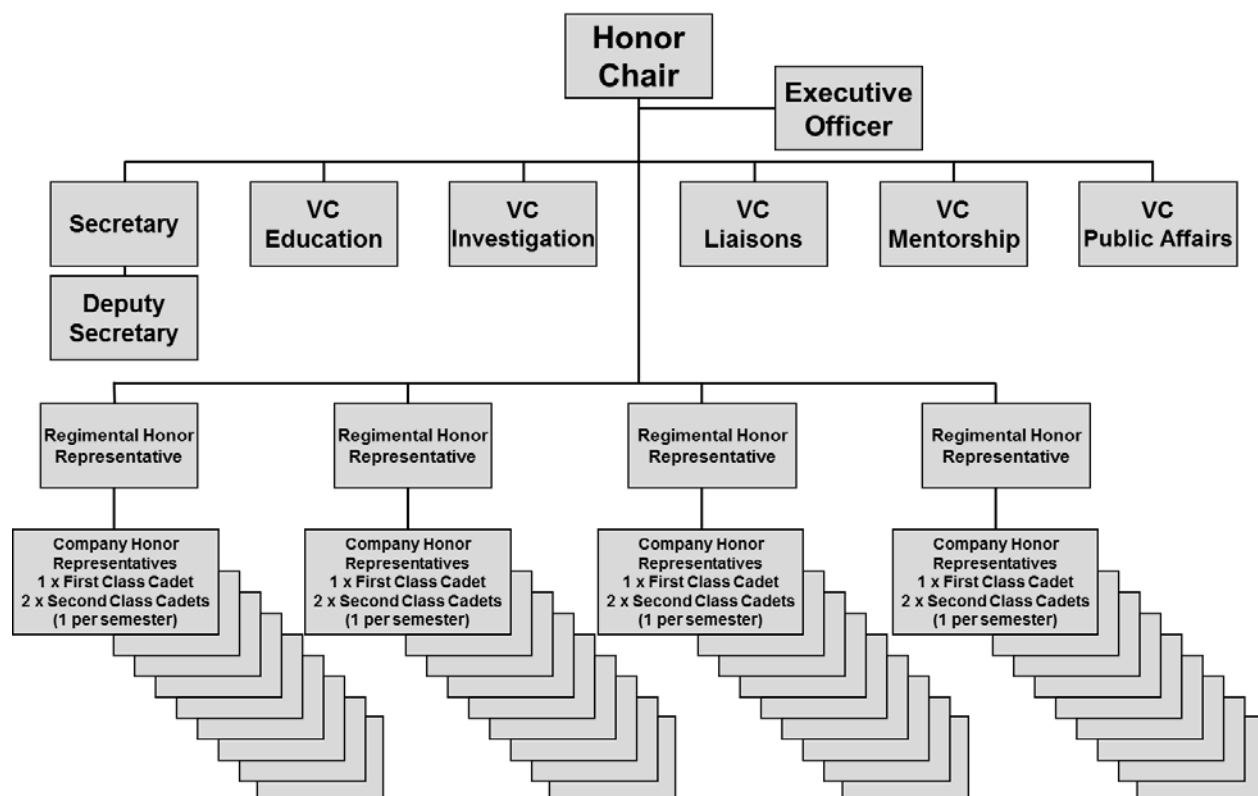


c. Concept of the Operation

Cadet Honor Education: Before they can exercise stewardship of the Cadet Honor System and internalize the spirit of the Cadet Honor Code, Cadets must understand the contents of the Cadet Honor Code and how the Cadet Honor System works. CCDP (see Chapter 3) provides the primary means of educating Cadets on the Honor Code and System.

Cadet Honor Committee: The Cadet Honor Committee exercises formal oversight of the Cadet Honor System. The Cadets selected for the Cadet Honor Committee have internalized the spirit of the Cadet Honor Code, have a passion for exercising stewardship over the Cadet Honor System, and possess the moral courage to ensure Cadets adhere to the spirit of the Cadet Honor Code. They receive extensive training in their specific roles within the Cadet Honor Committee and understand how the honor investigation process works. Each Cadet command level has an Honor Representative counterpart who advises and assists the commander with honor-related matters.

Figure 4.1: The Cadet Honor Committee



The Cadet Honor Executive Staff, minus the Cadet Honor Chair, is selected through interviews and recommendations consisting of the current Cadet Honor Executive Staff, SAH, BTB, BTO,



and SCPME Director, with final approval by the Commandant of Cadets. The Cadet Honor Chair goes through the same recommendation process but is approved by the Superintendent. At the end of each academic year, companies elect two Cadets to serve as Second Class Honor Representatives for one semester each. One of these two Cadets goes on to serve as the First Class Honor representative for the following academic year.

Cadet Honor Code Violation Adjudication: The processing and adjudication of Cadet Honor Code violations is a critical aspect of the Cadet Honor System. Trust in the Code is built by complete and timely investigations, transparency, and due process.

Honor Investigative Process: figure 4.2 (below) depicts the flow of an Honor case from inception to final adjudication by the Superintendent. After an investigation, the case is reviewed by the Regimental Honor Representative and the Vice Chair for Investigations. If a case is recommended to go forward, the Commandant will review and refer the case. The case will then go through one of the three board processes:

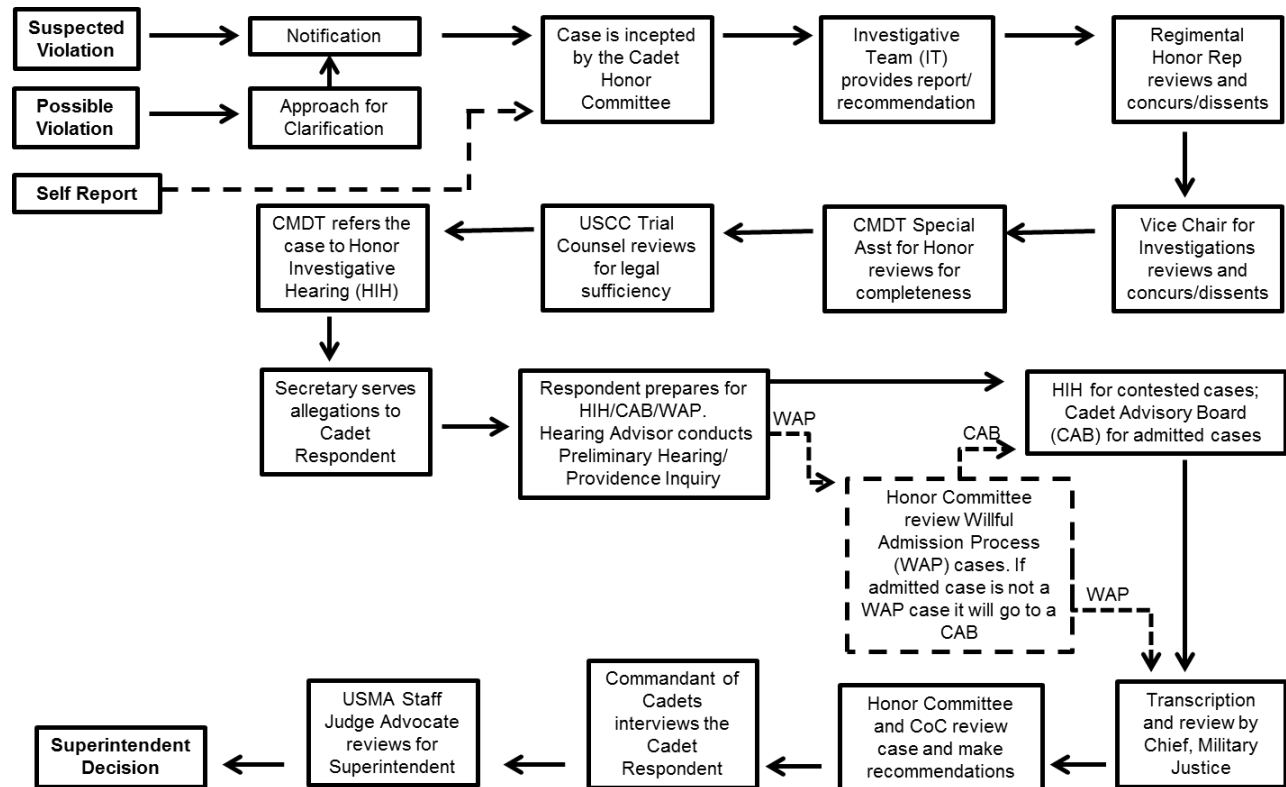
Honor Investigative Hearing (HIH) - a Cadet contests some or all of the elements of a referred charge(s) of a violation of the Cadet Honor Code. The case is presented to a Cadet panel consisting of nine voting members who will determine whether or not a violation of the Cadet Honor Code occurred. If a violation of the Cadet Honor Code is found, recommendations to the Superintendent for adjudication of the case will be conducted following the HIH, immediately or the next duty day, at a Cadet Advisory Board.

Cadet Advisory Board (CAB) - a Cadet is found to have committed a violation of the Cadet Honor Code either through an HIH or admission of all elements of a violation at a preliminary hearing. A panel consisting of nine voting members reviews the case and character witnesses/statements, and makes recommendations to the Superintendent for the adjudication of the case.

Willful Admission Process (WAP) - a Cadet self-reports or admits to violating the Cadet Honor Code within 24 hours of a notification and meets criteria outlined in USCC PAM 15-1, paragraph 4-14 for Willful Admissions. The Cadet must be found provident of all charges at a preliminary hearing prior to being recommended for the WAP. The WAP does not have a board but the case is reviewed by the Cadet Honor Executive Committee and if recommended for adjudication through the WAP, the case will go forward. The WAP streamlines the process for certain cases and removes the threat of separation from the possible sanctions.



Figure 4.2: The Honor Investigative Process



d. Role of USMA leaders and Cadets in the Honor Code and System

Role of the Commandant: The Commandant of Cadets appoints Investigative Teams to conduct investigations of violations of the Cadet Honor Code. The Commandant will review the recommended charges for violations of the Cadet Honor Code and will determine whether the allegations will be referred to an HIH, CAB, or WAP. The Commandant will convene the boards to preside over the HIH or CAB. The Commandant will make a recommendation to the Superintendent for all cases that are found to have violated the Cadet Honor Code.

Role of the Superintendent: The Superintendent approves the Cadet Honor Committee Procedures in accordance with AR 210-26 *The United States Military Academy* Chapter 6-16 and provides the approved information to Headquarters, Department of the Army. The Superintendent may retain and exercise discretion for all classes of Cadets found to have violated the Cadet Honor Code. The Superintendent will take final action in separation cases involving third and fourth class Cadets for Honor cases and can recommend separation to the Assistant Secretary of the Army, Manpower and Reserve Affairs for first and second class Cadets (AR 210-26 *The United States Military Academy*). The Superintendent is the approval authority for the Special Leader Development Program-Honor (SLDP-H).



The Superintendent's Honor Review Committee (SHRC) was created to provide recommendations and assessments of the Cadet Honor System to the Superintendent. It is comprised by the staff and faculty and the Cadet Honor Chair. The committee oversees the Cadet Honor Survey, conducts Honor-related focus groups, and has various sub-committees to assess different aspects of the Cadet Honor System. The SHRC provides periodic briefings, updates, and recommendations to the Superintendent on the Cadet Honor System.

e. Honor Mentorship and Remediation

Because the Cadet Honor System is developmental, the Superintendent may retain a Cadet found in violation of the Cadet Honor Code. Retained Cadets are enrolled in the Special Leader Development Program-Honor (SLDP-H) described in USCC PAM 15-1, Chapter 6. The SLDP-H pairs the Cadet with a formal mentor who guides the Cadet through exercises intended to facilitate reflection and introspection. Upon completion of the program requirements, the Cadet should reach a new level of understanding of honorable living. A Cadet may not graduate while enrolled in the SLDP-H.

Staff and faculty serve as role models for the retained Cadets. Through a recommendation and selection process outlined in USCC PAM 15-1, staff and faculty can volunteer to participate in this. The role model will navigate the retained Cadet through the SLDP-H.



Chapter 5 – Cadets Against Sexual Harassment and Assault (CASHA⁵) Program

a. Overview of the CASHA Program

The Cadets Against Sexual Harassment and Assault (CASHA) program implements the Army's larger Sexual Harassment/Assault Response and Prevention (SHARP) program. The mission of CASHA is "to inspire the Corps of Cadets in taking a proactive role in eliminating sexual harassment and assault from the military profession through service, education, and dedication to a culture of bystander intervention."

CASHA is a Cadet-led, Cadet-designed organization within the Corps that seeks to influence and inspire individuals to take an active role in creating a positive culture. The end state is a culture where sexual harassment and assault are not tolerated and where victims are comfortable reporting. Trust is the foundation that will enable this culture to thrive – leaders trust subordinates, subordinates trust leaders, and Cadets trust each other.

b. Goals of the CASHA Program

The CASHA program has four goals that apply to the entire Corps of Cadets:

1. Provide education and training resources to the Corps concerning sexual harassment and assault
2. Eliminate sexual harassment and assault from the Corps of Cadets
3. Support and develop command climates that foster respect for everyone
4. Motivate and support a culture of bystander intervention

Table 5.1 shows developmental goals by class year:

CASHA Training	Fourth Class	Understand the definitions, processes, and systems of the overall SHARP program and adhere to the requirements
	Third Class	Understand the definitions, processes, and systems of the overall SHARP program and adhere to the requirements; able to teach others
	Second Class	Understand the definitions, processes, and systems of the overall SHARP program and adhere to the requirements. Internalize that purpose of the SHARP program and train others.
	First Class	Understand the definitions, processes, and systems of the overall SHARP program and adhere to its requirements. Internalize that purpose of the SHARP program and establish a proper command climate.

c. Concept of the CASHA Program

⁵ The acronym "CASHA" replaces the cumbersome and confusing "CASH-A" and "CASH/A".



CASHA Committee: Although all Cadets are expected understand and comply with the requirements of the SHARP program, the CASHA Committee exercises formal oversight of the CASHA program. The Cadets selected for the CASHA Committee are a resource to the unit commander for training and educating their units. The CASHA Committee consists of one representative from each Cadet company, four regimental representatives, and three brigade representatives. The regimental and brigade representatives form the executive committee, which is responsible for curriculum development and assessment of training conducted by the company representatives.

CASHA training occurs at the company level within Cadet classes (typically 25-30 Cadets). These training sessions are facilitated by the company CASHA representative, and are part of the CCDP program (see Chapter 2). 4th class Cadets are taught the systems and process that West Point and the Army have in place to address SHARP-related issues. Each subsequent class of Cadet training shifts from a compliance-based model to a commitment to the ideals of the SHARP program and understanding the importance of treating everyone with dignity and respect. This ensures that graduates not only understand the administrative processes related to SHARP, but are truly committed to ending sexual harassment and assault.

Cadets who violate SHARP policies could potentially be separated from the United States Military Academy. They are occasionally are enrolled in the Special Leader Development Program for Respect (SLDP-R), depending on the nature of the offense.



Chapter 6 – Respect Program

a. Overview of the Respect Program.

The Respect Program's mission is to train Cadets to first comply with and then internalize the Army Value of Respect and the Army's Equal Opportunity Program. The intent of the Respect Program is to create and maintain a climate where Cadets treat everyone with dignity and worth, on-duty, off-duty, and online. The Respect Program directly contributes to developing Cadets' moral, civic, and social character traits. A full description of the program can be found in USCC PAM 600-26.

b. Goals of the Respect Program.

The goal of the respect program is to generate a positive climate of mutual trust among Cadets, staff, and faculty. The respect program has the following four goals for all Cadets:

1. Learn to treat others with dignity.
2. Develop courageous communication skills.
3. Understand and internalize Army EO policies.
4. Learn to develop a positive command climate.

Respect Goals by year group are shown in Table 6.1, below:

Cadet Respect Program Goals	Fourth Class	Understand the value of other people, and why treating others with dignity and worth is fundamental to leadership and the Army Profession. Treat others with dignity and worth at all times.
	Third Class	Understand the value of other people, and why treating others with dignity and worth is fundamental to leadership and the Army Profession. Treat others with dignity and worth at all times. Teach others the principles of the Respect Program.
	Second Class	Understand the value of other people, and why treating others with dignity and worth is fundamental to leadership and the Army Profession. Treat others with dignity and worth at all times. Internalize the principles of the Respect Program.
	First Class	Understand the value of other people, and why treating others with dignity and worth is fundamental to leadership and the Army Profession. Treat others with dignity and worth at all times. Internalize the principles of the Respect Program and establish a proper command climate.

c. Concept of the Operation

Respect Committee – Although all Cadets are expected to understand and comply with the tenets of the Respect Program, the Respect Committee serves as the primary advisors to the



Cadet chain of command on respect issues. The Respect Committee consists of a Brigade Executive Staff and both regimental and company representatives. Company Respect Representatives are selected at the Company level by the TAC Team, and Regimental and above positions are filled through formal leadership boards conducted by the Respect Executive Staff and the SCPME, in partnership with the BTM. The Respect Committee is led by the Respect Executive Staff and supervised by the Special Assistant to the Commandant for Respect. Governing documents for this program are the USCC 600-26 (USCC Respect Program) and the AR 600-20 EO Policy.

Respect Education - Respect Education is integrated into the CCDP (see Chapter 3). Respect principles address standards and expectations in on-duty, off-duty, and online interactions. Cadets learn to establish and maintain a positive command climate within all organizations in the Corps. TAC Teams, staff, faculty, coaches, ORs, OICs, and sponsors provide positive role modeling, coaching and development with all Cadets in all professional and social activities.

Special Leader Development Program - Respect (SLDP-R). The SLDP-R is designed to provide specialized developmental assistance to Cadets having committed EO violations or serious, persistent violations of respect principles. In the SLDP-R, a Cadet receives focused and deliberate training from a staff or faculty volunteer in a structured, six-month long developmental program that includes individual coaching, significant reflective journaling, role model interviews, and an in-depth individual developmental project. Cadets enrolled in SLDP-R will not graduate until successful completion of the program.

Special Leader Development Program-Organization (SLDP-O). The SLDP-O is designed to address respect-related misbehavior among groups (Companies, Teams, Clubs, or other subgroups). It is designed to specifically address subcultures that are inconsistent with the ideals of West Point. The SLDP-O includes coaching, reflective journaling, and role model interviews for all individuals, in addition to small group values discussions and team building sessions with the entire organization.



Chapter 7 – MX400: Officership

a. Overview of MX400.

MX400 (Officership) is a core course and the capstone experience for all First Class Cadets at the United States Military Academy. The course is optimally aligned with the Academy mission statement to develop and produce leaders of character. The Superintendent's intent for the course is that:

West Point's Capstone Course for Officership (MX400) provides all First Class Cadets a rigorous, integrative experience led by an interdisciplinary team to complete the initial development of their identity as an Army Professional and as a member of the Army Profession.

The Dean of the Academic board recently approved MX400 for inclusion in the core academic sequence, an important change that will take place in the future. The MX400 curriculum has also been adopted by both the United States Army Cadet Command (USACC) for use in 270 Reserve Officer Training Corps (ROTC) departments across the United States, and by the United States Army Officer Candidate School (OCS). This implementation aligns the three commissioning sources to a common capstone education experience for future 2nd Lieutenants.

b. Goals of MX400

The course content 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. The goals of the course include:

- a. Complete the transition from a Cadet (apprentice) identity to an officer (professional) identity, prepared for the stewardship of the Army profession and a commitment of service to the Nation;
- b. Develop a distinctive professional outlook that is firmly grounded upon being a leader of character, a military professional, and a practitioner of mission command;
- c. Explain why war is a complex human endeavor and therefore practice leader competency sets focused on challenges and opportunities within the Human Dimension;
- d. Hone judgment and refine decision-making ability across the domains of expert knowledge (Military-Technical, Political-Cultural, Human Development, Moral-Ethical);
- e. Develop a habit of professional curiosity and a personal ethic that prizes total fitness and life-long learning and self-development as an Army professional.



c. MX400 Curriculum and Assessment

The course's curriculum is based on a seminar-style format conducive to putting theory into action, with a combination of professional discussion, hands-on experience with tactical decision exercises, role-playing scenarios, reflection exercises, and developmental exposure to contemporary operational leaders. Each of these methods shares a common goal: internalization of a military identity as a commissioned leader of character within the Army profession.

The course is designed with five primary course content blocks:

1. The Army in Transition: to address the unique strategic, operational, and tactical challenges as the Army prepares for future missions;
2. Officership in Action - Mission Command: core philosophy and warfighting functions of the profession;
3. The Military Profession: foundations of military professionalism;
4. The Company Grade Officer: focus on junior officer expertise;
5. Turning Theory into Practice: focus on greater demands of political, social, and cultural expertise during career progression.

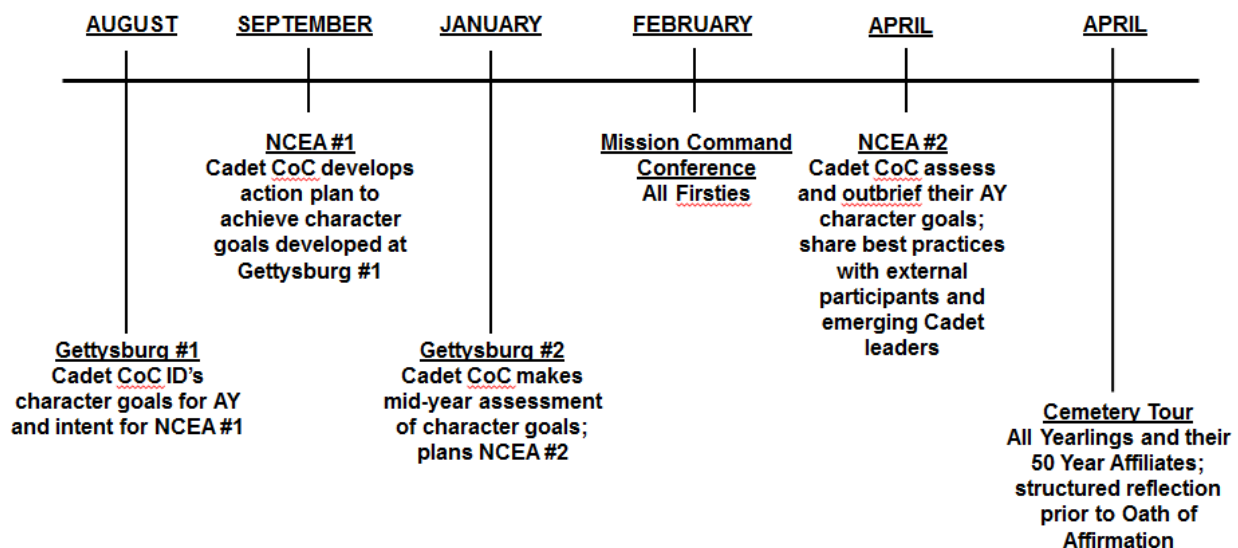
The course is assessed through several reflective writing exercises, a written doctrinal exam, and a cumulative oral practicum as the final exam for the course.



Chapter 8 – Key Developmental Experiences

a. General Overview. There are countless character development activities, events, and forums throughout the Academy in the Academic, Military, Physical and Character Programs. This chapter presents the events sponsored, hosted, or led by SCPME, and is not intended to be exhaustive.

Figure 8.1: Tying together major events in support of a coordinated Character Program



b. The National Conference on Ethics in America. The National Conference on Ethics in America (NCEA), is hosted twice a year (starting in AY 16) by the Simon Center. The NCEA serves as a venue for Cadets and undergraduates from across the nation to convene to discuss salient moral and ethical issues and empower them to take an active role in resolving them. The conference model format typically includes plenary speakers, workshops, small group discussions, table-work, and action plan out briefs to Academy leadership.

The goals of the bi-annual NCEA are:

1. Inspire Cadets and students to take ownership of their own character development.
2. Develop national awareness of the importance of ethical behavior in the undergraduate community.
3. Provide a forum for candid discussion about universal ethical principles and concepts.



4. Challenge Cadets and student participants to think critically and practice values-based decision making about relevant issues spanning a diverse range of topics.

c. Inspiration to Serve Cemetery Tour. For the past decade, the SCME has hosted the Annual “Inspiration to Serve” Cemetery Tour for all Yearlings during Projects Day late in the spring semester. This event provides the Third Class the opportunity to reflect on the selfless service and personal sacrifice of fallen graduates of USMA and others who have made significant impacts in service to the Army and the Nation.

d. Mission Command Conference (MCC). The MCC is a collaborative effort between the USCC Staff, SCPME, and the Brigade Tactical Department (BTD). The conference is designed to inspire graduating Cadets to selflessly lead with character and honor, within a framework of the six mission command principles (ADRP 6.0). The conference represents an opportunity to expose First Class Cadets from multiple commissioning sources to a wide variety of exceptional officers and non-commissioned officers from the operational force. The format of the conference includes: Senior Leader Keynote address, interactive panels, small group discussions, and moral-ethical leader challenge exercises.

e. Pershing Essay. As part of the MX400 Officership curriculum, First Class Cadets reflect on those leadership and character developmental experiences at West Point that had the most significant impact on their personal and professional growth and development, and to share what lessons they learned from each. The best essays are considered for the Pershing Writing Award, awarded in the spring of each year.

f. 50 Year Affiliation Visits/Opportunities. Members of the 50 Year Affiliate Classes are paired with their respective Cadet classes and serve as senior mentors during character development discussions in the CCDP curriculum (i.e., Leader Challenge events, select lessons). This program has three main goals: to allow Cadets to discuss moral-ethical topics with senior mentors, to take advantage of insights offered by the class affiliates, and to reinforce enduring themes that remain relevant in today’s operational environment.

g. Gettysburg Leadership and Character Development Experiences. Several times each semester, groups of Cadets travel to Gettysburg and other off-site locations to experience leadership and character development lessons on the battlefield. In observing the past, Cadets are inspired to build unity, strengthen team/unit cohesion, and build on core values and enduring leadership themes from battlefield leaders and events. The BTD and ODIA are the lead for their respective Cadet groups for these events, with the SCPME serving in a support role.



Chapter 9 – Assessment of the Character Program

a. Introduction to Character Program Assessment

As Chapter 1 of this volume noted, the character of Cadets is widely dispersed before they enter the Academy, and the Academy's mission requires it to produce "leaders of character" for the nation. For more than 200 years, West Point has done just that, as evidenced by the thousands of graduates who have performed heroically in combat and honorably in peace.

However, the increasing availability and accuracy of social science research methods require much more than has been done to date: simple descriptive statistics do little to inform the improvement of programs designed to develop character. The purpose of any character assessment should be two-fold: first, to *assess* whether individual Cadets are "leaders of character" and second, to *improve* character developing programs across the Academic, Military, Physical and Character programs when indicated by assessment results. The first purpose is one of measurement, and the second one relies on inferring or proving a causal relationship; that is, that some program or procedure causes change in a measure of character.

One area of ongoing concern is that most assessment efforts of the Character Program have major or minor flaws that limit their usefulness for either of these purposes. One major flaw is the so-called "ecological fallacy," which occurs when researchers measure the characteristics of a population and then assume that individuals within that population have the same characteristics as the population. Another common problem is that most measures of character are survey-based, opening the research to the possibility of various systematic flaws.

Finally, many efforts to develop or improve character are begun or continued for reasons other than solid scientific evidence of efficacy. For example, major changes are often made by well-intentioned leaders, based solely or primarily on their experience and intuition rather than demonstrated scientific validity.

b. Responsibility for Assessment

The SCPME is responsible for assessing character development for the Superintendent's review and consideration. The assessment includes both direct and indirect measures for individual Cadets and organizational culture (command climate). SCPME coordinates with the Superintendent's Honor Review Committee (SHRC) and the Office of Institutional Research (OIR) to collect and analyze data from several sources to include the Corps of Cadets, staff & faculty, recent graduates, field commanders, and US Army War College students (former battalion commanders). This effort augments character assessment in other programs such as academic course grades, Character in Sports Index (CSI), military grades, MX400 grades, and periodic development reviews (PDRs). Every Program directorate continually assesses individual character facets within their Program and provides this assessment within each of the WPLDS outcomes to the WPLDS Assessment Subcommittee.



The Chair for Officership and the Chair for Character Development, both endowed positions, are responsible for character assessment efforts within the SCPME. They work closely with the OIR, SHRC, the WPLDS IEC and outside researchers to develop assessment efforts.

c. Current Character Assessment Efforts

Academy-wide or Army-wide character assessment efforts are in several categories, shown below.

Table 9.1: Recurring Character Assessment Efforts

Survey Name	Purpose	Level
Periodic Development Review	Assess character traits and develop individual Cadets	Individual reporting; individual results
Character Development Survey	Assess Cadet attitudes toward certain character-relate topics	Individual reporting; aggregate results
SHRC Honor Survey	Assess Cadet, faculty, and staff attitudes toward the Honor Code and System	Individual reporting; aggregate results
Basic Officer Leadership Course Survey	Assess performance of graduates in initial entry training	Individual reporting; aggregate results by branch
US Army War College Survey	Assess performance of USMA graduates in the operational force	Reporting by former battalion commanders

Table 9.2: Program-specific character assessment by line of effort:

Program	Name of Assessment Effort	Purpose
Honor	SHRC Annual Honor Survey	Assess Cadet, faculty, and staff attitudes toward the Honor Code and System
Honor	Board Member Survey (forthcoming)	Assess attitudes and knowledge among Honor Board members toward the Honor Code and System
CASHA	Annual DoD Gender Relations Survey	Cross-sectional assessment of attitudes related to sexual harassment and assault at all service academies.
MX400	Multiple Graded Events	Understand grasp of doctrine and concepts



d. Future Character Assessment Efforts

All known character assessment programs at this time are cross-sectional. For that reason, none of them can accurately assess causality. Future program assessments must break that mold, and begin to assess character growth that is due to specific programs or events. Although sometimes difficult, this type of assessment is possible if we are to establish a feedback loop by which our assessments inform our programs instead of just describing what we currently can observe about the state of character.

One promising assessment effort that is currently underway is being conducted by a team of researchers from Stanford University and Tufts University. These researchers intend to go beyond description and to establish causality. Their four research questions are below:

1. How does West Point achieve its mission to “educate, train, and inspire Cadets” to become leaders of character?
2. To what extent are the “pillars” of West Point aligned with the character and leadership development goals of USMA?
3. What are the strengths and vulnerabilities of the West Point model in developing Cadets into officers?
4. What components of the West Point educational experience support professionalism in the Profession of Arms?

SCPME routinely welcomes external observation as a means to bring fresh perspectives and diversity of thought to the assessment of the Cadet Honor System. Other notable special projects include a longitudinal study of the USMA Class of 2013 (conducted by the Center for the Army Profession and Ethic), and a forthcoming study of the Honor Program (conducted by researchers at Harvard University).