



UNITED STATES MILITARY ACADEMY

WEST POINT, NEW YORK



MILITARY PROGRAM

ACADEMIC YEAR 2024

DEPARTMENT OF MILITARY INSTRUCTION



Table of Contents

<u>Commandant Memorandum for Cadets, Staff and Faculty</u>	3
<u>Director Military Instruction Memorandum for Cadets, Staff and Faculty</u>	5
<u>Major Changes Included in the AY2023 Revision</u>	6
<u>Chapter 1 – Overview of the Military Program</u>	7
<u>Chapter 2 – Baseline Requirements, Evaluations, and Actions Upon Deficiency</u>	12
<u>Chapter 3 – Fourth Class year</u>	19
<u>Chapter 4 – Third Class year</u>	25
<u>Chapter 5 – Second Class year and First Class summer</u>	30
<u>Chapter 6 – First Class Fall and Spring Term</u>	35
<u>Chapter 7 – Military Program Score</u>	38
<u>Annex A – FY23 BOLC-A Common Core Task List Crosswalk</u>	39
<u>Annex B – Military Individual Advanced Development Opportunities</u>	42
<u>Annex C – ML100 Course Overview</u>	43
<u>Annex D – MS100 Course Overview</u>	45
<u>Annex E – ML200 Course Overview</u>	46
<u>Annex F – MS200 Course Overview</u>	47
<u>Annex G – MS300 Course Overview</u>	48
<u>Annex H – ML300 Course Overview</u>	49
<u>Annex I – Military Lab / Military Science Grading Standards and Policy</u>	50
<u>Annex J – Additional Military Development Grading Policies</u>	51
<u>Annex K – Branch Selection Program</u>	58
<u>Annex L – Special Case Populations</u>	67
<u>Annex M – Accessions Transition Assistance Program</u>	70
<u>Annex N – Military Program Awards Program</u>	72
<u>Annex O - Roles and Responsibilities</u>	74
<u>Annex P – References</u>	77
<u>Annex Q – Abbreviations and Acronyms</u>	79



MEMORANDUM FOR Cadets, Staff and Faculty

SUBJECT: Military Program (Greenbook), Academic Year 2024

1. The Military Program (Greenbook) synchronizes with the [Character, Physical](#), and [Academic Programs](#) to achieve the strategic efforts established by the [West Point Leader Development System](#) and [USMA Strategy](#) (updated October 2020).
2. The Greenbook operationalizes the [USMA Military Program Strategic Plan](#), providing program-level guidance and policies for cadet development goals, requirements, activities, classroom instruction, summer training events, and leader development experiences. It is the Military Program's governing document for cadet development and supports improvements across the Military, Character, Physical, and Academic domains.
3. USMA's purpose, IAW [10 U.S.C. § 7431](#), is "for the instruction and preparation for military service of . . . 'cadets'." The Military Program plays a pivotal role in achieving this statutory mission that emphasizes such preparation. The overall purpose of the Military Program, as outlined in the Greenbook, supports the USMA mission by instilling cadets with 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, per [10 U.S.C. § 7434c](#), [DoDI 1322.22](#), and [AR 150-1](#) (USMA Organization, Administration, and Operation) is the Director of the Military Program and the supported commander¹ for military development of cadets. The Commandant retains final decision and validation authority for all Military Program events, activities and requirements, and its implementation, subject to the advice of the Academic Board on academic aspects and approval of the Superintendent. As the supporting commander², the Dean is responsible for ensuring that the [Common Core Task List \(CCTL\)](#) commissioning requirements are not removed from relevant syllabi (see [Annex A](#)).
5. The Department of Military Instruction (DMI) is the proponent for the Military Program and serves as the point of contact for all inquiries regarding the Greenbook, Military Program, and Military Program Strategic Plan. Further, the DMI Director serves as the coordinating authority³

¹ Supported Commander ([JP 3-0](#)). In the context of a support command relationship, the commander who receives assistance from another commander's force or capabilities, and who is responsible for ensuring that the supporting commander understands the assistance required.

² Supporting Commander ([JP 3-0](#)). In the context of a support command relationship, the commander who aids, protects, complements, or sustains another commander's force and who is responsible for providing the assistance required by the supported commander.

³ Coordinating Authority ([FM 1-02.1](#)): A commander or individual who has the authority to require *consultation* between the specific functions or activities involving forces of two or more Services, joint force components, or forces of the same Service or agencies but does not have the authority to compel agreement.



to ensure appropriate coverage of all Army-required commissioning tasks in the curriculum (see [Annex A](#)) and to identify emerging research and findings from across USMA that affect military development and then add them into cadet military science classes and/or Cadet Summer Training.

6. This document is posted to the [Academy Management System \(AMS\)](#) and on the [Cadet Information System \(CIS\)](#).

QUANDER.MARK.
CHRISTOPHER.10
19048736

Digitally signed by
QUANDER.MARK.CHRISTOPHE
R.1019048736
Date: 2023.06.08 11:54:28 -04'00'

MARK C. QUANDER
Brigadier General, USA
Commandant of Cadets



MACC-Q

01 June 2023

MEMORANDUM FOR Cadets, Staff and Faculty

SUBJECT: Foreword—Military Program (Greenbook), Academic Year 2024

1. Since the Academy's founding, graduates have found themselves operating in dynamic and continuously changing conditions in times of both war and peace. The future will only present more difficulty as conflict becomes more complex and unpredictable. The Military Program – one of four programs of cadet development – endeavors to not only prepare graduates to operate effectively in today's environment, but also aims to build the capacity and confidence to evolve with the US Army and our adversaries' capabilities.
2. Among the Military, Character, Physical, and Academic domains, the Military Program provides the primary source and continuum of military foundational competency development over the 47-month USMA experience. The Greenbook is the governing document of the Military Program with respect to cadet development. It articulates the diverse activities, events, and requirements and provides both a framework and a foundation for the Military Program's organization, orchestration, and execution. It describes the Military Program's role in achieving USMA's statutory mission that emphasizes preparation for military service IAW [10 U.S.C. § 7431](#).
3. All personnel assigned to West Point, including Tactical Officers and Non-Commissioned Officers, faculty, staff, coaches, and civilians who interact with cadets, have a stake in the cadets' transformation into commissioned officers. The Military Program is a critical component of our central purpose – 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 Military Program is charged with developing graduates who are grounded in fundamentals, capable of inspiring subordinates, and comfortable leading in ever-changing, ambiguous conditions.

Digitally signed by
SAWYER.ADAM.MARK.1038414
018
Date: 2023.06.13 09:12:21 -04'00'

ADAM M. SAWYER
LTC, IN
Director of Military Instruction



Major Changes Included in the AY 2024 Revision

1. Updated ACFT language
 - a. Requirement for passing an ACFT prior to Affirmation and Commissioning (*p. 15, 27*)
 - b. Updated CBT ACFT language (*p. 20*)
 - c. New ACFT Scoring Scale for Military Development Grading (*p. 51*)
2. Updated ABCP Standards (*p. 52*)
3. Added additional CBT Missed Training Standards to better inform decision-making regarding cadets that are unable to participate in training due to various medical factors. (*p. 22*)
4. Common Core Task List (CCTL) Updates. (*p. 39*)
 - a. The FY23 CCTL task numbers realigned with separate categories for "Soldierization" and "Tactical & Warrior Tasks and Battle Drills."
 - b. Adjust Indirect Fire tasked to BOLC-A from BOLC-B (ML200)
5. Updated Military Science and Training Language based on newly published FM 3-0 Operations (OCT 2022)
 - a. Add Multi-Domain Operations/Large Scale Combat Operations (MS/L300) (*p. 30*)
 - b. Added FM 3-0 Operations as reference Annex P (*p. 83*)
6. CBT Minimum Requirements (add D&C, employ Hand Grenades, BT LFX) (*p. 21*)
 - a. All BOLC-A tasks previously executed during CBT but absent from minimum ML100 standards in Greenbook.
7. Change ODIA to AWPAD (*p. 18*)
8. Adjust "Military Program Goals" to "Cadet Outcomes in the Military Program" to strengthen focus on cadet development instead of organizational focus (*p. 8*)



Chapter 1 – Overview of the Military Program

1.01. Proponent. The Commandant of Cadets, per [10 U.S.C. § 7434c](#), [DoDI 1322.22](#), and [AR 150-1](#), is responsible for the Military Program and is the supported commander⁴ for military development. The Department of Military Instruction is the proponent for the Military Program and the DMI Director serves as the coordinating authority⁵ for all academic, physical, and character classes, projects, and activities that support the Military Program and development. The Commandant retains final decision and validation authority for all Military Program events, activities and requirements, and its implementation, subject to the advice of the Academic Board on academic aspects and approval of the Superintendent. As the supporting commander⁶, the Dean is responsible for ensuring that the [Common Core Task List \(CCTL\)](#) commissioning requirements support by the relevant syllabi (see Annex A). The major organizations planning, designing, validating, and executing the Military Program are [DMI](#) and the [Brigade Tactical Department \(BTD\)](#). The [Simon Center for the Professional Military Ethic \(SCPME\)](#) also plays an important role in the Military Program as the proponent for the Character Program and the Superintendent’s capstone course, MX400 (Officership), an integration of the Academic, Military, and Character Programs that demonstrates the unique demands of Officership. The Academic Department also plays a critical role in military development by teaching CCTL commissioning requirements in the USMA core curriculum and conducting research projects into emerging military technologies, some of which may be integrated into Military Science (MS) and Cadet Summer Training (CST). The Greenbook provides Military 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. Per [10 U.S.C. § 7431](#), the United States Military Academy’s purpose is “for the instruction and preparation for military service of . . . ‘cadets’.” The Military Program plays a central role in supporting the mission of the United States Military Academy and the strategic goals outlined in the [USMA Strategy](#). The Military Program, when complemented by the [Academic](#), [Physical](#), and [Character](#) Programs, supports Cadet’s achievement of the outcomes established by the [West Point Leader Development System \(WPLDS\)](#).

⁴ Supported Commander ([JP 3-0](#)). In the context of a support command relationship, the commander who receives assistance from another commander’s force or capabilities, and who is responsible for ensuring that the supporting commander understands the assistance required.

⁵ Coordinating Authority ([FM 1-02.1](#)): A commander or individual who has the authority to require *consultation* between the specific functions or activities involving forces of two or more Services, joint force components, or forces of the same Service or agencies but does not have the authority to compel agreement.

⁶ Supporting Commander ([JP 3-0](#)). In the context of a support command relationship, the commander who aids, protects, complements, or sustains another commander’s force and who is responsible for providing the assistance required by the supported commander.



1.03. Military Program Purpose. The purpose of the Military Program is to instill in cadets the foundational military competencies necessary to win in the US Army, while inspiring them to professional excellence and service to the nation.

1.04. Cadet Outcomes in the Military Program. The Military Program ensures that cadets achieve seven outcomes.

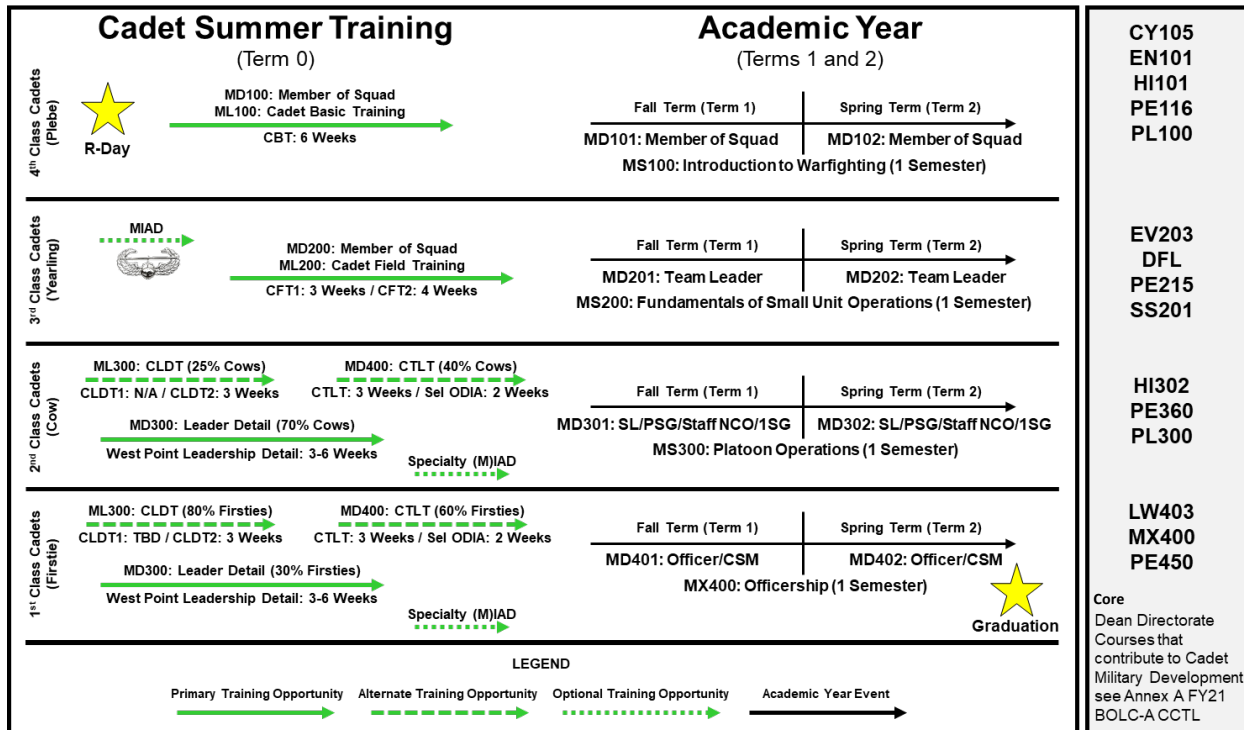
- 1) Demonstrate proficiency and confidence in foundational military competencies.
- 2) Demonstrate an understanding of how to prepare Soldiers and build teams.
- 3) Apply concepts and principles of doctrine and warfighting to problem solving.
- 4) Demonstrate how to critically think about and understand war and warfare in width, depth, and context.
- 5) Demonstrate the core attributes (BE and KNOW) and competencies (DO) of the Army Leadership Requirements Model in accomplishing assigned missions.
- 6) Demonstrate superior performance in troop leading procedures (TLPs), marksmanship, and land navigation.
- 7) Demonstrate character, commitment, and competence as Army professionals.

1.05. Foundational Military Competencies. Each of the seven cadet outcomes seeks to support the development of vital behaviors expected of junior officers. The goals address foundational military competencies, defined as those critical skills in which all leaders, regardless of rank, position, or branch, are expected to demonstrate expertise. Within the context of the Military Program, these competencies include the areas of Soldierization, Survive, Communicate, and Shoot & Move from the approved CCTL.

1.06. Military Program Design. The Military Program serves as the framework for cadet military training and leadership development focused on the roles and principles of officership (see Fig. 1). The Military Program focuses 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 that permeate the Army culture and are essential to its discipline and readiness. Cadets must learn and demonstrate the rigorous standards of conduct in the military domain. 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 and steward the profession, just as the Army will expect them to do when commissioned. Experiences within the Military Program adhere to the USMA Strategy and provide 47 months of leadership development that produce graduates who “Live Honorably, Lead Honorably, and Demonstrate Excellence” as promulgated by the WPLDS outcomes. The Military Program is conducted in accordance with Army Doctrine Publication 6-22 ([ADP 6-22](#)), Army Leadership and the Profession, July 2019. The Military Program is organized into four principal components that synchronize to support USMA’s mission. The components include Military Training, Military Science and Officership, Leader Development, and Accessions.



Figure 1: AY 2022-23 Military Program Design



a. Military Training (Term 0 – Cadet Summer Training) consists of the military-related training events and activities that are normally conducted during CST in the summer Term 0 of the academic year. The Military Training events include:

- Military Lab 100: Cadet Basic Training (ML100: CBT)
- Military Lab 200: Cadet Field Training (ML200: CFT)
- Military Lab 300: Cadet Leader Development Training (ML300: CLDT)
- Military Individual Advanced Development (MIAD) Schools and opportunities.

The DMI Director is responsible for the planning and execution of summer 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 (Terms 1 (Fall Semester) and 2 (Spring Semester)) is an iterative and progressive sequence of four core courses that instill foundational technical and tactical competencies in TLPs, small unit tactical employment, weapons proficiency, land navigation, first aid, and tactical communications. They are complemented and reinforced by tactical decision-making exercises, combat simulations, and faculty experience. MS courses include:



- MS100: Introduction to War Fighting (for Fourth Class Cadets)
- MS200: Fundamentals of Small Unit Operations (for Third Class Cadets)
- MS300: Platoon Operations (for Second Class Cadets)

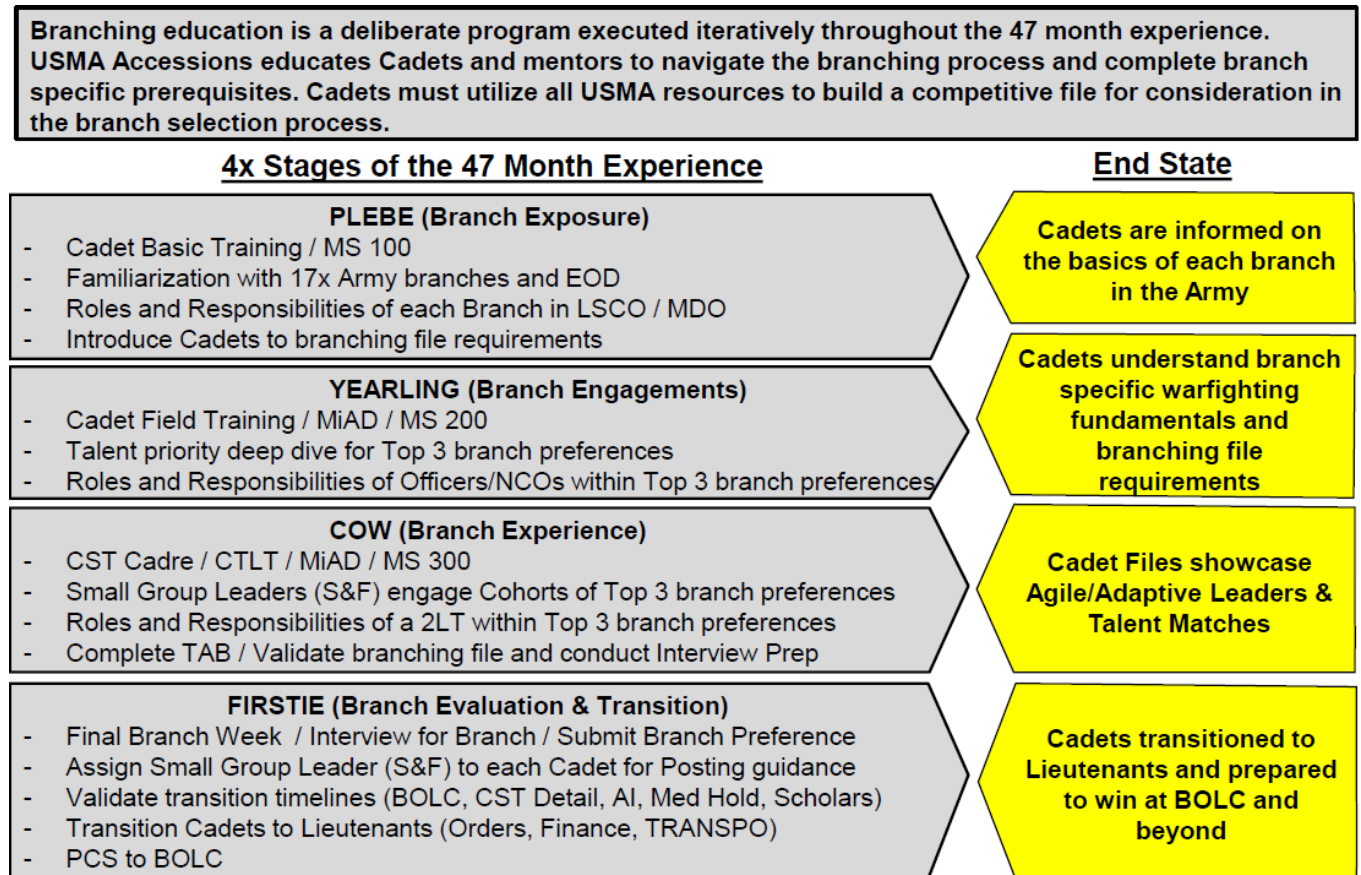
The DMI Director is responsible for the MS sequence and the evaluation of the core MS courses. The Director of SCPME is the proponent for MX400 – Officership, the Superintendent’s capstone course that demonstrates the unique demands of Officership through the integration of the Academic, Military, and Character programs.

c. Leader Development integrates cadets’ entire performance in their duties as a member of the United States Corps of Cadets (USCC) and assesses their progress towards graduation as a leader of character. Cadets are challenged with duties and responsibilities within the chain of command in addition to the rest of their individual graduation requirements. Tactical (TAC) Officers and Non-Commissioned Officers (NCO) support cadet development through coaching, teaching, and mentoring. Leader development is assessed through MD grades input from the cadet chain of command and TAC 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 increasing responsibility over the 47-months at USMA. MD grades are based on the cadet’s performance in the assigned duty position and the TAC Team’s assessment of potential to serve as a leader of character informed by the cadet’s performance in the academic, character, and physical programs. MD grades are captured on the Cadet Development Report (CDR) and reflect a cadet’s conduct during the rating period and performance in the [Army Combat Fitness Test \(ACFT\)](#). The MD grade is made up of 15% rater grade, 25% senior rater grade, 50% TAC Team grades, and 10% Army Combat Fitness Test (ACFT).

d. Accessions. The [Accessions Program](#) is comprised of numerous processes and touchpoints that span the 47-month cadet experience (see Fig. 2). The Branch Education and Mentorship Program (BEMP) and the Accessions Transition Assistance Program (ATAP) are the primary components of the Accessions Program. DMI partners with the Department of Army G1 (DA G1) and its Military Personnel Management Directorate (MPMD) 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 talent priorities of each branch, ultimately striving to better meet the needs of the Army. The Accessions Division continually educates and mentors cadets to navigate the branching process, while leading the transition process from cadet to lieutenant during the second semester for the graduating class.



Figure 2: AY 2023-24 Accessions Program



e. Optional Military Development Activity. Cadets also can partake in additional development through attendance at [Modern War Institute](#) speaker panels and conferences, branch mentorship, and DMI or Directorate of Cadet Activities (DCA) clubs. These clubs include:

- [Irregular Warfare Club](#)
- [West Point Drill Team](#)
- Future Applied Systems Team (formerly the Close Combat Team)
- [Combat Weapons Team](#)
- [Pistol Team](#)
- [Law Enforcement Tactics Club](#)
- [USMA Sandhurst Black and Gold Teams*](#)
- [Paintball / Airsoft Teams](#)
- [Army West Point Esports](#)

*OIC/NCOIC will not come from DMI.



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

2.01. Overview. This chapter will explain the Military Program baseline requirements that are mandatory events and activities cadets must successfully complete to meet the standards of the Military Program and earn their commission from USMA. Failure to complete these requirements constitutes a deficiency in the Military Program. Participation in other programs requiring cadet absence from any portion of the 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 Program Score – Cumulative (MPSC). The minimum standards are:

- End of Fourth Class year: 1.70
- End of Cadet Field Training: 1.80
- End of first semester Third Class year: 1.85
- End of Third Class year and beyond: 2.00

Cadets who fall below required levels will be reported deficient in MPSC to the Academic Board. Further explained in paragraph 2.08, these cadets will receive a conditioned status that requires remediation or will result in separation. 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 Leader Detail may be removed from conditioned status at the end of the summer training term if their MPSC rises above the minimum. In accordance with [Chapter 7](#) (Military Program Score), if deficient rising Second or First Class Cadets are not assigned a West Point Leader Detail or CLDT, the summer training period will not be counted as an additional term because they lack opportunity to improve their MPSC.

2.03. Military Training, Science, and Development Evaluation and Tracking Responsibility

a. Timely and accurate military training record management is paramount within USCC, as it is within any Army unit. Because military training records reflect the readiness, certification, and progression of both individuals and units, it is important to assign and clarify responsibility for updating cadet training records. Maintaining and updating military training records is a partnership between DMI and BTM. During CST and throughout the academic year, DMI and BTM work in concert to record completion and input.

(1) DMI is responsible for timely and accurate input of MS and ML course grades into the Academy Management System (AMS).

(2) BTM is overall responsible for timely and accurate input of MD grades.

(3) Because CST involves personnel from DMI, BTM, USMA, US Army Forces



Command (FORSCOM), and US Army Reserve/Army National Guard (USAR/ARNG units, both DMI and BTD leaders will coordinate to ensure detail cadre input components of, and overall ML and MD grades, in a timely and accurate fashion. This facilitates cadet awareness of their own progression, and informs organizational leaders during Academic Boards, After Action Reviews (AAR), and A/C weekend training guidance formulation.

(4) Following any training event, DMI will ensure records are updated within 72 hours of completion.

2.04. Military Training Requirements (Term 0 – Cadet Summer Training).

a. Baseline Requirements. Taken during CST as part of the overall Military Program, a cadet must pass all three military laboratory courses (ML100, ML200, and ML300) to be considered proficient within the Military Program:

- ML100, Cadet Basic Training (CBT) (Pass/Fail) ([Annex C](#))
- ML200, Cadet Field Training (CFT) ([Annex E](#))
- ML300, Cadet Leader Development Training (CLDT) ([Annex H](#))

b. Summer Training Evaluations and Assessments. ML training and assessment is intended to develop cadets into commissioned officers, highlighting leadership challenges they will likely face, regardless of branch. The duties and responsibilities for the chain of command are described in the [USCC Pam 6-22](#). Cadets in ML200 and ML300 receive letter grades (A through F) based on individual performance in accordance with established tasks, conditions, and standards (see [Annex I](#)). ML100 is evaluated as Pass/Fail/No-Credit based on the completion of required training events.

2.05. 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 ([Annex D](#))
- MS200, Fundamentals of Small Unit Operations ([Annex F](#))
- MS300, Platoon Operations ([Annex G](#))
- MX400, Officership ([Goldbook](#))

b. Evaluations. Performance in military science is evaluated based on demonstrated proficiency relative to course standards (see [Annex I](#)). Cadets demonstrating outstanding performance earn “As; commendable performance, “Bs; satisfactory performance, “Cs; marginal performance, “Ds; and unacceptable performance, “Fs. The grade scale is similar to academic classes that utilize a grade scale with +/-.



2.06. Leader Development Requirements (Term 0 thru 2).

a. Baseline Requirements. A cadet must pass all MD courses and successfully complete Cadet Troop Leader Training (CTLT, MD400) to be considered proficient within the Military Program. BTM manages evaluation for all MD courses:

- MD100: New Cadets (Member of Squad)
- MD101/102: Fourth Class Cadets (Member of Squad)
- MD200: Third Class Cadets (Member of Squad)
- MD201/202: Third Class Cadets (Team Leader)
- MD300: West Point Leader Detail
- MD301/302: Second Class Cadets (First Sergeant, Squad Leader, Platoon Sergeant, Staff NCO)
- MD400: Cadet Troop Leader Training (CTLT) (Pass/Fail)
- MD401/402: First Class Cadets (Officer, Command Sergeant Major)

b. Key Developmental Positions. These positions are fundamental to the development of a cadet to provide experiences that will impact the development of each cadet. These select positions are commensurate with the scope, level of responsibility, and span of control that each cadet will experience upon commissioning and serving in the operational Army as platoon leaders and junior staff officers. Cadets must serve in one of the key developmental positions during their Second or First Class years. Cadets can fulfill one of these positions during either the academic year or their West Point Leader Detail in the summer term. Exceptions to this policy are authorized only through the BTO. Key developmental positions include: Squad Leader, Platoon Sergeant, Platoon Leader, First Sergeant, all Executive Officers, Command Sergeant Major, and Commander; Battalion, Regiment, and Brigade Primary Staff Officers, as well as the Brigade Spirit/Morale, Physical Development, Student Athlete Advisory Committee, and Athletics Officers; Honor, Respect, Trust and Team Captains.

c. Evaluations. Cadets are evaluated by their chain of command and their TAC Team on the CDR. Evaluation is based on the cadet's level of performance in achieving the West Point Leader Development System (WPLDS) outcomes, duties and responsibilities described in [USCC Pam 6-22](#). CDRs are informed by a cadet's performance in the academic, character, and physical programs, including their conduct during the rating period and performance on the ACFT. Evaluations include a cadet's performance relative to their peers as well as the TAC Team's assessment of the cadet's potential to serve as a leader of character. While not part of the formal MD grading process, evaluations are informed by observations from intermediate raters, coaches, faculty members, and mentors. Cadets enrolled in MD200 and MD300 are evaluated on a forced distribution model where the average MD grade for companies, by class, may not exceed 3.0 pts. Cadets enrolled in academic year MD courses are evaluated on a forced distribution model where the average MD grade for companies, by class, may not exceed 2.77 pts, and the average MD grade for battalion and regimental headquarters may not exceed 3.33 points. The following cadet leadership positions are exempt from the force distribution model: Commanders, First Sergeants, Command Sergeants Major, and Executive



Officers. See [Annex J](#) for additional details on the MD grading process.

d. ACFT. Cadets are required to take a record ACFT two times per calendar year, one of which can include an ACFT conducted during CST, with no less than four months between record tests to meet the Army's ACFT requirement in accordance with [Army Directive 2022-05 \(ACFT\)](#). Cadets must take a Record ACFT during the Spring Semester of their Third Class Year, no later than 120 days prior to Affirmation which will enable appropriate time for a re-test if needed prior to Affirmation. Cadets must also take and pass an ACFT within 120 days of their scheduled Graduation and Commissioning Date. All ACFTs for First Class Cadets to meet the Graduation/Commissioning ACFT requirement will be an official ACFT administered and graded by USCC Staff and Faculty. ACFT failure retests and First Class Cadets that cannot attend a DPE test will be tested by their TAC teams and will not be graded by other Cadets. Aside from the ACFT directed above for Commissioning, all other ACFTs may be graded by Cadets at TAC discretion. It is a cadet's responsibility to take an ACFT during the rated period. When a cadet fails to take an ACFT during a rating period and lacks a valid medical profile that covers the entire rated period, the ACFT score will be calculated as a zero. Cadets that do not take an ACFT and are not on a valid medical excusal or fail two consecutive ACFTs are subject to administrative action in accordance with [AR 150-1](#), paragraph 7-9 (failure to maintain proper physical fitness). If a cadet is unable to take an ACFT during a testing period due to a valid excusal (as outlined in 150-1) the ACFT score/grade will not be factored into the MD grade during that period.

2.07. Accessions Requirements (Term 0 thru 2). 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
 - Branch Education (Refer to Figure 2)
 - Branching Process
 - Branch Selection Process (BSP)
- Accessions Transition Assistance Program (ATAP)
 - Small Group Mentorship Program (SGMP)
 - Post Education
 - Posting Process
 - Orders Process

2.08. 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 150-1](#), these cadets may be recommended for separation; turn-back; or retention with condition, concurrent with opportunity for the cadet to demonstrate proficiency under specified conditions. Cadets must earn a passing grade in sequential classes in order to move on to the next MS or ML course. The sequence is: ML100, MS100, ML200, 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. Based on exceptional performance across MS100-MS200, BTD may select up to 20% of a rising Second Class year group to participate in ML300 ahead of MS300. All other deviations must be submitted through the BTD for final decision by the DMI Director. Cadets who earn "F"s for any



two MS, ML or MD courses throughout their 47-month cadet career are subject to an academic review board and may be selected for separation.

a. Conditioned status remediation aligns with the following term sequence:

- (1) Term 1 for a Term 0 MD, ML or MPSC deficiency.
- (2) Term 2 for a Term 1 MD, MS or MPSC deficiency.
- (3) Term 0 and Term 1 for a Term 2 MD or MS 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.

b. Conditioned Status. Only the Academic Board may place or remove a cadet from conditioned status. Each case will be reviewed at the conclusion of the appropriate term as outlined above to determine whether a cadet has achieved the standards, will remain on conditioned status, or will be separated. Cadets are removed from conditioned status at the end of the term in which they demonstrate proficiency in the given MS, ML or MD course and their MPSC exceeds the minimum standard. Receiving an MD "F" while on conditioned status will normally result in a recommendation for separation. 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, conditioned status, and grade replacement):

(1) Mandatory enrollment in a Special Leader Development Program (SLDP) for the subsequent term and counseling by the Company TAC Officer within two weeks of the start of the subsequent term.

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

(3) Limited participation in extra-curricular or co-curricular activities. Because extracurricular activities vary in credit and requirements, the degree of participation in the chosen activity will be determined by BTD.

(4) Cadets on conditioned status are not eligible for privileges. TAC Teams may exercise discretion in returning part of a cadet's privileges based on performance during the current term provided the cadet is not also deficient. TAC Officers will not grant privileges to conditioned cadets who earned a failing MD grade in the previous term prior to assignment of mid-term MD grades.

2.09. December Graduates. These cadets are considered graduates of the same calendar year as their May counterparts, but for year group cohort selection, these cadets align with the *fiscal*



year in which they graduate. These cadets will not branch with their classmates graduating in May. They will branch with the class that corresponds with their year group. December Graduates fall under the Special Case Populations IAW [Annex L](#).

2.10. Full Year Turn Back. A turned back cadet immediately begins participating in all duties of a member of the class they are now assigned including attending class events. Subject to BTD approval, these cadets will enroll in and repeat the appropriate Military Program courses expected of their class. Previous MD grades, including ACFT scores, are additive.⁷ Unless directed by the chain of command for further development, these cadets will not repeat core Fall or Spring Term MS courses which they successfully completed but may participate in CST events or individual advanced development (IAD) opportunities, commensurate with their new class, as retraining and developmental opportunities designated by BTD. If a cadet is turned back due to a character issue (honor, conduct, or misconduct) and must repeat the Third or Fourth Class year, the cadet is not required to complete CBT or CFT for a second time. Instead, he or she will spend the CBT and CFT time periods working in the CST, CFT, or CBT TOC. If a cadet must repeat their First or Second Class year, he or she will complete an additional West Point Summer Leader Detail in the extra summer allotted. A cadet may request a different graduate date by submitting a “Request for Reconsideration” through the TAC Team. This is a formal process that will review completion of all graduation requirements by the newly requested graduation date. If the cadet is turned back during their First Class year after participating in Accessions Program Events (Branch Night, Post Night) they will fall under the Special Case Populations IAW [Annex L](#).

2.10. Summer Training Scheduling Considerations.

- a. General Considerations. Upper-class cadets will usually not be scheduled for more than two graduation required Military Program events and will have an appropriate amount of leave each summer. The BTO is the approval authority for any cadet schedule that has less than two weeks of leave over the summer.
- a. Limited Opportunities. Unless stated otherwise, cadets undergoing Honor investigations will participate in summer training opportunities required for graduation. These experiences include but are not limited to: West Point Summer Detail, MIAD, and CTLT. The approval to withhold a training opportunity is at the discretion of the Superintendent. The BTO and DMI Director, through the Commandant, will recommend how training opportunities are afforded to cadets undergoing investigation for Superintendent decision. Company TAC Teams must identify limited opportunity cadets and appropriately arrange their summer schedules to remain in compliance. Pending guidance from the Superintendent, the following criteria may qualify a cadet for “limited opportunities”:

⁷ Additive means that it will be an additional MD grade and not a replacement. A cadet may end up with two MD201 grades for example and both grades will be used in calculating MPSC.



(1) Cadets who are undergoing a misconduct/conduct or honor investigation at graduation day (these cadets may remain at USMA and can be assigned to an appropriate West Point Summer Detail until the case is adjudicated by the Superintendent). If the investigation is postponed until the start of the next academic year term, the cadet may continue with his or her planned summer schedule in accordance with chain of command guidance.

(2) Cadets found on honor violation by an Honor Investigative Hearing (HIH) or Cadet Advisory Board (CAB) but not complete with adjudication through the Superintendent, will continue required training but may be limited to those opportunities located at West Point, unless otherwise directed by the Commandant or the Superintendent and only to remain on trajectory for graduation with class.

(3) Cadets enrolled in Special Leader Development Program – Respect (SLDP-R) or Special Leader Development Program – Honor (SLDP-H) will continue required training but may be limited to those opportunities located at West Point, unless otherwise directed by the Commandant (SLDP-R) or the Superintendent (SLDP-H) and only to remain on trajectory for graduation with class.

(4) Cadets who failed their last record ACFT.

(5) Cadets enrolled in the Army Body Composition Program (ABCP) on graduation day.

(6) Cadets who received a Brigade Board or higher during the previous academic year unless otherwise directed by the Commandant or the Superintendent and only to remain on trajectory for graduation with class.

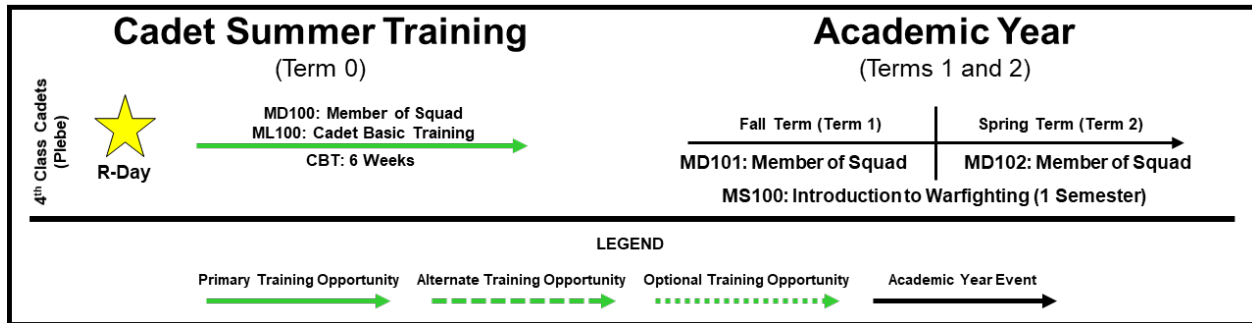
b. Cadets identified for “limited opportunities” are authorized the rank associated with their West Point summer detail. The rank is to only be worn for the West Point detail and does not authorize the cadet the privileges associated with the rank. Upon completion of the detail, the cadet will immediately return to the rank of PFC.

c. USCC should consider certain fall season Corps Squad teams during CST scheduling. Army West Point Athletic Department (AWPAD) will identify fall season teams whose members need to attend specific training and/or details to better enable their pre-season training. While certain accommodations will be made for these teams, cadets are still required to meet all Basic Officer Leader Course (BOLC)-A and Greenbook requirements. Of specific note, CST planning needs to ensure that all Corps Squad football players in the upper three classes are complete with their required military training (CLDT, CFT, & CTLT) to enable their eight-week organized conditioning program that ends 29 days from the first football game of the season.



Chapter 3 – Fourth Class year

Figure 3: Fourth Class Military Program



3.01. Purpose of the Fourth Class Military Program. West Point recruits the Army’s future trainers and leaders. Producing these trainers and leaders requires a solid foundation of individual skills – the Fourth Class program is that foundation (see Fig. 3). Military development is marked by successful performance as a follower (Cadet Private) in a military unit and the acquisition of foundational military competencies – Soldierization, Shoot, Move, Medicate, and Communicate. Cadets gain familiarity as individual Soldiers and members of a squad and are provided opportunities to demonstrate the core attributes (BE and KNOW) and competencies (DO) of the Army Leadership Requirements Model. Additionally, cadets learn personal accountability, demonstrating adherence to standards, embodiment of West Point and Army Values, and self-discipline.

3.02. Military Training (Term 0).

a. Cadet Basic Training (CBT). New Cadets are enrolled in MD100 and ML100. CBT is a demanding progression of training requirements that forms the foundation for all future instruction at USMA. It instructs, trains, inspires, and transitions civilians and prior service military personnel into cadets and future officers. CBT also inculcates attributes expected of future officers, including foundational military competencies and the values of character and commitment. By the end of CBT, New Cadets will:

- Be prepared to join the Corps on Acceptance Day and initiate academic, military, and physical education on the first day of classes.
- Demonstrate familiarity in the foundational military competencies and physical fitness requisite for duty in the Corps of Cadets.
- Demonstrate an understanding of the concepts of duty and honor.
- 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 a member of a team.
- Understand and adhere to the prescribed standards of conduct expected of aspiring



Army professionals, as outlined in the Seven Army Values, the Cadet Honor Code, and the WPLDS.

- Understand the meaning of the New Cadet Oath that they took on Reception Day.

b. Those who meet or exceed minimum standards will earn a “P” in MD100 and ML100 as described below. Cadets who do not earn a “P” will earn an “N/C” until they remediate their deficiencies. Cadets earning an “N/C” in either MD100 or ML100 at the conclusion of CBT will be reviewed by the Academic Board either for conditional acceptance into or separation from the Corps. Cadets granted conditional acceptance are required to remediate deficiencies. “N/Cs” will be reviewed by the Academic Board until remediated or the cadet is separated.

c. Description of New Cadet Development. Development during CBT occurs in four dimensions:

(1) Military Training. (ML100) New Cadets are introduced to the foundational military competencies required of commissioned officers to prepare them for military science instruction as a member of the Corps of Cadets. They are also exposed to the chain of command, standards, and discipline to promote success as a Cadet Private in the fall and spring terms.

(2) Character Development. (MD100) New Cadets receive character education training to enable understanding of standards expected of aspiring military professionals. They also receive an orientation to social development to promote mature judgment in social situations and to prepare them to responsibly apply the privileges afforded to Cadet Privates.

(3) Physical Development. (MD100) CBT is the New Cadet’s initial exposure to the Army’s Physical Readiness Training (PRT) Program. CBT integrates an intense and rigorous physical sequence designed to: prepare New Cadets for physical demands of the summer training program and the academic year’s physical education requirements; introduce New Cadets to the Army’s PRT doctrine; foster positive behaviors and attitudes toward physical fitness; and develop the attributes of leadership, character, teamwork, self-confidence, and mental and physical courage. The PRT program of instruction for CBT is planned and monitored by the Department of Physical Education (DPE) to comply with the Commandant’s guidance and intent. Implementation and execution of the CBT PRT program is the responsibility of the upper-class cadet leadership. In addition, DPE conducts a physical placement test for swimming, introduces movement patterns in preparation for the ACFT, and conducts the ACFT during CBT. ACFT testing will consist of a three-event familiarization ACFT followed by a record ACFT that will be incorporated into their Fall MD101 grade and is required to receive credit for MD100 (CBT). Non-Completes will require remediation through BTD during the Academic Year.

(4) Academic Development. Development during CBT prepares New Cadets to start classes in the Fall Semester (Term 1). In coordination with the CBT chain of



command, the Office of the Dean and Academic Departments administer placement tests and surveys before and after R-Day to determine the academic qualifications and preferences of incoming cadets to enable accurate class assignments in the first term.

d. Minimum Standards to Earn Acceptance into the Corps of Cadets. New Cadets must meet the following minimum standards to earn acceptance into the Corps:

(5) Military. New Cadets must achieve an ML100 grade of “Pass.” To do so, New Cadets must attain minimum proficiency levels in:

- (a) Drill and Ceremony (D&C), including customs and courtesies.
- (b) Chemical, Biological, Radiological, and Nuclear (CBRN), including participation in the CS chamber.
- (c) Medical Readiness Training (Tactical Combat Casualty Care (TC3))
- (d) Individual Land Navigation
- (e) Basic Communication (demonstrating proficiency in placing military radio equipment into operation)
- (f) Basic Rifle Marksmanship (BRM) (including qualifying on individual weapon (23/40) using iron sight – Backup Iron Sight)
- (g) Field Training Exercise (FTX) (must not miss more than 48 hours) *
- (h) Identify, preform safety check, and employ Hand Grenades, including a grenade course and a live M67 Fragmentation Grenade
- (i) Conduct a buddy team live fire (BTLF) (Blank and live with the M4)
- (j) Successfully complete pre-commissioning tasks aligned to CBT on the BOLC-A CCTL (Annex A)
- (k) Must not miss five or more days of training, regardless of tasks or instruction Completed*

(l) Cadets who do not achieve an ML grade of “Pass” for the above requirements will earn “N/C” in ML100 until they remediate the deficient tasks. This includes cadets who are removed from CBT for specific USMA-approved missions. Once all deficiencies are remediated, DMI will change the “N/C” to a “P.” Instances of constructive credit must be endorsed by the DMI Director for final consideration and decision by the



 Commandant.

1. In accordance with the paragraph above, most CBT deficiencies can be remediated during the AY. The exceptions are missing more than 48 hours of FTX or five days total absence. Due to time constraints during the AY, these requirements cannot be remediated and require a final decision by the Commandant.

2. During CBT, the Assessments Committee will record all scores for events. New Cadets will either receive a “pass” or “NC” for each event. Events are defined as military training events identified in 3.02.d.5, road marches, and ACFT events (does not include daily PRT). Any New Cadet who cannot perform an event or associated task due to limiting profile will have it annotated in the assessment tracker as a “NC.” This will facilitate the identification of New Cadets who are not meeting the standard and allow the CBT RTO to provide the Commandant with a recommendation for retainment, recycling, or drop of the associated New Cadet. A “NC” will be further annotated in three categories:

- a. Performed the event but did not meet the standard.
- b. Attended the event but were unable to perform the associated tasks due to profile.
- c. Did not attend the event due to a limiting profile.

3. During CBT, a working group will be formed consisting of the RTO, ARTO, SEL, medical providers, and TACs. This working group will review both the New Cadets’ performance on training events and medical to make a recommendation to the Commandant for retention.

- (6) Character and Honor. New Cadets must complete required Sexual Harassment/Assault Response and Prevention (SHARP) (IAW DoDI 6495.02 Change 3) and character instruction. They must demonstrate honorable living, respect themselves and others, and meet the standards, discipline, and motivation required to succeed as a member of the Corps of Cadets. New Cadets who do not complete required character or honor instruction or found deficient in conduct or honor may be considered for “N/C” or “F” for MD100.
- (7) Physical. Cadets are required to take a record ACFT two time’s per calendar year with no less than four months between record tests to meet the Army’s ACFT requirement in accordance with [AR 350-1 and Army Directive 2022-05 \(ACFT\)](#).

3.03. Military Science and Officership (Term 1 and 2). Fourth Class Cadets are enrolled in MS100 (Introduction to Warfighting – see [Annex D](#)) in either the fall or spring term. The knowledge attained from completing ML100 the previous summer will be expanded upon, as



some topics are reinforced, and others are introduced for the first time. New knowledge will be enhanced as they complete academic course work and additional blocks of military training, both in the classroom and in the field. In MS100, cadets develop a solid footing built upon the foundational military competencies of Soldierization, Shoot, Move, Communicate, and Medicate. MS100 learning objectives better prepare cadets for follow-on MS courses and summer training events, and instill attributes that allow cadets to become agile, adaptive, and flexible leaders.

Cadets are expected to achieve the following outcomes at the end of MS100:

- Use common language of Army doctrine (terms and military symbols) in the context of small unit military operations in accordance with [FM 1-02.1](#) and [FM 1-02.2](#).
- Summarize Army organizations and unit composition, primarily the Infantry Brigade Combat Team and the Infantry Platoon, Squad, and Team in the United States Army.
- Explain capabilities and employment of both infantry small unit weapon systems and organic indirect fire weapon systems in the context of small unit military operations.
- Explain TLPs and military orders in the context of small unit leadership, in accordance with [ATP 3-21.8](#).
- Illustrate military movement/maneuver, terrain & enemy analysis, overlay construction, and route planning in the context of small unit military operations.

3.04. Leader Development (Term 1 and 2). Cadet Privates serve as members of a squad in their assigned companies while 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, USMA customs and courtesies, serving as a member of a team, and how to successfully complete their assigned duties and responsibilities as outlined in [USCC PAM 6-22](#). Cadet Privates are also introduced to leadership when assigned responsibility for specific tasks on a rotational basis. Cadet Privates develop their understanding of character attributes, 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. See [Annex J](#) for additional details on MD grading.

3.05. Accessions Program. During the Fourth Class year, the Accessions Program will educate and provide cadets with initial branch exposure and the foundation for their branching file. This will include an introduction to the Talent Based Branching Model. This is accomplished through a class-wide briefing, branch static display rotations during Branch Week, access to the Virtual Branch Education Forum via Teams, and an introduction to all branches during MS100. Gaining this broad perspective enables Fourth Class Cadets to consider all the career options the Army has to offer and creates an informed passion for the Army.

a. Fourth Class Cadets begin the Branching Process by completing the Talent Assessment Battery (TAB) Test during Reorganization Week. The TAB Test assists cadets in exploring,



identifying, developing, and validating their talent strengths.

b. During Branch Week, Fourth Class Cadets will participate in static display open hours and will have the opportunity to speak with Soldiers/NCOs, junior officers, and senior officers in each branch. This allows Fourth Class Cadets the opportunity to learn about the unique opportunities and career paths available across the Army.

c. Fourth Class Cadets have the first of six opportunities to input and record their branch preferences. This occurs during the fall academic semester.

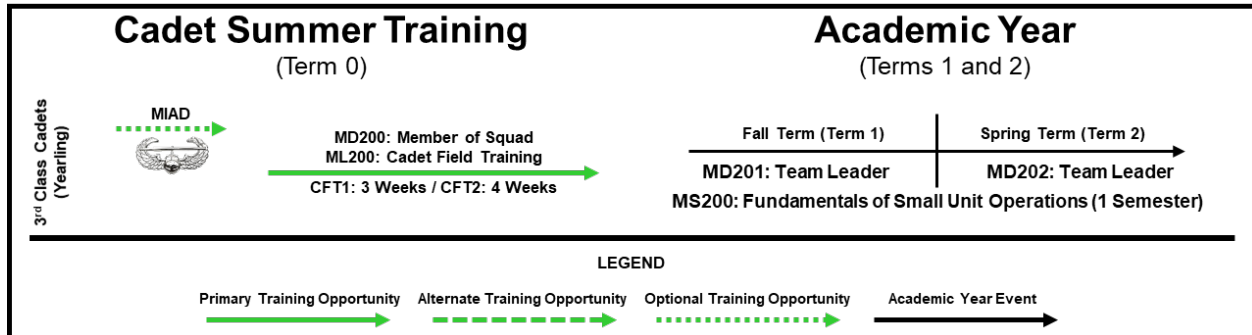
3.06. MS100 will introduce Fourth Class Cadets to each of the Army branches. The course will also introduce cadets to the Virtual Branch Education Forum and the Accessions branch representatives.

3.07. 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

Figure 4: Third Class Military Program



4.02. Purpose of Third Class Military Program. Third Class Cadets learn how to lead, develop, and care for individual subordinates while serving as team leaders for Fourth Class Cadets (see Fig. 4). Third Class Cadets are expected to demonstrate proficiency as individual Soldiers and as members of teams, while continuing to demonstrate the core attributes (BE and KNOW) and competencies (DO) of the Army Leadership Requirements Model. They also gain an initial understanding of tactical problem-solving skills, the roles of officers and NCOs, and receive opportunities to accomplish missions as leaders.

4.03. Military Training (Term 0).

d. Cadet Field Training (CFT). Third Class Cadets are enrolled in CFT, which is comprised of ML200 (Introduction to Warfighting Laboratory – see [Annex E](#)) and MD200 during their second summer at USMA. The mission of CFT is to develop, train, test, and validate the foundational military competencies to prepare Third Class Cadets to assume duties as NCOs in the Corps of Cadets. CFT builds upon previous summer training and MS course work, emphasizing the foundational military competencies of Soldierization, Survive, Communicate, and Shoot & Move. Trainees lead, participate in, and conduct small unit operations. They are expected to demonstrate proficiency in the foundational military competencies and as members of teams. Cadets are expected to achieve the following outcomes by the conclusion of ML200:

- Demonstrate the ability to be a Team Leader in a tactical situation under stress.
- Demonstrate proficiency in selected BOLC-A pre-commissioning tasks (See [Annex A](#))
- Demonstrate familiarity with the effective integration and employment of combined arms assets in a tactical situation.
- Demonstrate required physical fitness, self-confidence, and grit.

e. To successfully complete ML200, cadets must earn a passing grade (D or higher) and meet minimum proficiency levels in applicable pre-commissioning tasks (see [Annex A](#)). ML200 is a 1,003-point course consisting of both BOLC-A Pre-Commissioning tasks and USMA Greenbook graduation



tasks. Specific events which must be passed in ML200 include:

- Rifle Qualification with BUIS – BRM (250 Points). ** [Task 50-59]
- Land Navigation (250 Points). ** [Task 49]
- Employ Small Unit Operations & Tactics – FTX (350 Points). * [Task 67]
- Battle March & Shoot – TM LFX (Pass/Fail, 1 Point). ** [Tasks 61]
- Water Confidence Course – WCC (Pass/Fail, 1 Point).
- Call for & Adjust Indirect Fire – CFF (Pass/Fail, 1 Point). ** [Task 48]
- Marne Confidence Course – MCC (50 Points).
- Warrior Tasks & Drills – WT&D (100 Points).

** Denotes Trained BOLC-A Pre-Commissioning Tasks.

* Denotes Trained BOLC-B Pre-Commissioning Tasks.

Note: All other tasks are USMA Greenbook Tasks.

f. Cadets who are on medical profile and unable to meet all the physical demands of ML200 must attend all training events and participate within the limits of their profile. If a Cadet conducting a leader detail or conducting CFT as an MOS and does not finish due to medical or other reasons, the BTO and DMI 6 will be notified, and determination of constructive credit will reside with the Commandant. As appropriate, cadets will earn an ML200 grade of “N/C” if they are unable to accomplish any of the required tasks. To remediate a course failure or course “N/C” a cadet may take advantage of training opportunities during A/C weekends under the supervision of their Tactical Officer or NCO. If the grade(s) are still unresolved by the end of the spring term of the Third-Class year, the cadet will be enrolled in ML200 during his or her Second-Class summer as A) a Squad Leader, if the Cadet received an MD200 grade or B) a Member of Squad if the Cadet did not receive an MD200 grade. A Cadet will not serve as a Squad Leader and receive both their MD200 and MD300 grade during the same detail. Deficiencies will be reviewed by the Academic Board until remediated.

g. Recondo Badge. The Recondo award takes its name from the famous Vietnam-Era Recondo School. To receive the Recondo Badge, Cadets are expected to be physically fit, mentally tough, and of expert tactical proficiency. In order to earn the Recondo Badge, Cadets must achieve the BOLC-A standard and meet the minimum requirement to pass every graded Cadet Field Training event.

- Land Navigation. Cadet found greater than or equal to 5/6 points on their first attempt of the individual land navigation test.
- Basic Rifle Marksmanship. Cadet scored greater than or equal to 30/40 (Sharpshooter) on their first or second qualifying attempt.
- Army Combat Fitness Assessment. Cadet achieved an overall score of greater than or equal to 80 points in each event (Male & Female respectively in the 17-21 Age Bracket) on their ACFT attempt.
- 4-Mile Run. The cadet completed the 4-Mile Run in 32:00 minutes or less.
- Marne Confidence Course. Cadet achieved a “GO” on all obstacles in two or fewer



attempts excluding “The Dirty Name.”

- Water Confidence Course. Cadet achieved a “GO” on all events in the same day of execution as their Company/unit.
- Field Training Exercise. Cadet achieves an overall score of greater than or equal to 280/350 points (or 80% or above) for their first attempt at a Team Leader evaluation.

h. Physical Development. Following the end of the Fourth Class year, rising Third Class Cadets report to CFT. CFT is designed to be physically and mentally demanding and simulates Army experiences as realistically as possible. Cadets experience how physical readiness training is conducted in an Army unit in both garrison and field conditions. The CFT PRT program is planned, implemented, and executed by the cadet leaders. To develop their company PRT plans, the cadet leadership uses the Army PRT doctrine described in [FM 7-22](#) and [AR 350-1](#). Additionally, the cadet leadership is expected to adhere to the concept of “METL Focused PRT.” BTDD, and specifically the company TAC Team, monitor the cadet leadership’s execution of their company’s PRT program. In concert with the cadet company PRT plans, DPE may also plan and supervise special physical training events during CFT. These physically and mentally demanding events are designed to challenge each cadet while fostering teamwork, mental and physical courage, and a feeling of pride upon successful accomplishment. Cadets must take and pass a Record ACFT during their Spring Semester, no later than 120 days prior to Affirmation. Cadets who fail the ACFT and then pass a re-test within 120 days of Affirmation will meet the requirement to Affirm. Cadets who have a valid medical profile for not taking and passing the ACFT no later than 120 days prior to Affirmation will be allowed to Affirm at the beginning of their Second-Class Year if they have passed a previous ACFT while at the Academy. Cadets enrolled in the Monitored Athlete Program (MAP) who pass the ACFT with an alternate event IAW USMA 350-12 no later than 120 days of Affirmation also meet the requirement.

i. Excusal from CFT. The BTO is the approval authority to excuse a cadet from enrolling in CFT during his or her Third-Class summer. The most common reason for excusal is a medical issue prohibiting the cadet from completing CFT. The BTO will provide a final decision in writing. Approved excusal does not constitute a waiver of CFT completion as a graduation requirement.

j. Military Individual Advanced Development. Completion of an IAD is a graduation requirement, and a MIAD is one option to fulfill this requirement. The Third-Class summer is the timeframe where most cadets complete a MIAD.

k. Constraints for additional IAD opportunities. Deficient cadets will not be allowed to participate in optional IADs. Cadets must remediate their deficiencies prior to consideration and subsequent participation in additional IAD opportunities.

4.04. Military Science and Officership. Third Class Cadets are enrolled in MS200 (Fundamentals of Small Unit Operations – see [Annex F](#)) in either the fall or spring term. This course expands upon existing knowledge of basic tactical principles and knowledge of the TLPs acquired during CBT, CFT, and previous MS instruction. The focus of MS200 is to build strong, confident tactical decision-makers who understand Army doctrine and can apply deliberate



thought and common sense in solving tactical problems. Cadets develop a firm grasp of the fundamentals of applying relevant analysis frameworks in planning platoon-level missions, and gain competence and confidence in communicating their operations in graphical and verbal forms. Cadets are expected to achieve the following outcomes by the conclusion of MS200:

- Create a doctrinally sound platoon-level OPORD with nested mission tasks and purpose given a company-level Operation Order (OPORD) in accordance with ATP 3-21.8.
- Identify the doctrinal principles and supporting tactics behind small unit operations and apply them to mission planning in accordance with ATP 3-21.8 and FM 3-90.1.
- Effectively analyze mission variables to include terrain, weather, and enemy capabilities to define the tactical problem at the platoon-level in accordance with ATP 3-21.8 and ATP 2-01.3.
- Know, describe, and apply TLPs to solve well-structured, small unit tactical problems in accordance with ATP 3-21.8 and TC 3-21.76.
- Construct doctrinally correct overlays and briefing products to graphically and verbally communicate mission plans in accordance with ATP 3-21.8, FM 3-90-1, and FM 1-02.2.

4.05. Leader Development (Term 0 thru 2). Third Class Cadets attending CFT are enrolled in MD200, member of squad, and prepare to serve as team leaders during the academic year. 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 military, character, physical, and academic 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 Team evaluations reflect relative performance as well as the potential for continued development as a leader. If a Cadet is within five (5) days of completion for CFT I and seven (7) days of completion for CFT II, the Cadet is eligible to receive an MD200 grade. TACs must receive DMI 6 approval to not issue a Cadet an MD200 grade within the five-day (CFT I) and seven-day (CFT II) windows respectively. A Cadet may be medically dropped within the five or seven-day window where the Cadet receives an MD200 grade and does not receive an ML200 grade making the Cadet eligible to complete ML200 the following summer as part of their West Point Leader Detail (MD300). A Cadet may not complete ML200 while receiving both an MD200 and MD300 grade due to risk of detail failure and not graduating with their class.

4.06. Accessions Program. During their Third Class year, cadets continue branch engagements to understand branch specific warfighting fundamentals and branching file requirements. This is



accomplished through a class-wide briefing, branch static display rotations during Branch Week, access to the Virtual Branch Education Forum, and engagements during MS200, CFT, and MIADs. These engagements assist Third Class Cadets with selection of CTLT.

d. During Branch Week, Third Class Cadets participate in static display open hours to speak with Soldiers/NCOs, junior officers, and senior officers to gain familiarity with each branch and its specific equipment.

e. Third Class Cadets input their branch preferences for the second time. This occurs during the Fall academic semester.

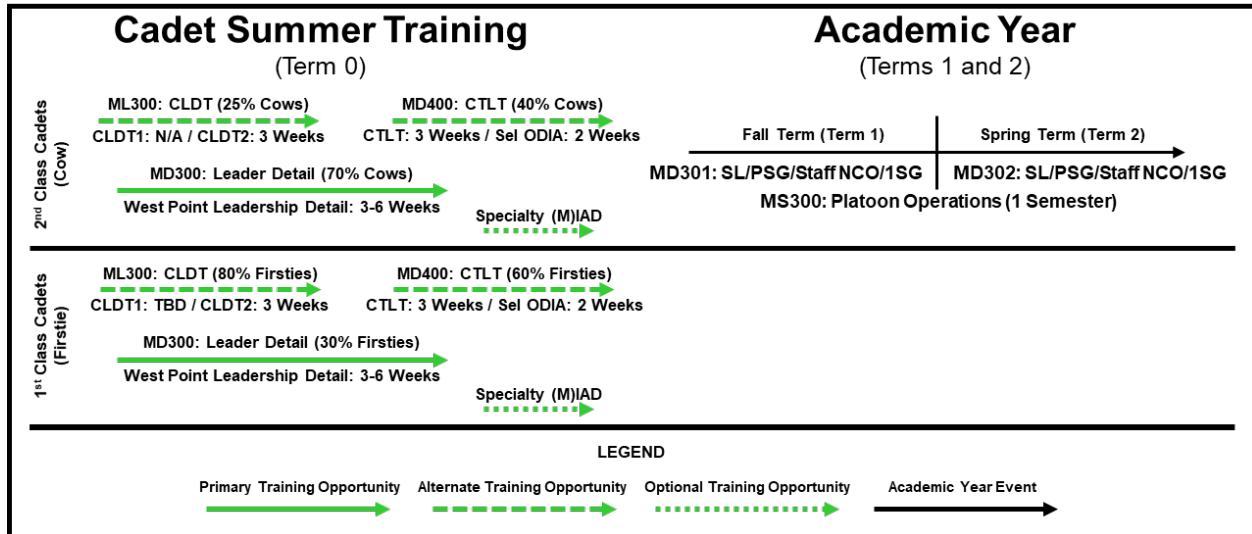
4.07. MS200 and CFT enables a more in-depth understanding of each branch's mission, unit structure, specific capabilities, key equipment, and junior officer responsibilities. MS200 will continue to build on cadet understanding of the 17 branches by means of branch briefs, instructor experiences, and course curriculum.

4.08. 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

Figure 5: Second Class & First Class Summer Military Program



5.01. Purpose of Upper-Class Military Program. Cadets expand their leadership skills as tacticians, military trainers, and counselors. They initially serve as NCOs in the Corps of Cadets, and in their final summer, Cadet Officers leading platoons through regiments (see Fig. 5). Cadets are expected to continue to demonstrate proficiency as individual Soldiers and as members of teams, as well as the core attributes (BE and KNOW) and competencies (DO) of the Army Leadership Requirements Model. They are also expected to solve tactical problems using doctrinal principles, understand the roles of officers and NCOs, and demonstrate effective leadership expected of a junior officer. Cadets are enrolled in MD300, MD400 and ML300 over the course of their Second and First Class summers.

5.02. Military Training (Term 0).

a. ML300 (Cadet Leader Development Training (CLDT)) – see [Annex H](#)). ML300 is a graduation requirement and cadets are enrolled either during their First or Second Class summer. ML300 is the capstone military training event at USMA and ensures cadets have the aptitude required to lead Soldiers upon commissioning. This course instructs, trains, mentors, and assesses First Class and select Second Class Cadets on basic warrior and leadership skills. Primary focus is on TLPs, effective communication, and tactical decision making in order to develop competent and confident small unit leaders capable of operating in complex environments. Success in CLDT relies on individual preparation, teamwork, and the leader attributes of discipline, mental agility, confidence, physical and mental toughness, and strength of character. In a series of tactical scenarios that reflect the Decisive Action Training Environment (DATE), Muti-Domain Operational environment (MDO), and Large-Scale Combat Operations (LSCO) against peer threats, cadets experience a minimum of two leadership positions, which provide the cadet with a common experience to further enhance



his/her leadership ability. The purpose of CLDT is to prepare cadets for tactical leadership positions at the platoon level. Cadets are expected to achieve the following outcomes by the conclusion of ML300:

- Demonstrate the ability to make tactical decisions under pressure with limited information and limited time.
- Provide sufficient purpose, direction and motivation to subordinates and operate to accomplish the mission and improve the organization.
- Apply the TLPs to planning a tactical operation.
- Demonstrate an understanding of the fundamental principles and supporting tactics that underlie small unit operations and how to apply them in a field training environment.
- Effectively communicate a tactical order both verbally and visually.
- Demonstrate the attributes and competencies outlined in the Army's Leadership Requirements model per [ADP 6-22](#).

(1) In order to man early summer leader details with enough 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 while the remainder complete CLDT in their First Class summer. The BTD hand selects up to 20% of the class based on performance during previous MS, ML, and MD evaluation periods and other training considerations. To pass ML300, cadets must achieve an overall passing grade of 67% or greater (D or higher), not miss more than 48 hours of training (unless an exception is approved by the DMI Director), and must pass the following training requirements:

- Pass one of two graded leadership assignments.
- Not receive a "N/C" designation assigned by the Platoon Mentors for cadets that have met the graded requirement yet fail to show motivation or exhibit fundamental leadership flaws not conducive to becoming a Commissioned Officer in the US Army.

(2) Excusal from CLDT. The BTO is the approval authority to excuse a cadet from enrolling in CLDT. The most common reason for excusal is a medical issue prohibiting the cadet from completing CLDT. The BTO will provide a final decision, in writing. Approved excusal does not constitute a waiver of CLDT completion as a graduation requirement. Requests must include the cadet's signed acknowledgement of late graduate status. The Leader Development Branch (LDB) will receive and maintain record of approvals.

(3) Each year, BTD hand selects up to 30 First Class and 10 Second Class Cadets to participate in Exercise Dynamic Victory (EDV) with cadets of the Royal Military Academy Sandhurst (RMAS), in lieu of CLDT at USMA. These cadets must demonstrate excellence across all pillars to be considered for this alternate training opportunity. Cadets enrolled in EDV at RMAS will be enrolled in ML300A.



b. MD400. Cadet Troop Leader Training. The primary objective of CTLT is to provide upper-class cadets with a realistic leadership experience in the Operating Force, enabling cadets to confirm their branch preference while also identifying 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 (OER) for inclusion into the cadet record. Cadets who are assigned as Key Summer Leaders (KSL) or conduct a second West Point Summer Detail and previously completed a West Point Summer Detail have the option (if available, or it does not fit) to have their CTLT requirement validated. Participation in a Special Summer Option (SSO) will be in lieu of participation in CTLT, 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 an unsupervised environment where the cadet is individually responsible for his or her conduct, performance, military competence, and physical fitness.

5.03. Military Science and Officership (Term 1-2). Second Class Cadets are enrolled in MS300 (Platoon Operations - see [Annex G](#)) during the fall or spring term of their Second Class year. This class expands upon existing knowledge of basic infantry tactics and knowledge of TLPs acquired from CBT, CFT, and previous MS courses. The focus of MS300 is building strong, confident tactical decision-makers who understand Army doctrine and can apply creative thinking and common sense in solving tactical problems. MS300 will enhance each cadet's tactical planning and decision-making skills by testing their decisiveness in time-constrained scenarios with limited information in order to prepare these future officers for the challenges of leading Soldiers in complex environments. Cadets are expected to achieve the following outcomes at the conclusion of MS300:

- Understand Army operational doctrine and platoon tactics and apply them to mission planning and execution in accordance with ADP 3-0 and ADP 5-0.
- Create and communicate written and verbal tactically and doctrinally sound mission orders at the platoon level.
- Integrate Warfighting functions to accomplish assigned tactical missions.
- Demonstrate contextual understanding of land combat operations through TDE's and simulations.
- Theorize and describe the operational effects of METT-TC on platoon operations.



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 assigned duties and responsibilities, professional conduct, and physical fitness. MD300 objectives for cadet leaders include the following:

- Lead by example; maintain and enforce standards of excellence.
- Practice positive, effective, inspirational leadership of subordinates.
- Supervise squads and larger units.
- Demonstrate proficiency in individual and unit military skills.
- Prepare, conduct, lead, and assess training and give instruction.
- Develop and implement unit physical fitness plans.
- 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, while serving in cadet NCO positions of either squad leader, platoon sergeant, first sergeant, or various staff NCO positions at all levels, up to operations sergeant major. Cadet Sergeants build effective teams through direct leadership and empowering subordinates. They set the example for subordinates by establishing, attaining, and maintaining 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 for subordinates. During grading, the chain of command weighs the cadet's overall performance in all 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. See [Annex J](#) for details on MD grading.

5.05. Accessions Program. During their Second Class year, cadets gain more branch experience and a broad understanding of how the branches integrate in Large Scale Combat Operations (LSCO). Second Class Cadets validate their branching file and prepare for the interview process. By the end of the Second Class year, a cadet file should showcase agile/adaptive leaders and talent matches to the branches.

- a. All Second Class Cadets complete the second and final iteration of the TAB Test.



b. During Branch Week, Second Class Cadets participate in static display open hours and engage with USMA branch mentors and senior branch representatives.

c. During second semester, Second Class Cadets update their branching file, add personal statements, and receive staff and faculty assessments.

d. Second Class Cadets input their branch preferences once each semester.

e. All Second Class Cadets receive a Cadet Talent Evaluation (CTE) from their TAC Team during second semester.

f. Second Class Cadets interested in Inter Service Commissioning (ISC) must submit a complete ISC packet through BTD to Accessions before the end of the spring Academic semester. Additionally, cadets must initiate their commissioning physical requirements before the end of the spring Academic semester. For more information on ISC, refer to [Annex K](#) – Branch Selection Process – Branching Options and Constraints - ISC.

g. The process to apply for the Aviation branch or Medical Service branch as a Medical Evacuation (MEDEVAC) Pilot (67J) begins Fall Semester of Second Class year. For more information on Aviation & MEDEVAC Pilot applicants refer to [Annex K](#) – Branch Selection Process – Branching Options and Constraints – Aviation & MEDEVAC Pilot Applicants.

5.06. MS300 focuses on Second Lieutenant roles and responsibilities in the planning process and assists cadets to identify their preferred branches based on talent alignment.

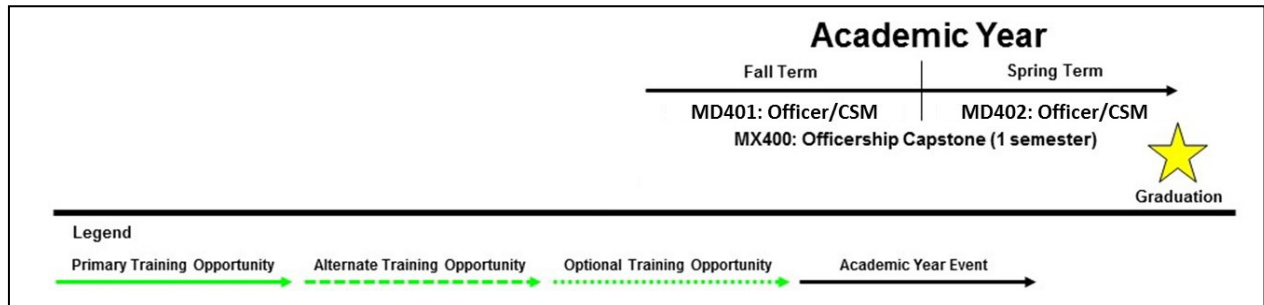
5.07. Military Program Progress for Second Class year and the First Class summer.

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

Figure 6: First Class Fall / Spring Military Program



6.01. Purpose of First Class Military Program. During the final academic year, cadets can lead as Officers and Command Sergeants Major in the Corps of Cadets before they are commissioned (see Fig. 6). First Class Cadets will be inspired to achieve professional excellence, are expected to demonstrate foundational military competence, and should continue to demonstrate the core attributes (BE and KNOW) and competencies (DO) of the Army Leadership Requirements Model expected of a junior officer.

6.02. Military Science and Officership (Term 1 and 2). First Class Cadets are enrolled in MX400 (Officership) in the fall or spring term. MX400, overseen by SCPME, complements the first three years of cadet education and training by engaging in discussion-based seminars focused on the Army’s professional leadership framework of character, competence, and commitment. Its goals and objectives are described in the [Goldbook](#). MX400 is a part of the core academic curriculum and contributes to both Academic Program Score – Cumulative (APSC) and MPSCs.

6.03. Leader Development (Term 1 and 2). First Class Cadets are enrolled in MD401 and MD402 in the fall and spring terms, respectively, and serve as Cadet Officers and Command Sergeants Major, where they learn to lead organizations within the Corps. 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 TAC 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 Program. During the First-Class year, cadets complete BEMP and execute ATAP. This is accomplished through multiple class-wide and branch-wide briefs, final Branch Week, access to the Virtual Branch Education Forum and the Accessions branch representatives. The end state is that USMA graduates lieutenants who are prepared to win at BOLC and beyond. For more information on BEMP see Annex K- Branch Education and Mentorship Program. For more information on ATAP see Annex M- Accessions Transition



Assistance Program.

a. First Class Cadets have a final opportunity to participate in static display open hours during Branch Week and also participate in the “First Class Branch Engagement,” with respective branches.

b. First Class Cadets have the final two of six opportunities to input and record their branch preferences. Preference five occurs prior to Branch Week and preference six occurs after release of Branch Commandant ratings, prior to the Branching Board.

c. Branch Selection Process (BSP). The purpose of the BSP is to meet overall Army needs by assigning cadets to branches for which they are best talent fit. This is achieved through the Talent Based Branching Model (TBBM). For more information on the branching process and the TBBM, see Annex K- Branch Selection Process.

d. Special Branching Populations. Special branching populations include: Prospective Medical School Attendees, Prospective Scholarship Recipients, Athletic Interns, Academic Interns, Late Graduates, Medical Holds, Aviation Branched Cadets, Medical Service Corps, (MEDEVAC Pilot-67J) Branch Cadets, EOD Selects, Cyber Branched Cadets, and Professional Athlete Candidates. For further information on these populations see [Annex L](#) – Special Case Populations.

e. ATAP, Posting, BOLC. The purpose of the Accessions Transition Assistance Program (ATAP) is to assist in the posting process, the orders production process, inform cadets of transition requirements, and prepare cadets for BOLC. The ATAP program begins after cadets are assigned their branch and ends when they sign into BOLC at their respective Centers of Excellence (CoEs). For information on the ATAP program and posting process see [Annex M](#) – Accessions Transition Assistance Program.

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

a. 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.

b. Baseline Requirements. First Class Cadets must meet all Military Program baseline requirements specified in Chapter 2. They include: ML100, MD100, MS100, MD101/102, ML200, MD200, MS200, MD201/202, ML300, MD300, MS300, MD301/302, MD400, MX400, MD401/402, and the Accessions Program. Cadets must attain an MPSC of 2.0 or higher and a passing ACFT score within 120 days of graduation.

c. Performance. If enrolled in SLDP, a First Class Cadet will not graduate until successful completion of the program. The Superintendent is the approval authority for all SLDP waivers.



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

a. Military Program Deficiencies. First Class Cadets who must remediate a Military Program deficiency may be placed on conditioned status by the Academic Board. Deficiencies are typically either an MD402 failure, MPSC deficiency, or a failure to complete a summer training requirement, such as a West Point Leader 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 150-1](#).

(1) First Class Cadets who have not completed all required Military Program tasks 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.

(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 the Military Program.

(3) Cadets designated as December graduates for Military Program deficiencies. These cadets will normally serve in one West Point Leader 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. Cadets must achieve passing grades in both MD403 and MD404 and achieve a final MPSC of 2.00 or higher to meet graduation requirements for the Military Program.

b. 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 have been fulfilled.

c. First Class Cadets designated as December graduates for reasons other than discussed and who have successfully completed all required Military Program courses will serve on a CST detail regimental or battalion 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. Cadets will be evaluated in each of the three programs – Military, Physical, and Academic. Each program has an associated program score (Military Program Score (MPS), Physical Program Score (PPS), and Academic Program Score (APS)). 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. The Cadet Program Score (CPS) is based on the weighted average of the cumulative program scores. The APSC contributes 55%, the MPSC contributes 30%, and the Physical Program Score – Cumulative (PPSC) contributes 15%. Additional information can be found in [part 1 of the Academic Program's Redbook](#).

$$\text{CPS} = .55(\text{APS}^*) + .30(\text{MPS}^*) + .15(\text{PPS}^*)$$

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 Figure 7 below; evaluation criteria and grading scale for MS and ML courses is captured in [Annex I](#).

Figure 7: MPSC Graded Activities and Weights

Class	ML / MS Grades – 40%			MD Grades – 60%		
	Summer	Fall	Spring	Summer	Fall	Spring
Fourth Class year	ML100 (0.0%)	MS100 (5.0%)		MD100 (0.0%)	MD101 (2.0%)	MD102 (2.0%)
Third Class year	ML200 (5.0%)	MS200 (5.0%)		MD200 (5.0%)	MD201 (3.0%)	MD202 (3.0%)
Second Class year	ML300 (10.0%)	MS300 (7.5%)		MD300 (15.0%) MD400 (0.0%)	MD301 (7.5%)	MD302 (7.5%)
First Class year		MX400 (7.5%)			MD401 (7.5%)	MD402 (7.5%)
Additional Requirements				MD403*	MD404*	

* Additional requirements only apply to select cadets (discussed earlier). For those cadets required to take the additional requirements, MD403 and MD404 account for 15% and 7.5% respectively of their overall MPSC (the percentages of the other courses grades would correspondingly count for less than what is shown on the table).



Annex A – FY 2023 BOLC-A Common Core Task List Crosswalk

The Commandant of Cadets is the Director of the Military Program and the supported commander for military development of cadets. As the supporting commander, the Dean is responsible for ensuring that the Common Core Task List (CCTL) commissioning requirements are not removed from relevant syllabi.

- Crosswalk completed using [FY 23 BOLC-WOBC Common Core Task List \(CCTL\)](#) dated 29 July 2022.
- Note: While the ‘Course Evaluated’ column indicates the course where a cadet will be evaluated on his or her performance of the specific task, the tasks are trained at multiple times during the 47-month experience.

BOLC CCTL Task # and Name	Task Type	USMA Proponent	Course Trained	Course Evaluated (Primary)	Course Evaluated (Alternate)
SOLDIERIZATION					
1a. Apply the Army’s Sexual Harassment/Assault Response & Prevention (SHARP) responsibilities in your unit.	BOLC-A	SARC	ML100	N/A	N/A
4. Identify individuals with potential for suicide risk, assessment risk, and employ the ACE process.	BOLC-A	USCC/CCEP	CMDT Hour Training	N/A	N/A
5a. Increase individual knowledge of resilience, performance, mental fitness, and aspects of leadership and trust.	BOLC-A	USCC/CCEP/BS&L	CMDT Hour Training PL100	PL100	N/A
5b. Increase individual knowledge of resilience, performance, mental fitness, and aspects of leadership and trust.	BOLC-B	DPE	PE215/PE450	PE215	N/A
6a. Manage Your Personal Finances.	BOLC-A	BTD/SOSH	SS201/SS251	MD401	MD402
7. Develop Anti-terrorism Awareness in DoD Personnel.	BOLC-A	BTD	CMDT Hour Training	N/A	N/A
8. Conduct Drill and Ceremony.	BOLC-A	DMI	ML100	ML100	N/A
9. Identify Salutes, Honors, and Courtesies of Service.	BOLC-A	DMI	ML100	ML100	N/A
LEADERSHIP & ARMY PROFESSION (ADP 1 / ADP 6-22)					
10. Understand the Army Profession.	BOLC-A	SCPME	MX400	MX400	N/A
11. Identify the Basic Concept of Army Leadership.	BOLC-A	BS&L SCPME DMI	PL300 MX400 ML300	PL300 MX400 ML300	PL300 MX400 ML300
12. Understand the critical relationships involved in junior officer development.	BOLC-A	SCPME	MX400	MX400	N/A
13a. Identify and discuss key elements of the military justice system, commander’s inquiry process, search and seizure procedures and Soldier’s rights under Article 31(b) Uniform Code of Military Justice (UCMJ) as well to identify and discuss restriction procedures and unlawful command influences.	BOLC-A	Law	LW403	LW403	N/A
14. Ethics for Leaders.	BOLC-B	SCPME	MX400	MX400	
15a. Interpret and / or conduct the Basic Knowledge of Military History into your Education as a Future Officer.	BOLC-A	History	HI302	HI302	N/A
16. Perform Leader Actions for Team Building.	BOLC-A	DMI	ML300	ML300	N/A
17. Communicate Effectively at the Direct Leadership Level.	BOLC-A	DMI	ML 200/300	ML300	N/A
18. Prepare to Transition into a Direct Leadership Position.	BOLC-A	DMI	ML300	ML300	ML300
20. Identify key aspects of Army writing.	BOLC-A	DEP SCPME WPWP	EN101/EN151 MX400	EN101/EN151 MX400	N/A
21. Prepare for Subordinate Counseling.	BOLC-A	BS&L SCPME	PL100 PL300	PL300 MX400	N/A



			MX400		
22. Develop a Subordinate.	BOLC-A	BTD BS&L	MD401/MD402 PL300	MD401/MD402	PL300
23a. Review Administrative and Personnel Action.	BOLC-A	BTD	MD401/MD402	MD401/MD402	N/A
MISSION COMMAND (ADP 6-0 / ADP 5-0)					
24. Identify Key Elements of Critical and Creative Thinking.	BOLC-A	BS&L DMI SCPME	PL100 MS300 MX400	PL100 MS300 MX400	N/A
25. Analyze Mission Command and Control of Army Forces for Junior Leaders.	BOLC-A	SCPME	MX400	MX400	N/A
26. Identify the steps of the Military Problem Solving Process.	BOLC-A	DMI	MS200	MS200	MS200
27a. Process an OPORD using Troop Leading Procedures.	BOLC-A	DMI	MS300	MS300	MS300
27b. Review Troop Leading Procedures.	BOLC-B	DMI	MS100	MS100	MS200
29a. Integrate the Risk Management Process.	BOLC-A	DMI BTD	MS200 MS300	MD300 MS300 ML300	N/A
30. Identify Key Aspects of Preparing a Military Briefing.	BOLC-A	DMI	MS200	MS200	MS300
OPERATIONS (FM 3-0, 4-0/ ADP 2-0)					
31. Analyze the relationship between the Army profession and Army Operations.	BOLC-A	DMI SCPME	MS300 MX400	MS300 MX400	MS300 MX400
32. Identify humanitarian aspects of combat level operations.	BOLC-A	Law	LW403	LW403	N/A
33. Integrate cultural considerations in an engagement.	BOLC-A	DFL GEnE	Core Curriculum Language Course EV203	Core Curriculum Language Course EV203	N/A
34. Implement Operational Security (OPSEC) Measures.	BOLC-A	BTD	CMDT Hour Training	N/A	N/A
TRAINING (ADP 7-0)					
44a. Identify the Fundamentals of Army Training.	BOLC-A	BTD	MD401/402 MD300 MD400	MD401/402 MD300 MD400	N/A
45. Identify the Army Holistic Health and Fitness (H2F) System.	BOLC-A	DPE	PE215/PE450	PE215	N/A
TACTICAL & WARRIOR TASKS AND BATTLE DRILLS					
46. Communicate by a Tactical Radio.	BOLC-A	DMI	ML100	ML100	ML100
47. Report Intelligence Information.	BOLC-A	DMI	MS200	MS200	MS200
48. Adjust Indirect Fire.	BOLC-A	DMI	ML200	ML200	ML200
49. Navigate from One Point on the Ground to another Point While Dismounted during daylight and during darkness.	BOLC-A	DMI	ML100	ML100	ML100 ML200
50. Introduction to Rifle Marksmanship	BOLC-A	DMI	ML100	ML100	ML100 ML200
51. Introduction To Range Procedures – BUIS.	BOLC-A	DMI	ML100	ML100	ML200
52. BUIS Group and Zero.	BOLC-A	DMI	ML100	ML100	ML200
53. Confirm BUIS Zero.	BOLC-A	DMI	ML100	ML100	ML200
54. Introduction to Single and Multiple Target (EST).	BOLC-A	DMI	ML100	ML100	ML200
55. Single / Multiple / Practice Qual (BUIS).	BOLC-A	DMI	ML100	ML100	ML200
56. BUIS Qualification.	BOLC-A	DMI	ML100	ML100	ML200
57. Introduction to M68 (CCO) / (EST).	BOLC-B (USMA)	DMI	ML200	ML200	ML200
58. CCO Group and Zero.	BOLC-B (USMA)	DMI	ML200	ML200	ML200
59. CCO Qualification.	BOLC-B (USMA)	DMI	ML200	ML200	ML200
60. Employ Hand Grenades.	BOLC-A	DMI	ML100	ML100	ML100
61. Conduct a Battle March & Shoot	BOLC-A	DMI	ML200	ML200	ML200



62. Employ Buddy Team Movement/ Maneuver Techniques while Engaging Targets with the M4A1 Carbine (blank and live fire).	BOLC-A	DMI	ML100	ML100	ML100
63. Manage individual preventive medicine measures in an austere environment.	BOLC-A	DMI	ML100	ML100	ML100
64a. Perform Combat Casualty Care.	BOLC-A	DMI	ML100	ML100	ML100 ML200
64b. Casualty Responder Training – Perform Tactical Combat Casualty Care.	BOLC-B	DMI	ML100	ML100	ML100 ML200
65. React to Chemical, Biological, Radiological, and Nuclear (CBRN) Attack/Hazard.	BOLC-A	DMI	ML100	ML100	ML100
66. BOLC – Hand to Hand Fighting Techniques	BOLC-B	DPE	PE116/PE360	PE116	N/A
67. Employ Small Unit Operations and Tactics.	BOLC-B	DMI	ML200	ML200	ML200 ML300



Annex B – Military Individual Advanced Development Opportunities

B.01. General. Military Individual Advanced Development (MIAD) 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. MIADs are allocated based on availability and needs of the Corps of Cadets. In the event a cadet fails pre-requisite training or pre-requisite tasks for any MIAD, that cadet will not attend the MIAD they are assigned. If scheduling permits, the MIAD slot will move to the next person on the OML or wait list. Cadets are not authorized to walk-on at any military school.

B.02. Specialty 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 applying for these MIADs. The list of specialty MIADs shifts from year to year. Cadets should discuss MIAD options with their TAC Officer and NCO during the academic year.

B.03. Specialty MIAD Selection. The OML for specialty MIADs is primarily determined by MPSC and PPSC. When selecting and slating cadets for these MIADs, the OML may also be influenced by other factors relevant to the MIAD skill to be trained. Specialty MIADs are typically offered during summer training periods that may conflict with other cadet graduation requirements. The BTO is the approval authority to slate cadets for alternate summer training details that would allow attendance at a specialty MIAD. In some cases, Commandant approval may be required, with Dean endorsement, for MIADs that cause adjustment to cadet TEE schedules.

B.04. MIAD Failures. In the event a cadet fails pre-requisite training or pre-requisite tasks for any MIAD, that cadet will not attend the MIAD. If scheduling permits, the MIAD slot will move to the next person on the OML or wait list. In the event a cadet fails a MIAD, the BTO will decide as to whether that cadet will return to Summer Garrison Regiment (SGR) control for the remainder of that MIAD's time period or convert the remainder of the MIAD time period to leave.

B.05. MIAD Classification. The Commandant of Cadets is the approval authority to classify an Individual Advanced Development event as a MIAD. Some AIADs executed by academic departments meet the threshold to classify as a MIAD and as such count toward MIAD credit and scheduling priority in the summer. The proponent academic department requesting their event to be classified a MIAD would present their proposal through the BTD Chief of Cadet Advanced Training and DMI Chief of Military Science & Training to the DMI Director for consideration. Proposals must include information on military skills related to the course, dates, number of cadets, course prerequisites, selection criteria, administrative support to include officer-in-charge (if required), and funding. If the DMI Director concurs that the training event should be a MIAD for a specific portion of the Corps of Cadets, the proposal will be routed through the BTO for comment before approval by the Commandant.



Annex C – ML100 Course Overview

C.01. Course Overview. ML100 is a component of CBT during which the CBT regiment conducts 43 days of training for New Cadets. Each CBT Cadre detail also includes a 14-day leadership training program (LTP) prior to assuming leadership responsibilities. CBT trains New Cadets on Foundational Military Competencies of Soldierization, Shoot, Move, Communicate, and Medicate to provide a solid foundation for the Fourth Class' 47-month Leadership Experience. New Cadets conduct a rigorous and progressive training model on military skills such as: basic rifle marksmanship (BRM), land navigation; field craft and individual movement techniques; tactical combat casualty care (TC3); infantry platoon weapons familiarization; mountaineering; communications training; chemical biological, radiological, and nuclear (CBRN) training; Modern Army Combatives; and culminate their experience with a five-day field training exercise (FTX) that includes throwing a live hand grenade and a buddy-team live fire (BTLF). Training events take place in the USMA cantonment and surrounding military training areas. CBT concludes with foot march back to the USMA cantonment area.

C.02. Course Mission. The mission of ML100/CBT is to instruct, train, inspire, and transition civilians and prior service military personnel into cadets and future officers. CBT also inculcates attributes expected of future officers, including foundational military competencies and the values of character and commitment.

C.03. Course Intent

a. Purpose. The purpose of ML100/CBT is to introduce New Cadets to the foundational military competencies required of commissioned officers 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 to promote success as a Cadet Private in the Fall and Spring terms.

b. Outcomes.

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



c. Course End State. Fourth Class Cadets have been introduced to the technical skills required of commissioned officers in order to prepare them for future military science and training instruction and members of the Corps of Cadets. They are able to live honorably in austere field conditions and are physically, mentally, emotionally, and socially ready to integrate into the Corps of Cadets as Cadet Privates.



Annex D – MS100 Course Overview

D.01. Course Overview. MS100 is a semester long, 40-hour course for Fourth Class Cadets. Fourth Class Cadets enter MS100 having completed CBT the previous summer, with limited knowledge of basic infantry tactics. 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 CFT, CLDT, and follow-on MS courses.

D.02. Course Mission. The knowledge attained from completing ML100 the previous summer will be expounded upon, as some topics are reinforced, and others are introduced for the first time. New knowledge will be enhanced as they complete academic course work and additional blocks of military training, both in the classroom and in the field. In MS100, cadets develop a solid footing built upon the foundational military competencies of Soldierization, Shoot, Move, Communicate, and Medicate. MS100 learning objectives better prepare cadets for follow-on MS courses and summer training events, and instill attributes that allow cadets to become agile, adaptive, and flexible leaders.

D.03. Course Intent

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

b. Outcomes.

- Use common language of Army doctrine (terms and military symbols) in the context of small unit military operations in accordance with [FM 1-02.1](#) and [FM 1-02.2](#)
- Summarize Army organizations and unit composition, primarily the Infantry Brigade Combat Team and the Infantry Platoon, Squad, and Team in the United States Army.
- Explain capabilities and employment of both infantry small unit weapon systems and organic indirect fire weapon systems in the context of small unit military operations.
- Explain TLPs and military orders in the context of small unit leadership, in accordance with [ATP 3-21.8](#)
- Illustrate military movement/maneuver, terrain & enemy analysis, overlay construction, route planning, and course of action development in the context of small unit military operations.

c. Course End State. All cadets of MS100 understand basic Soldier skills that will ensure success during ML200 (CFT). Cadets possess a fundamental knowledge associated with being in the Profession of Arms. Cadets use common Army operational terms and graphics in CFT and MS200 (Fundamentals of Small Unit Operations).



Annex E – ML200 Course Overview

E.01. Course Overview. CFT is the primary mechanism by which the ML200 course is executed. During CFT, the cadet regiment conducts a six-to-eight-week program of training events consisting of a one-week Leader Training Program (LTP) for squad leaders and company leadership, followed by five-to-seven weeks of individual and collective training and assessment for all cadets. Additionally, ML200 builds upon the base of military skills learned during CBT and MS course work from the academic year. CFT emphasizes the foundational military competencies, individual preparedness training, and how to prepare for extended field operations. Cadets lead, participate in, and conduct small unit tactical operations. They are expected to demonstrate proficiency as individual Soldiers and as members of teams. The course reinforces the importance of the core attributes (BE and KNOW) and competencies (DO) of the Army Leadership Requirements Model, instills the Warrior Ethos, and inspires professional excellence through physically and mentally demanding training. ML200 is a key component of WPLDS in which cadets are responsible for planning, resourcing and execution of training, and the day-to-day operation of cadet companies.

E.02. Course Mission. The mission of ML200/CFT is to train and assess the foundational military competencies to prepare Third Class Cadets to assume duties as NCOs in the Corps of Cadets and as future officers in the Army.

E.03. Course Intent

a. Purpose. The purpose of ML200/CFT is to develop, train, test, and validate foundational military competencies; 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.

b. Outcomes.

- Demonstrate the ability to be a Team Leader in a tactical situation under stress.
- Demonstrate proficiency in selected BOLC-A pre-commissioning tasks (See [Annex A](#)) and Warrior Tasks.
- Demonstrate familiarity with the effective integration and employment of combined arms assets in a tactical situation.
- Demonstrate required physical fitness, self-confidence, and grit.

c. Course End State. Third Class Cadets are proficient in the foundational military competencies. They can live honorably in austere field conditions and are physically, mentally, emotionally, and socially ready to reintegrate into the Corps of Cadets as NCOs.



Annex F – MS200 Course Overview

F.01. Course Overview. MS200 is a semester long, 30-Lesson Course for Third Class Cadets at the United States Military Academy. The focus of MS200 is to develop an understanding of tactics at the squad and platoon level through situational exercises and simulated scenarios. Cadets that complete MS200 can: apply problem solving techniques to unstructured tactical problems and scenarios, use and incorporate battle drills, demonstrate foundational military competencies, and execute principles of patrolling and planning in a multi-domain operational environment.

F.02. Course Mission. MS200 ensures each Cadet achieves a fundamental understanding of small unit operations while encouraging problem solving and critical thought processes in simulated tactical situations. Cadets develop and grow competence and confidence while planning, communicating, and executing squad and platoon level operations.

F.03. Course Intent

a. Purpose. Prepare Third Class Cadets for squad and platoon tactical leadership positions during Cadet Leader Development Training (CLDT), as Cadet Field Training (CFT) Cadre, and as Cadet Basic Training (CBT) Cadre.

b. Outcomes.

- Plan squad patrol missions.
- Relate small unit actions from history to present day multi-domain tactical problems.
- Depict graphical control measures, unit icons, weapon symbols, equipment symbols common to the US IBCT Rifle Platoons and their equivalent threat organizations.
- Interpret graphical depictions of enemy and terrain to support the development and briefing of squad mission orders.
- Apply squad battle drills to varied terrain and multi-domain threat scenarios.

c. Course End State. MS200 cadets are proficient at applying Army problem solving methodologies to squad and platoon tactical scenarios and are prepared through virtual and simulated exercises to lead squads and platoons in follow on assignments as part of their 47-month West Point experience.



Annex G – MS300 Course Overview

G.01. Course Overview. MS300 is a semester long, 40-hour course for Second Class Cadets. As the culminating MS course during a cadet's 47-month experience at USMA, MS300 aims to further inculcate critical leader attributes and expand upon military knowledge developed during previous summer training opportunities and MS course work.

G.02. Course Mission. MS 300 will enhance each cadet's tactical planning and decision-making skills by testing their decisiveness in scenarios with limited information under condensed time constraints to prepare future officers for the challenges of leading American Soldiers in a complex operational environment.

G.03. Course Intent.

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

b. Outcomes.

- Understand Army operational doctrine and platoon tactics and apply them to mission planning and execution in accordance with ADP 3-0 and ADP 5-0.
- Create and communicate written and verbal tactically and doctrinally sound mission orders at the platoon level.
- Integrate Warfighting functions to accomplish assigned tactical missions.
- Demonstrate contextual understanding of land combat operations through TDE's and simulations.
- Theorize and describe the operational effects of METT-TC on platoon operations.

c. Course End State. The students of MS300, 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, tactically sound 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 H – ML300 Course Overview

H.01. Course Overview. ML300 is an approximately three-week capstone military training event completed during a cadet's First- or Second-Class summer. Successful completion of ML300 is a graduation requirement and relies on individual preparation and the characteristics of decisiveness, adaptability, and strength of character. In a series of tactical scenarios that reflect the Decisive Action Training Environment (DATE), cadets experience a minimum of two leadership positions, which provide the cadet with a common experience to further enhance his/her leadership ability. There is one variation of ML300—participation in EDV with RMAS in the UK and military training areas in Germany (ML300A).

H.02. Course Mission. ML300 is the capstone military training event at USMA and ensures cadets have the aptitude required to lead Soldiers upon commissioning. This course instructs, trains, mentors, and assesses First Class and select Second Class Cadets on basic warrior and leadership skills. Primary focus is on TLPs, effective communication, and tactical decision making in order to develop competent and confident leaders capable of operating in complex environments.

H.03. Course Intent

a. Purpose. The purpose of CLDT is to prepare cadets for tactical leadership positions at the platoon level.

b. 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 TLPs to planning a tactical operation.
- Demonstrate an understanding of the fundamental principles and supporting tactics that underlie small unit operations and how to apply them in a field training environment.
- Demonstrate the ability to effectively communicate a tactical order both verbally and visually.
- Demonstrate the attributes and competencies outlined in the Army's Leadership Requirements Model per [ADP 6-22](#).

c. Course End State. Graduates of ML300 demonstrate confidence and proficiency in leadership attributes by applying the Army's Operations Process in the preparation and execution of platoon missions.



Annex I – Military Lab / Military Science Grading Standards and Policy

I.01. Assignment of ML and MS Grades. DMI's grading philosophy is based on a commitment to evaluating cadets based on their achievement of announced course objectives. The department's policy is to make a contract with the cadet that guarantees specific grades will be awarded for specific numerical averages. MS100, ML200, MS200, MS300, and ML300 will use the grading scale in Fig. 8.

Figure 8: MS / ML Grade Scale

Level of Achievement	Letter Grade	Percentage	Subjective Interpretation
Excellent	A+ A A-	97.00-100.0 93.00-96.99 90.00-92.99	A grade of "A" is a passing grade for all cadets. A cadet earning a grade of "A" has demonstrated an unflinching pattern of sustained excellence in all areas. This cadet is truly in the top of their class, stands far above their peers, and is considered to have extremely high potential.
Good	B+ B B-	87.00-89.99 83.00-86.99 80.00-82.99	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 potential but not exceptional.
Satisfactory	C+ C C-	77.00-79.99 73.00-76.99 70.00-72.99	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 further developed.
Marginal	D	67.00-69.99	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, their potential is below their peers in terms of adequate development or performance of duties.
Failure	F	< 66.99	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 demonstrates poor potential for service as a commissioned officer. A failing grade must be supported by recurrent failures to meet performance standards or goals.

I.02. Repeat of MS Course. Cadets may elect to repeat a MS course(s) in which a grade of "D" was earned if their MPSC or Cumulative Quality Point Average (CQPA) is less than 2.00. DMI may make a request for an exception to the MPSC/CQPA criteria as long as the request is coordinated with AARS. Cadets will normally take the course in the semester opposite their class core MS course.



Annex J – Additional Military Development Grading Policies

J.01. Assignment of Military Development Grades. MD grades capture a cadet’s relative performance as a member of the Corps of Cadets and in the 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 ACFT 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 should conduct, at a minimum, initial, mid-term, and final counseling 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.

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 as a notification to the cadet of his or her 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. Grades of “D” or “F” require a CDR and formal counseling IAW [ATP 6-22.1](#).

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 (captured on the CDR).

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 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 ACFT is an important metric in a leader’s performance. ACFT performance is indicative not only of physical fitness, but also readiness, self-discipline, determination, and commitment to excellence. ADP 6-22 describes physical fitness as the cornerstone of combat readiness. Fitness builds more confident and resilient leaders that demonstrate the presence attribute of the Army Leadership Requirements Model. These are all qualities that Leaders and Soldiers expect in our officers. Therefore, a failed ACFT 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. Cadets that do not take without valid excusal or fail two consecutive ACFTs are subject to administrative action in accordance with [AR 150-1](#), paragraph 7-9 (failure to maintain proper physical fitness). If a cadet is unable to take an ACFT during a



testing period due to a valid excusal (as outlined in 150-1) the ACFT score/grade will not be factored into the MD grade during that period.

(1) ACFT Scoring Scale

Letter	Minimum Points	GPA	Step.Size
F	0	0.000	0
D	360	1.000	360
C-	415	1.667	55
C	455	2.000	40
C+	490	2.333	35
B-	520	2.667	30
B	545	3.000	25
B+	565	3.333	20
A-	580	3.667	15
A	590	4.000	10
A+	595	4.333	5

f. If a cadet fails to meet Army Body Composition standards, he or she will be enrolled in ABCP immediately. The exception to this, IAW AD 2023-08, is for Cadets who score 540 points or more on a record ACFT, with a minimum of 80 points in each event. If enrolled in ABCP during any rating window, he or she will receive a NC until he or she demonstrates progress (minimum 30-days). Once he or she demonstrates progress, TAC Teams will assign grades. If a cadet fails to make progress within the ABCP standards for two consecutive months or three non-consecutive months, he or she will receive an F and separation proceedings will be initiated.

g. Honor Violations, Respect Violations, and Article 10 Proceedings. If a cadet is found guilty at a Field Grade or higher-level Article 10 hearing, TAC's may use discretion in determining whether that single point of failure warrants an overall failing grade based on the totality of his or her performance and whether it is indicative of his or her potential. In all cases where adjudication is not yet completed at the end of rating period, cadets will receive an NC until adjudication is complete. Raters, Senior Raters, and TAC Teams will submit their grades and complete CDRs, but the TAC Team will notify LDB and the grade will be an NC until final adjudication is complete and accounted for. A cadet with two or more points of failure in a graded period will receive a grade of "F." TACs should enter a grade of "N/C" if a cadet has a pending Honor Board. However, the TAC should enter their recommended military grade after the cadet is either FOUND or NOT FOUND at an Honor Board. TACs should not wait until final adjudication by the Superintendent. For cadets FOUND in violation of the Honor Code, the maximum grade is a "D," the Commandant may mandate an MD-F during the Commandant's meeting.

J.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, ACFT grade, and combined according to the percentage each contributes to the



final grade. The MD grade is made up of 15% rater grade, 25% senior rater grade, 50% TAC Team grades, and 10% ACFT.

b. Quality points are assigned to each grade given by each component of the CDR (rater, senior rater, and TAC Team) per Fig. 9 as a component of the MD grade.

Figure 9: Academy Grade Scale

Letter Grade	Quality Points
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 component of the MD grade (rater, senior rater, and TAC Team) are then combined with the appropriate percentages 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 Fig. 10 below. Note that if a TAC Officer assigns an “F” to a cadet, the final grade will be an “F,” regardless of the grades assigned by the rater and senior rater.

Figure 10: MD Grade Final Quality Point Range

Letter Grade	Minimum Point Value	Maximum Point Value
A+	4.17	4.33
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	0.74

J.03. Calculating Forced Distribution Percentages. As provided in Chapter 2, MD grades are force distributed within respective classes, companies, and headquarters. Battalion and Regimental headquarters' grade point averages will not exceed 3.0 in MD200 and MD300 and not exceed 3.33 during the academic year. Company grade point averages will not exceed 3.0 in MD200 and MD300 and not exceed 2.77 during the academic year. Several cadet chain of command positions, due to their level of responsibility, are exempt from force distribution. See [USCC PAM 6-22](#) for identification of exempt positions. Grades of C-, D, or F carry a point value of 2.00 when calculating the average given the significant impact that a 1 or a 0 has on the average. Exempted positions are NOT included in the average. The approval authority for exemptions to forced distribution of MD grades is the BTO.

J.04. Military Grading Word Pictures. All raters across USMA will apply the following word pictures when determining and grading potential 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 BTD and the cadet chain of command, this applies to raters from the DMI and the USMAPS Battalion Tactical Department during the summer term.

a. General Guidelines. Graders will use the word pictures below as a guide and standard reference when determining MD grades for cadets in any term. Key elements of each level of performance are highlighted for ease of comparison. A cadet must meet all the performance elements and levels of potential in the word picture to earn that grade. In turn, the reason a TAC assigned a particular grade then becomes an item of discussion in the TAC's 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 Cadet earning a grade of "A" in MD 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. Cadets demonstrate the moral, civic, social, and leadership facets



of character IAW the [Goldbook](#). 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. A cadet earning a grade of "B" in MD 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. Cadets demonstrate the moral, civic, social, and leadership facets of character IAW the [Goldbook](#). 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 try 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. A cadet earning a grade of "C" in MD demonstrates developing potential for military service and displays a slightly 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. Cadets demonstrate the moral, civic, social, and leadership facets of character IAW the [Goldbook](#). 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 his or her 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 himself or herself and possibly a few select others in mind.

e. A cadet earning a grade of "D" in MD 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. The cadet fails to demonstrate the moral, civic, social, and leadership facets of character IAW the [Goldbook](#). 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. A cadet earning a grade of "F" in MD 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 fails to demonstrate the moral, civic, social, and leadership facets of character IAW the [Goldbook](#). 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 ACFT, 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 K – Branch Education and Mentorship Program

K.01. Branch Education and Mentorship Program.

a. Purpose. The purpose of the BEMP is to educate cadets and mentors to navigate the branching process. As a result, USMA enables the Army to assign cadets to branches for which they are best fit by talent and preference.

b. Concept. Branching education is a deliberate program executed iteratively throughout the 47-month experience starting with CBT during Fourth Class year and ending at Branch Night during the cadets' First Class year. The completion of the BEMP sets conditions for the start of ATAP.

(1) Branching Education begins upon arrival at USMA with CBT and continues until the completion of BEMP on Branch Night. Cadets gain exposure to available branches and the branching process through multiple touchpoints, resources, and events. Classroom branch education occurs through the Military Science curriculum and Virtual Branch Education Forums. This is supplemented through annual branching and training events that include Branch Week, CST/CTLT, and branch heritage events and balls.

(2) Mentorship. Cadets are encouraged to seek out readily available mentors among the staff and faculty as part of BEMP. The target audience is Second, Third, and Fourth Class Cadets. Accessions branch representatives organize branch specific mentors to match the needs of interested cadets by leveraging the unique experiences of each volunteer mentor. Any time a cadet asks for additional information about a specific branch or post, the branch representative can provide names of volunteer officers/NCOs who have agreed beforehand to mentor cadets.

(3) Branching Process. This phase begins during the cadets' Fourth Class year with the TAB and ends when the sixth and final branch preferences are submitted. During this phase cadets are responsible for the input and completion of all data that will be used for the Branching process. This data includes their personal branching file on branching.army.mil, TAB test, the entry of branch preferences 1-6, and any branch specific prerequisites for eligibility (i.e., Aviation or Cyber). Additional branching data will be submitted by staff and faculty in support of the branching process. This includes Cadet Talent Evaluations and mentor notes to the branching board.

(4) Branch Selection Process. This phase begins during branch interviews and ends when cadets receive their branches on branch night. During this phase cadet data is applied to the market-based branching solution. Branches will conduct cadet interviews and counseling to further develop cadet branching files. Key to this phase is the execution of the branching board during fall semester.



(i) Board Preparation. After interviewing with branches and receipt of branch commandant ratings, cadets submit their final branch preferences. The MPMD develops the initial branch assignments using a deferred acceptance algorithm that matches cadets to branches based on cadet preferences, branch ratings of cadets, OML, and a cadet's willingness to BrADSO. OEMA will generate the market-based branching solution which is the source document for the Branching Board.

(ii) Board Execution. Based upon board guidance issued by the DA G1, a branching board will convene to assess the results of the market-based branching solution. Based on guidance from DA G1 and the Superintendent, the Branching Board may deviate from the market-based solution in order to meet the needs of the Army and better match cadets' talents to particular branch talent priorities. The Branching Board will determine the optimal branching solution as articulated through recommended deviations from the algorithm matching solution.

(iii) Board Approval. The Board will submit a market-based solution, an optimal branching solution, and analytics supporting market-based deviations to the USCC Commandant and USMA Superintendent for endorsement. The branching results will be submitted to DA G1 for final review and approval.

K.02. Branching Options and Constraints.

a. Branch of choice Active Duty Service Obligation (BrADSO). Cadets can indicate their willingness to incur additional active duty service obligations to increase their chances to be assigned a particular branch. Cadets will only be charged a BrADSO when the BrADSO was necessary for them to secure that branch assignment.

b. Multi-Domain Operations Percentage Rule. DA will provide yearly guidance for a specific percentage of the graduating class that must branch into one of the following Multi Domain Operations branches: IN, AR, FA, AV, EN, AD, SC, MI, and CY.

c. Branch Detail. Branch detailing is a temporary assignment outside of an officer's basic branch to another branch for control and duty. Branch details typically last 3-4 years – from the point of commissioning until attending the Captain's Career Course of an officer's basic branch. 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. Only the cadets who volunteer for branch detail will be considered for a detail assignment.



K.01. Branching Board

(1) The board makeup is based on annual guidance from the Army G-1 Department of Military Personnel Management (DMPM) and board members can change annually. Generally, officers from BTD, DMI, Office of the Dean, and select Branch Proponent offices are selected as board members.

(2) USCC Commandant: Serves as the President of the Branching Board and also appoints the Chairman of the Branching Board. Upon completion of the board, the Commandant presents branching results to the Superintendent for endorsement.

(3) DMI Accessions oversees the Branch Assignment and Branching Board Processes and ensures adherence to board guidance from DMPM.

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

b. Special Branching Procedures.

(1) Aviation & MEDEVAC Pilot Applicants.

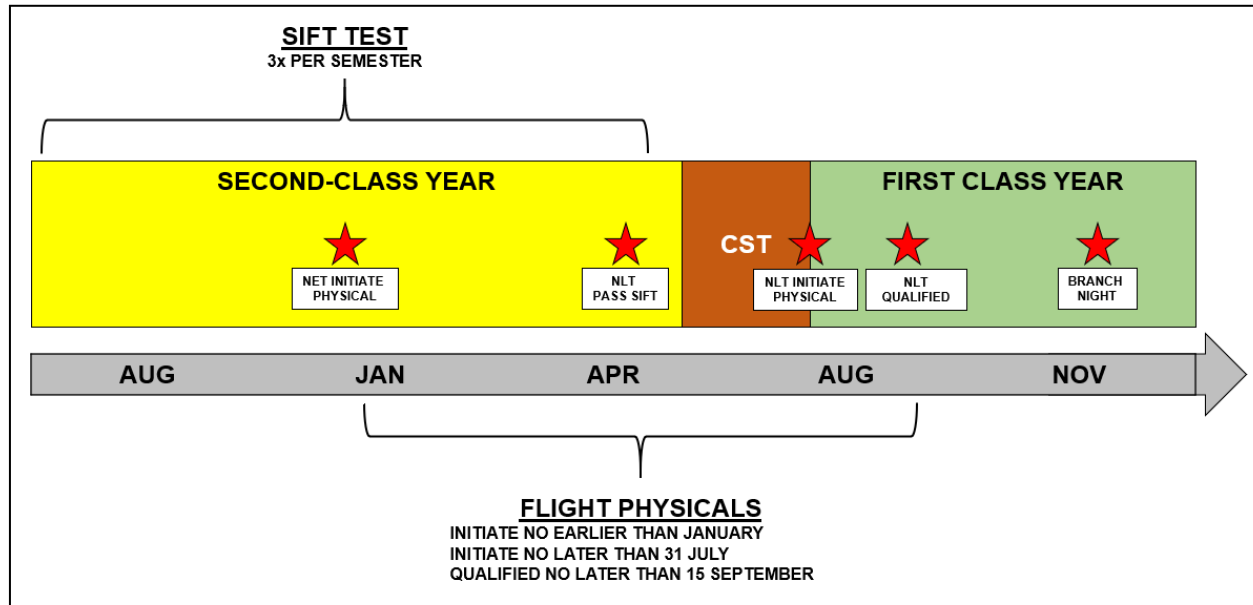
(a) The process to apply for the Aviation branch or the Medical Service (MS) branch as a MEDEVAC pilot begins during the Fall Semester of the Second Class year with the SIFT test (see Fig. 11). The SIFT measures those aviation-identified aptitudes and personality/background characteristics that are predictive of success in Army helicopter training. The SIFT is administered three times per semester at the West Point Education Center. Cadets may continue in the application process if their SIFT scores are equal to or higher than the minimum score of 40. Once cadets receive a passing score on the SIFT of 40 or greater, cadets cannot take the SIFT again to improve their score. 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 cannot compete for the Aviation branch or the position of MEDEVAC Pilot in the Medical Service Corps. Cadets are only authorized to take the SIFT a total of two times. If Cadets are unable to take the SIFT at the West Point Education Center on the scheduled dates, Cadets can take the SIFT at any MEPS (military entrance processing station) or post-servicing center. If Cadets take the SIFT at an alternate location, they must send their score letters to the USMA Accessions Aviation Branch Representative.

(b) Once cadets pass the SIFT, they will initiate the flight physical process no earlier than January of their Second Class year and no later than 31 July prior to their First Class year. Cadets must be medically qualified no later than 15 September of their First Class year. Cadets studying abroad during the spring semester of their Second Class year are still subject to the 15 September deadline. Cadets are not considered complete and qualified until their DD Form 2808 Report of Medical Examination is returned by the Department of the Army Aeromedical Medical Center at Fort Rucker, Alabama with a "Qualified" stamp with an



assigned control number. Cadets must complete an Army flight physical.

Figure 11: Aviation & MEDEVAC Pilot Application Process



Cadets who require corrective eye surgery can and should begin the process as soon as they turn 21 years old. Optometry can tell you whether you meet Aviation requirements or not and get you started on the process for surgery, if appropriate. The appointment with optometry to determine eligibility for eye surgery can be completed prior to turning 21 years old, but surgery cannot be completed until 21. Cadets should begin this process at their first opportunity due to the amount of time required for recovery. Cadets who successfully screen for corrective eye surgery and who have the surgery completed prior to 15 January of their First Class year will be considered “pre-qualified” to branch Aviation despite not having a “Qualified” stamp with assigned control number from the Department of the Army Aeromedical Center at Fort Rucker, Alabama. This “pre-qualified” status is granted based on the historical success rate for corrective eye surgery. However, there are times when cadets may lose their qualification due to post surgery complications and will require an out-of-cycle branch request for rebranching. 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 Department of the Army Aeromedical Center at Fort Rucker, Alabama 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 Aviation requirements. The corrective eye surgery must be completed no later than 15 February of the First Class year, and the 90-day follow-up must be completed no later than 15 May of the First Class year. A qualifying flight physical is not complete or considered official until verified by the Department of the Army Aeromedical Center at Fort Rucker, Alabama. Cadets planning to branch Medical Service Corps (MEDEVAC Pilot – 67J) are not able to be considered “pre-qualified” for corrective eye surgery due to the limited number of MEDEVAC pilots assessed annually. Cadets interested in branching becoming a MEDEVAC Pilot must have a DD Form 2808 Report of Medical Examination, approved by the Department



of the Army Aeromedical Medical Center at Fort Rucker, Alabama with a “Qualified” stamp and an assigned a control number in order to have a complete packet for the HRC MEDEVAC Review Panel.

(c) In addition to the requirements outlined in paragraphs (a)-(c), cadets interested in becoming a Medical Service Corps MEDEVAC pilot must complete an application to request flight training from the Medical Service Corps branch in accordance with an annual MILPER released by HRC. The MILPER message, usually released in October, provides the eligibility, requirements, and deadlines to apply for a slot as a MEDEVAC Pilot (67J). Cadets must submit completed packets in accordance with the MILPER to the USMA Medical Service branch representative no later than 31 January of their First Class year. The Medical Service branch representative will consolidate all MEDEVAC packets and forward to HRC. If the applicant’s packet is favorably assessed by the MEDEVAC panel, he or she will be branched Medical Service Corps as a MEDEVAC Pilot (67J) prior to graduation and will attend the resident AMEDD BOLC prior to entry into Army flight training (Flight School XXI).

(d) Aviation and Medical Service Corps (67J) branched cadets interested in accepting scholarships immediately after graduation should consult with the Aviation/Medical Service branch representative prior to applying or accepting their scholarships. The Medical Service Corps receives a limited number of Flight School slots annually and the slots do not carry over from year to year. If a Medical Service Corps (67J) branched cadet accepts a scholarship, they will more than likely lose their Flight School Slot and have to reapply to become a 67J. Aviation branched cadets are currently allowed to accept scholarships. Due to the length of Flight School (approximately 18 months), these cadets should strongly consider the potential career implications of accepting a one- or two-year scholarship immediately after graduation, since this will reduce their Platoon Leader time and their professional growth as a pilot prior to attending the Captain’s Career Course.

(e) Interested cadets should visit the Aviation/Medical Service branch Representative for more information.

(2) 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 within the Department of Electrical Engineering and Computer Science.

(b) Cyber branch requires cadets to complete a cyber questionnaire by the Army Cyber branch during Branch Week as part of the branching process.

(c) Cadets assessed to Cyber branch incur a 1-year active-duty service obligation for a total of a 6-year active service obligation following graduation.



(d) Cyber branched Cadets can apply for MOS 17D (Cyber Capabilities Development Officer) and/ or the Computer Network Operator Qualification Course (CNOQC) in December of First-Class year. Cadets will be notified after completion of testing (prior to commissioning) if they are selected for MOS 17D.

(3) 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 confirms and communicates the number of EOD allocations offered to USMA. The OD PDO facilitates initial security screening interviews by coordinating with the USMA OD branch representative. Cadets interested in being selected for an opportunity to attend EOD School must not have a color-blind deficiency IAW [AR 611-105](#) and must pass the security screening interview conducted by the OD PDO prior to inputting their final preferences.

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

(4) 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, and other 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 for posting assignment, BOLC date, RFO, and orders.

(5) 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) In the spring of each academic year, the USMA Registrar convenes a board to identify those Second Class Cadets who are viable medical school candidates. Up to 2% of each graduating class may attend medical school directly from West Point. The list of endorsed cadets will be provided to the DMI Medical Service branch representative and the Office of Institutional Research for use during the BSP. 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 BEMP, 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. Cadets attending medical school immediately after graduation will not receive a branch assignment, post assignment, or a BOLC date. If a cadet is accepted into medical school after the posting process is complete, his or her 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 BOLC prior to medical school during the summer following graduation. Cadets attending civilian institutions will be funded by the Health Professions Scholarship Program (HPSP). They will transfer into the Army Reserve for four years and will attend BOLC during the summer while enrolled in medical school. BOLC attendance will be coordinated by the HPSP representatives.

(e) Medical School applicants will not be incorporated into the USMA branch solution and posting process. A cadet that submits a Medical School application and does not get accepted will receive an out-of-cycle branch and post.

(6) Inter-service Commissioning Applicants: The Inter-Service Commissioning eligibility criteria, standards and procedures reflect guidance provided by the Memorandum of Understanding between Assistant Secretaries of each Service and implementation [Memorandum for Record from the Assistant Secretary of the Army \(M&RA\)](#). DMI and service liaisons will educate and mentor cadets regarding the inter-service commission process. A maximum of 3% of a graduating class can commission into another service. A goal of parity and reparations between academies is desired. Interested cadets should contact the applicable USMA service liaison early in their cadet career, preferably 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:

- Substantial family lineage within the desired service, but the absence of lineage can be compensated through research and validation.
- Prior enlisted service within the desired service.
- Previous admission application to the requested Service Academy.
- Participation in the Service Academy Exchange Program.
- 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.).
- Candidates should demonstrate strength in the military, character, physical, and academic pillars.
- Candidates should inspire confidence that they will have a very successful career in the other service.

(a) Interested cadets will submit their complete inter-service commission application packets through the BTD chain of command to the DMI ISC OIC NLT 25 May during their Second-Class Year. Incomplete or late packets will be rejected, and not presented to the Board. Packets will not be submitted on card stock, in document protectors, or in binders. 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; a minimum of 2xLORs and a maximum of 5x LORs required.

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 ACFT and Indoor Obstacle Course Test (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.)

(b) Prior to submission to DMI, interested cadets must coordinate their application packages through their company TAC, regimental TAC, and the BTO NLT 22 May. After receipt of the application packages, DMI will coordinate and convene an inter-service commissioning board. The board will be comprised of:



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

(c) The board will review each application package and meet with the applicants individually o/a mid-September to assess how well they meet the inter-service commissioning criteria. The sum of all information submitted must demonstrate that the cadet's career goals cannot be achieved in the Army. 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 o/a late-September and the Superintendent o/a early-October 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 MPMD representative. This submission should occur NLT 31 October 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. 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.

(d) Inter-Service Commissioning cadets will not be incorporated into the USMA branching solution or posting process. A cadet that submits an Inter-Service Commissioning packet and does not get accepted will receive an out-of-cycle branch and post.



Annex L – Special Case Populations

a. Most cadets will be assigned a branch, post, and BOLC dates via the processes described in [Annex K](#). 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.

b. Prospective Medical School Attendees. Prospective medical school attendees are those cadets who applied to receive an Army scholarship and expect to be accepted into a medical school. The Academy Registrar maintains this information. Medical school attendees will not receive a basic branch, post, or BOLC date with their year group. Upon completion of medical school, these officers will be assigned to the Medical Corps. If cadets are not accepted to medical school or rescind their application after the designated fall branching population is determined, they will require an out-of-cycle branch, post, and BOLC date decided by a board in the Spring Semester.

c. Prospective Scholarship Recipients. IAW DPOM 06-03, the Office of the Dean oversees the West Point Scholars Program (WPSP) with the Associate Dean for Academic Enrichment, under the supervision of the Vice Dean for Operations, serving as the Primary Executive on behalf of the Dean. The WPSP consists of four primary programs supervised by Executive Agents for the Dean: the Excel Scholars Program (ESP) supervised by the Department of Systems Engineering, the Graduate Scholarship Program (GSP) supervised by the Department of Social Sciences, the Pre-Medical School Scholarship Program (PSSP) supervised by the Department of Chemistry and Life Sciences, and the Technical Scholars Program (TSP) supervised by the Department of Civil & Mechanical Engineering.

1. USMA Oversight. Once a cadet is confirmed for 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 US Army Student Detachment with duty at the location of the scholarship. Lieutenants whose scholarships begin immediately following graduation will not attend BOLC until their degree is complete.
2. Cadet scholarship winners will branch with their classmates. Scholarship recipients are typically notified of their acceptance into their scholarship programs after they have been assigned their BOLC date and post. Once confirmed, branch representatives will adjust BOLC dates, as required, and notify HRC to revoke the cadet's RFO and instead route the RFO to the US Army Student Detachment.
3. Completion of Scholarship Program. Approximately six months prior to the completion of their scholarship programs, graduate students should contact their



USMA branch representative for guidance and assistance in scheduling a BOLC date and receiving a post assignment from HRC. Depending on the length of the scholarship, a cadets post may not be available to the officer following completion of scholarship program, since post REQID's from HRC are updated annually.

4. Leave and Reporting to Graduate School. 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 temporary duty (TDY) en route to their permanent change of station (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 5-7.b.(1), or a combination of these actions.
5. MEDEVAC Pilot Consideration. The Medical Service Corps receives a limited number of Flight School slots annually that do not carry over from year to year. If a Medical Service Corps (MEDEVAC Pilot - 67J) branched cadet accepts a scholarship, they will more than likely lose their Flight School slot and must reapply while at BOLC to become a MEDEVAC Pilot (67J).

d. Athletic Interns (AIs). AIs choose a post and are 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 of First Class year for processing through USCC for endorsement and approval. This also allows time for Branch Reps to secure appropriate BOLC dates for those athletic interns congruent with their duty dates. Cadets will confirm final interest and that they meet the AI requirements NLT 72 hours after Branch Night. All requests for athletic interns will be submitted to the Superintendent for approval NLT 15 December of First Class year.

e. 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. To provide input regarding effect on the cadet's post-graduate timeline and early professional development, DMI will be included in the coordination.

f. Late Graduates. Late graduates include cadets 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.

(1) STAP/June and August Graduates. These cadets will receive their branch and post via the same system as their classmates graduating in May. 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.



(2) December Graduates. These cadets are considered graduates of the same calendar year as their May counterparts, but for year group cohorting, these cadets align with the *fiscal year* in which they graduate. These cadets will not branch with their classmates graduating in May. They will branch with the class that corresponds with their year group. For example, a cadet scheduled to graduate in December 2023 will be considered a 2023 graduate of West Point, but they will be considered part of the FY24 year group cohort. They will branch in the fall with the class scheduled to graduate in May 2024. December graduates will be administratively assigned their Post and BOLC to accommodate their timelines. Cadets may not be allotted maximum time for leave depending on BOLC start date.

g. Cadets on Medical Hold. Cadets placed on a medical hold status will normally receive a post and BOLC 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.

h. Academy Mentorship Program (AMP). Cadets assigned to the Academy Mentorship Program serve as an enlisted Soldier prior to returning to USMA to commission as a Second Lieutenant. Depending on when the cadets enter the AMP, they may or may not have received a branch. If a cadet did not receive a branch, they will enter the branching population of the nearest class or will become an out-of-cycle branch request. If a cadet was previously branched, they will retain their branch and will enter ATAP as outlined in Annex M for Post and BOLC assignment.

i. Aviation (AV)/ MEDEVAC (MS – 67J) Branched Cadets. Cadets who branch Aviation/MEDEVAC are assigned a BOLC date but do not receive a post assignment until their advanced airframe training at flight school. Aviation/MEDEVAC selects are not authorized to participate in the Athletic Intern Program due to the required length of technical training immediately after commissioning.

j. Explosive Ordnance Disposal (EOD) Selects. Due to the length of EOD School and possibility for attrition, cadets who branch EOD 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. EOD selects are not authorized to participate in the Athletic Intern Program due to the required length of technical training immediately after commissioning.

k. Cyber (CY) Branch Cadets. Due to the length of CY BOLC, cadets will not be assigned a post, but will be assigned a BOLC date. Cyber branch selects are not authorized to participate in the Athletic Intern Program due to the required length of technical training immediately after commissioning.

l. Professional Athlete Candidates. All cadets recruited for Professional Athlete Programs will branch and post with 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 M – Accessions Transition Assistance Program

- a. Purpose. The purpose of ATAP is to enable a smooth transition to BOLC and first unit of assignment for each graduating class.
- b. Concept. The ATAP begins after Branch Night and ends when cadets sign into their BOLC units at their respective CoEs. The ATAP generally consists of a Branch Commandant Brief, four branch-specific briefs, two class-wide briefs, and an opportunity to participate in the SGMP. Each branch may elect to coordinate optional events such as a branch specific formal event. The ATAP is executed within the academic footprint during USMA scheduled Commandant Hours and coordinated through the Commandant's Office for meeting time and the Registrar's Office for meeting space.
- c. Small Group Mentorship Program (SGMP). The SGMP allows cadets to connect with Mentors, from within the USMA staff & faculty, with the skills, attributes, and experience similar to their own anticipated path of service. The SGMP generally includes five informal gatherings to address professional topics on a more personal level. After Branch Night USMA branch representatives will solicit volunteers from across the USMA staff & faculty to serve as mentors for a small group (10:1 ratio) of cadets during the second academic semester. Cadets are not required to sign-up for the SGMP, and their participation in the group is optional.
- d. Post Selection. Available posts are provided by HRC. Cadets will select their post of choice in accordance with their OML within their respective branch cohorts. All cadets will select their post on post night, within their respective branch cohorts unless they elect to participate in the Intent to Marry Service Member (ITMSM) program to support cadet couples transition to the Married Army Couples Program (MACP). The Accessions Team will send the results of the post selection process to HRC to enable the RFO process.
- e. BOLC Selection. BOLC selection typically occurs in conjunction with Post Night. However, BOLC assignments may occur independently for special populations. Both options utilize cadet OML and cadet preference as a guide.
- f. Intent to Marry a Service Member (ITMSM) Program. Cadets qualify for this program if they intend to marry another cadet within the same posting cohort and the couple submits a co-signed memorandum of intent. The cadet with the lower (higher numerical) OML will drive the post selection options for the couple. Cadets who intend to marry an active-duty service member, or a cadet in a different branching cohort, are not eligible for ITMSM and therefore must select an individual post on Post Night.
- g. Cadet Summer Training (CST) Detail Selection. Every summer approximately ~75 2LTs are required to augment the cadre for USMA CST. Lieutenants assigned to a September or later BOLC are eligible to support a CST Detail. Lieutenants who perform a CST detail will be eligible for up to 60 days of non-chargeable graduation leave within the limits prescribed in [10 U.S.C. § 702](#). Following Post Night the Accessions Division conducts a CST Board to assign personnel to support CST based upon willingness to volunteer, preference, OML, and BOLC



start dates. The Accessions Division will provide the results of the CST Board to the MST Division to notify the cadets and manage any changes throughout the spring and summer.

h. Orders Production. The USCC S1 creates orders once the assignment information is generated by HRC. HRC generates the assignment information once the Accessions Team submits the post assignments, BOLC information, and report dates. Should the cadet's graduation and commissioning status change, the Accessions Team will inform HRC to amend the RFO so that USCC S1 can create amended orders. Once orders are provided to the cadet, BTM will ensure that their cadets comply with the transition requirements outlined by finance, transportation, and their respective branch representatives.

Summary. The ATAP is a consistently refined program, aimed to prepare each cadet for transition to Lieutenant, movement to BOLC, and initial success within their respective branches. Each cadet will inform their BTM chain of command and their respective branch representatives if conditions change that prevent a cadet from graduating or transitioning IAW pre-established timelines. Cadets should remember that all BOLC course dates, and post-graduation assignments are subject to HRC approval based on changing operational requirements.



Annex N – Military Program Awards Program

N.01. Military Program Awards for Cadet Companies.

a. Purpose. The purpose of the Military Program Awards Program is to recognize exceptional performance in MS, MD, Sandhurst Competition, and during CST details.

b. Proponent. The MST division of DMI serves as the proponent for this program. Evaluations data contributing to this program is managed in accordance with Chapter 2, using the graded events outlined below.

c. MS Awards. These awards are presented annually and recognize the top academic performance in MS100, MS200, and MS300. The recipients are determined from scores calculated at the conclusion of Term 2. The individual cadet with the highest academic average in their respective course will be presented the corresponding award in Term 1 of the following academic year. The First Class Cadet with the highest cumulative average in Military Science over the four-year course will be presented an award during their Graduation Week ceremonies.

d. Military Science Best Companies. This award (streamer) is presented to the best company per regiment with the highest average in the MS courses from the previous year.

e. GEN John J. Pershing Memorial Award – First Class Cadet with highest average in MS courses.

f. General Knox Award. Annually, the First Class Cadet who achieves the highest overall rating in MD over four years will be presented this award during their Graduation Week ceremonies. Scores determining the highest MD average among First Class Cadets will be determined at the conclusion of Term 2.

g. Merito Militar Award (Spanish Military Academy). This award recognizes a USMA cadet's excellence in military training while serving in a semester exchange at the Spanish Military Academy in Zaragoza, Spain. The Spanish Military Academy's Commandant of Cadets determines the criteria and approval of this award. The Merito Militar is presented to the best cadet of both semester exchanges at the end of the academic year. The proponent for this award at USMA is the Spanish Liaison Officer assigned to DMI.

h. Tom Surdyke Award. The Best Squad Leader during Sandhurst is presented this award during the Awards Ceremony dinner at the conclusion of the competition. DMI Sandhurst OICs determine criteria for this award. The Tom Surdyke Award should be given to a cadet who honors the spirit of Cadet Surdyke and demonstrates exemplary performance.

i. Cadet Reginald E. Johnson Memorial Award – Top scoring Sandhurst team in spring competition.

j. Cadet CJ Morgan Memorial Award - Recognize the CLDT trainee who embodies the



character of Cadet Morgan by motivating their peers, commitment to selfless service, and maintaining a positive attitude.

k. CST Awards. The awards are presented to cadet companies at their respective summer detail graduation ceremony. Company rank will be determined by averaging the percentage scores from the graded events described below. In the event of a tie, the awards will go to the company with the highest average rifle qualification score.

- (1) Best Company
- (2) Top Cadet
- (3) Best Company Marksmanship
- (4) Best Company Land Navigation (Not awarded for CLDT)

l. CST Graded Events. Collective company performance in the following events will determine company rankings. Those events graded during CST cover all details. For instance, rifle qualification occurs in CBT and CFT. Cadets granted excusal from any training event will not be included in the calculations. Only scores from 1st time repetitions will be used for calculations.

(1) Best Company. Determined based on average percentage course grade across BRM and Land Navigation.

(2) Top Cadet. Individual summer details may determine criteria for this award. The Top Cadet award should be given to a cadet who honors the spirit of their assigned detail and demonstrates exemplary performance.

(3) Marksmanship. Determined based on percentage of “first-time goes” from all summer training details.

(4) Land Navigation. Determined based on percentage of “first-time goes” from all summer training details.



Annex O – Cadet Summer Training Roles and Responsibilities

O.01. Overview

a. Purpose. The purpose of the Roles and Responsibilities annex is to clearly define USMA and external organization COMREL and describe the specific roles of departments and individual personnel.

b. USMA Supporting directorates to CST include but are not limited to BTM, DPE, DCA, SCPME, USMAPS, Academic Department staff and faculty, and Admissions.

O.02. Roles and Responsibilities by Directorate

a. Department of Military Instruction: Cadet Basic Training (CBT), Cadet Field Training (CFT), Cadet Leader Development Training (CLDT), and Air Assault.

- Develop the Cadet Summer Training plan and present the plan for approval to the Commandant of Cadets (CST Supported Commander) and the Superintendent.
- Assess and manage risk at the CST and event level.
- Assess Military Lab grades.
- Process awards for the Dean’s Staff and Faculty.
- Report CST performance and progression to Commandant.
- Approve, coordinate, and synchronize Cadet staff initiatives and deviations from CST plans.
- Validate all training events.
- Lead planning and synchronizing of all details to include LTP.
- Responsible for all weapon and equipment requests and coordination with the LRC through USCC.
- Plan and coordinate Task Force RSOI.
- Ensure all detail planners and personnel conducting training on live fire ranges or training areas are Range Safety Certified.
- Responsible for the CST ARR to the Commandant and Superintendent.
- Develop the FORSCOM Request for Forces (RFF).

b. Brigade Tactical Officer & Brigade Tactical Department: Summer Garrison Regiment (SGR)

- Resource Cadet leadership for CFT, CLDT, CBT, & CCBT.
- Responsible for executing pre - CST requirements, i.e Cadet drivers training.
- The RTO or assigned CST personnel has command authority for the Cadet KSL and the Cadet trainees.
- RTO to Assess and manage risk at the detail level.
- Responsible for acquiring / accountability of Cadet weapons and equipment.
- Exercise the approved CST training plans.
- Mentor Cadet Regimental CMD teams and KSL.
- Assess daily risk and mitigation factors.
- Assess Military Development (MD) grades for Cadets.



- Report training performance / progression to CST HQ.
 - Report UCMJ and misconduct to CST HQ and DMI 6 in accordance with CST CCIR.
 - Process UCMJ and misconduct through BTD.
 - Process Awards for TACs and TAC NCO's through the BTD.
 - Coordinate Cadet staff plans and initiatives through CST HQ.
 - Provide TAC or TAC NCO representatives to assist DMI detail planners during the academic year.
- d. The Department of Physical Education
- Responsible for the execution for the Water Confidence Course, Marne Confidence Course, Combatives, and CBT/CFT ACFTs, CBT Swim Test and Physical Readiness Training (PRT) introduction
 - Responsible for necessary equipment and required by detail.
 - Responsible for managing daily risk throughout CST.
 - Responsible for Cadet Staff and MOS development.
 - Support to details concerning Physical Development integration.
- c. The Simon Center for Professional Military Ethic:
- Tasked personnel attached to DMI for duration of training event or CST detail will be released back to department following CST detail completion and with DMI 6 approval.
 - Responsible for necessary equipment and required by detail.
 - Responsible for knowledge and skills necessary to meet the details desired outcomes.
 - Responsible for managing daily risk throughout CST.
 - Responsible for Cadet Staff and MOS development.
 - Support to details concerning Character Development integration.
- d. Academic Department Staff and Faculty:
- Tasked personnel attached to DMI for duration of training event or CST detail will be released back to department following CST detail completion and with DMI 6 approval.
 - Responsible for necessary equipment required by detail.
 - Responsible for knowledge and skills necessary to meet the detail's desired outcomes.
 - Responsible for managing daily risk throughout CST.
 - Responsible for Cadet Staff and MOS development.
- e. USMAPS: Cadet Candidate Basic Training (CCBT).
- Responsible for Planning, Execution, Risk assessment and mitigation for CCBT.
 - Report training performance / progression to CST HQ.
 - Report UCMJ and misconduct to CST HQ and DMI 6.
 - Process UCMJ and misconduct through USAMPS.
 - Coordinate for all training resources to include land, ammunition, and Task Force personnel to coordinated with the CST HQ from USMA graduation week until the completion of summer Training.



f. Admissions: Summer Leaders Experience (SLE).

- Responsible for Planning, Execution, Risk assessment and mitigation of SLE.
- Report training performance / progression to CST HQ.
- Report UCMJ and misconduct to CST HQ and DMI 6 in accordance with CST CCIR.
- Coordinate for all training resources to include land, ammunition, and Task Force personnel to coordinated with the CST HQ from USMA graduation week until March Back.

g. The Task Force and FORSCOM supporting units:

- OPCON to USMA for the duration of CST, to include Branch Week.
- Direct Support to the Separate CST details.
- Report training performance / progression to CST HQ.
- Report UCMJ and misconduct to CST HQ and DMI 6 in accordance CST CCIR.
- Process UCMJ and misconduct through assigned unit HQ.
- Support all CST details with world class training and operations.
- TF Commander has command authority over all FORSCOM Soldiers / units in support of CST.
- Process all AAM's and below for the Task Force.

h. The Sabalauski Air Assault School (TSAAS):

- Direct support to the USMA and CST.
- Support Air Assault classes with world class training and operations.
- Work with assigned USMA detail.
- Report UCMJ and misconduct to CST HQ and DMI 6 in accordance CST CCIR.

i. HHC. Commissioned Second Lieutenants:

- Attached to CST HQ and subsequent summer training details.
- Responsible for in and out – processing USMA HHC.
- Responsible for securing lodging and on-time reporting to CST.
- Responsible for required equipment to complete required training.
- Personnel not released from CST support until DMI 6 approval.



Annex P – References

[10 U.S.C. § 702](#)

[10 U.S.C. § 7431](#)

[10 U.S.C. § 7434](#)

[ADP 6-22 \(JUL 2019\)](#)

[AR 150-1 \(JAN 2021\)](#)

[AR 350-1 \(DEC 2017\)](#)

[AR 621-1 \(DEC 2019\)](#)

[Army Directive 2022-05 \(ACFT\)](#)

[ATP 2-01.3 Intelligence Preparation of the Battlefield \(MAR 2019\)](#)

[ATP 3-21.8 Infantry Platoon and Squad \(APR 2016\)](#)

[DoDI 1322.22](#)

[Directive-type Memorandum \(DTM\)-19-011 – Military Service Academy Graduates Seeking to Participate in Professional Sports \(19 OCT 2020\)](#)

[JP 3-0 Joint Operations \(OCT 2018\)](#)

[FM 1-02.1 Operational Terms \(MAR 2021\)](#)

[FM 1-02.2 Military Symbols \(NOV 2020\)](#)

[FM 3-90-1 Offense and Defense Volume 1 \(MAR 2013\)](#)

[FM 3-0 Operations \(OCT 2022\)](#)

[FM 7-22 Health and Holistic Fitness \(OCT 2020\)](#)

[Military Program Strategic Plan \(MAR 2017\)](#)

[Inter-Service Commissioning under Title 10, United States Code, Section 541, Graduates of the United States Military, Naval, and Air Force Academies \(OCT 2019\)](#)



[TC 3-21.76 Ranger Handbook \(APR 2017\)](#)

[TRADOC Reg 350-36 \(FEB 2020\)](#)

[USCC PAM 6-22 The Cadet Chain of Command Leadership Evaluation and Development Procedures \(MAR 2016\)](#)

[USMA Goldbook \(AY 2020\)](#)

[USMA Redbook \(JUL 2022\)](#)

[USMA Strategy \(OCT 2020\)](#)

[USMA Whitebook \(AY 2022\)](#)



Annex Q – Abbreviations and Acronyms

AAR	After Action Review
ABCP	Army Body Composition Program
ACS	Army Community Services
AIAD	Academic Individual Advanced Development
AMS	Academy Management System
ACFT	Army Combat Fitness Test
APS	Academic Program Score
APSC	Academic Program Score - Cumulative
ATAP	Accessions Transition Assistance Program
BEMP	Branch Education and Mentorship Program
BOLC	Basic Officer Leader Course
BrADSO	Branch of choice Active Duty Service Obligation
BSP	Branch Selection Process
BTD	Brigade Tactical Department
BTO	Brigade Tactical Officer
CBT	Cadet Basic Training
CDR	Cadet Developmental Report
CFT	Cadet Field Training
CIS	Cadet Information System
CLDP	Cyber Leader Development Program
CLDT	Cadet Leader Development Training
CoE	Centers of Excellence
COMREL	Command Relationship
CPS	Cadet Program Score
CST	Cadet Summer Training
CTLT	Cadet Troop Leader Training
DCA	Directorate of Cadet Activities
DMI	Department of Military Instruction
DPE	Department of Physical Education
EDV	Exercise Dynamic Victory
EOD	Explosive Ordnance Disposal
FUA	First Unit of Assignment
HRC	Human Resources Command
IAD	Individual Advanced Development
IAW	In Accordance With
IOCT	Indoor Obstacle Course Test
KSL	Key Summer Leaders
LDB	Leadership Development Branch
LOR	Letter of Recommendation
MACP	Married Army Couples Program
MD	Military Development
MIAD	Military Individual Advanced Development



ML	Military Lab
MPMD	Military Personnel Management
Directorate MPS	Military Program Score
MPSC	Military Program Score - Cumulative
MS	Military Science
MST	Military Science & Training
NCO	Non-Commissioned Officer
ODIA	Office of the Directorate of Intercollegiate Athletics
OD PDO	Ordnance Corps Personnel Development Office
OEMA	Office of Economic and Manpower Analysis
OIC	Officer in Charge
OML	Order of Merit List
OPORD	Operations Order
PCS	Permanent Change of Station
PPS	Physical Program Score
PPSC	Physical Program Score – Cumulative
PRT	Physical Readiness Training
RFO	Request for Orders
SCPME	Simon Center for the Professional Military Ethic
SGMP	Small Group Mentorship Program
SGR	Summer Garrison Regiment
SIFT	Selection Instrument for Flight Training
SL	Squad Leader
SLDP	Special Leader Development Program
SOP	Standing Operating Procedures
SSO	Special Summer Option
STAP	Summer Term Academic Program
TAB	Talent Assessment Battery
TAC	Tactical Officer or Non-Commissioned Officer
TBBM	Talent Based Branching Model
TDY	Temporary Duty
TLP	Troop-Leading Procedures
USCC	United States Corps of Cadets
USMA	United States Military Academy
WCC	Water Confidence Course
WPLDS	West Point Leader Development System